Group 10

A STUDY ON FACTORS AFFECTING INTENTION TO QUIT AMONG PRIMARY SCHOOL TEACHERS IN MALAYSIA

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PREFACE

In order to fulfill the graduation requirement of Bachelor of Business Administration (Honours) at Universiti Tunku Abdul Rahman (UTAR), we chose "A Study on Factors Affecting Intention to Quit Among Primary School Teachers in Malaysia" as our research topic. We initially planned to focus our research on the field of education, because there has not been much research on the education industry over the years and relevant literatures are relatively scarce. Therefore, we hope to fill this gap through this research and make contributions to the field of education.

Each of us was once a primary school student. Primary school teachers have accompanied us for at least six years of growth, not only teaching us knowledge, but also influencing our life direction to some extent. Compared with teachers at other educational stages, primary school teachers bear greater psychological and emotional pressure in the teaching process, because primary school students are still young and their minds are not mature, so teachers often need patience and tolerance.

However, in recent years, news about primary school teacher shortages and early retirement has frequently appeared, which has attracted our attention. Therefore, we decided to focus our research on primary school teachers and explore in depth the factors that affecting their intention to quit. It is hoped that this study can provide valuable references for the government and related units, so that they can better understand the actual needs and challenges of primary school teachers. It is also hoped that this study can fill the gaps in the academic community in related fields and contribute to the sustainable development of the education industry.

ABSTRACT

Education is the backbone for supporting the long-term growth of a nation and society. However, teacher shortages have become a growing worldwide concern. Primary school teachers are the most important human capital for developing the future pillars of a country as they provide students with a solid foundation of knowledge and shape their future behavior. Nevertheless, the attrition rate of Malaysian primary school teachers is growing from year to year. It is crucial to address this issue so that Malaysia can retain competent primary school teachers and thereby improve education quality. Therefore, the goal of this study is to analyze the factors that influence the intention to quit among Malaysian primary school teachers. We investigate the relationship between burnout, pay, organizational commitment and self-efficacy with intention to quit. This study utilized quantitative research method by collecting questionnaires from 400 primary school teachers in Selangor, Johor, Perak and Kedah. After that, the data were analyzed using Statistical Package for Social Sciences (SPSS). The Pearson Correlation Coefficient was adopted in this study to assess the association between the four independent variables and teachers' intention to quit. The findings showed that there is a significant positive relationship between teacher burnout and their intention to quit. Moreover, pay, organizational commitment and self-efficacy are significantly and negatively correlated to intention to quit. As a result, the Ministry of Education, school administrators and NUTP must take proactive strategies in addressing the shortage of primary school teachers so that Malaysia can retain qualified teachers and maintain an effective education system.

Keywords: intention to quit; primary school teachers; teacher turnover; teacher retention; burnout; pay; organizational commitment; self-efficacy

Subject Area: H1-99 Social sciences (General)

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LIST OF ABBREVIATIONS

B	Burnout
DOSM	Department of Statistics Malaysia
HCT	Human Capital Theory
I	Intention to Quit
ICT	Information and Communications Technology
MBI	Maslach Burnout Inventory
MOE	Ministry of Education
NUTP	National Union of the Teaching Profession
OC	Organizational Commitment
P	Pay
PhD	Doctor of Philosophy
S	Self-efficacy
SPSS	Statistical Package for Social Science
TPB	Theory of Planned Behavior
TSES	Teacher Sense of Efficacy Scale
UNESCO	The United Nations Educational, Scientific and Cultural Organization

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CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

Chapter 1 covers an overview of the research. We investigate the context and the factors that influence primary school teachers' intention to quit in Malaysia. Besides, we also outline the study's objectives, research questions, hypotheses, and significance. Each of these sub-topics will provide further explanations relevant to our research. Lastly, chapter layout and summary will be presented.

1.1 Research Background

Education is the backbone for supporting the long-term growth of a nation and society. High-quality education can not only improve people's quality of life, enable them to distinguish right from wrong and solve problems, but also be beneficial to future growth of a country (García et al., 2020). Excellent teachers are the prerequisite for achieving high quality education (Martinsone et al., 2024). Teachers are regarded as one of the most critical human capitals in education sector and the stability of the teaching team is the key to ensuring the efficient operation of the education system (Bulawat, 2020; Hoang, 2020; See et al., 2020). They are not only facilitators of student learning but are also considered the second parents of students because they are the ones who spend the longest time with students after their parents during the students' growth process (Muhammud, 2022). Especially in primary school, students are in a

period of cognitive development and learning basic academic skills. Teachers' guidance and training of students at this time will have a profound impact on their future development (Reinsfeld & Lee, 2022).

However, the research shows that the attrition rate of global primary school teacher is increasing every year, from 4.62% in 2015 to 9.06% in 2022 (UNESCO & Teacher Task Force, 2023). Loyal teachers not only have rich teaching experience but are also more willing to invest time and energy in education (Geiger & Pivovarova, 2018). Therefore, retaining responsible teachers are crucial in maintaining the educational standards. Study also shows that the stability of the teachers is closely related to students' academic performance and classroom participation (Kelchtermans, 2017).

The education industry is regarded as one of Malaysia's core industries and a tool for cultivating national talents and promoting national unity (Zainoor Hafizah'Darsana et al., 2022; Ibrahim et al., 2018). Therefore, the MOE has long been committed to ensuring that schools across the country have sufficient teachers to provide students with quality education. There are 7,778 primary schools in Malaysia in 2024, with a total of 238,553 teachers and 2,954,170 students (MOE, 2025).

Table 1.1:

Statistics on Primary School Teachers in Malaysia

Year	Number of Teachers	Number of Students	Student-teacher ratio
2018	238,858	2,694,779	11.28
2019	235,534	2,729,704	11.59
2020	237,093	2,741,995	11.57
2021	235,031	2,766,202	11.77
2022	235,232	2,770,015	11.78

Note. From Department of Statistics Malaysia. (2022).

The student-teacher ratio in primary schools has increased year by year, indicating that the number of teachers is gradually unable to cope with the growing number of students. This may have a bad consequence on the mental state and physical of individual teachers in service. 44% of Malaysian teachers said that they are facing work pressure and despair. Moreover, according to records from the NUTP, an average of 30 to 50 cases of teachers seeking help due to excessive stress are received every month (Normazhazlin Alzahar et al., 2020). Faced with increasing teaching pressure, the number of teachers choosing to retire early is increasing year by year.

In order to alleviate the teacher shortage problem and stabilize the teaching team, the Malaysian government has gradually raised the statutory retirement age for teachers from 55 to 60 years old. Teachers can apply for voluntary retirement when reaching 40 years old or later but must obtain approval from relevant department (Pension Act 1980, Act 227). In addition, Senior Education Minister also pointed out that the number of teachers who applied for early retirement was almost equal to the number of teachers who retired compulsorily, reflecting that the stability of Malaysia's teaching team is still facing challenges.

The stability of the teaching team is largely reflected in the teachers' intention to quit (Liu & Shen, 2024). Currently, most studies on teachers' intention to quit is concentrated in Western countries, and there are few local literatures (Craig, 2017). In contrast, local research mostly focuses on the intention to quit in other industries such as healthcare industry (K. Omar et al., 2018; Nurul Hafizah Yasih et al., 2019), hotel industry (Harnidah Samengon et al., 2020; Azmi et al., 2022) and manufacturing industry (Nurul Ezaili Alias et al., 2018; Alex, 2019). Local research on the education industry, especially the intention to quit among primary school teachers is relatively limited.

1.2 Problem Statement

According to data provided by MOE, about 4,000 teachers in Malaysia choose to retire early every year, and this number increases year by year, especially those between 56 and 58 years old (Habibah Mohammad, 2024). This growth trend increased from 4,110 in 2017 to 6,394 in 2023 (Yusof et al., 2025). Not only that, but the Malaysian Employers Federation also pointed out that the yearly attrition rate of Malaysian education industry is 29.28%, ranking third among all industries in the country (Ooi, et al., 2022).

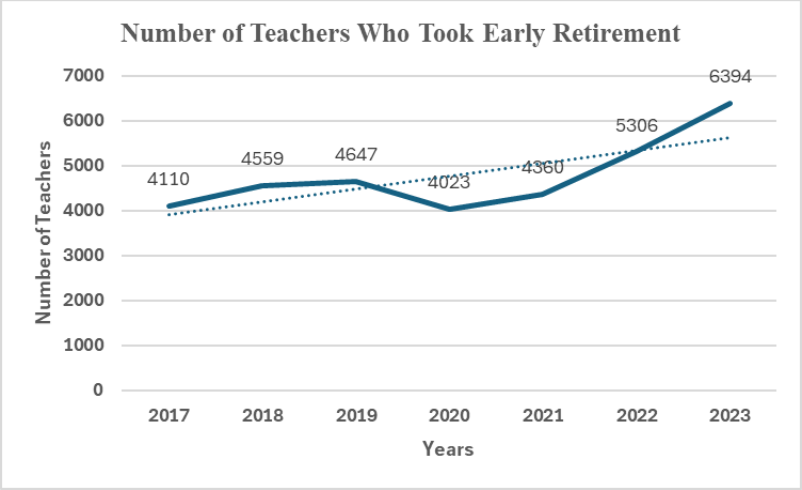

Figure 1.1. Number of Teachers Who Took Early Retirement. From Department of Statistics Malaysia. (2025).

Most of today's primary school students belong to Generation Z and Generation Alpha. They grew up in an environment shaped by advanced technology and have been exposed to various digital tools since childhood. Therefore, the MOE has implemented

blended teaching in primary schools to meet the interests and needs of this group of students (Zulaikha Zulkflee, et al., 2022). However, this policy has added a lot of workloads to primary school teachers, such as the need to prepare two sets of teaching materials for online and offline teaching, as well as to provide additional guidance for students who lack technical support. In addition, some teachers who lack technical experience may also need to invest more effort in handling technical issues, such as setting up ICT equipment or waiting for equipment repairs (Zainudin & Bakar, 2023). Therefore, this teaching method not only leads to burnout among primary school teachers but may also affect their confidence in their own abilities, especially those teachers who lack a technical background.

Additionally, although teachers play an important role in knowledge dissemination, their salaries are generally lower than those in other industries. According to the DOSM (2025), the median monthly salary in the construction industry and mining and quarrying industry is RM2,800 and RM5,900 respectively. In comparison, the minimum basic salary for new teachers is only RM1,698, with an annual increase of only RM145, while the minimum salary for general teachers is only RM2,848, with an annual salary increase of only RM155 (Public Service Department Official Portal, 2016). As the cost of living in the country continues to rise, teachers' salaries are no longer sufficient to maintain a reasonable standard of living, further compressing their actual purchasing power.

Besides, some teachers also pointed out that the MOE lacked communication with teachers when formulating policies, resulting in frequent changes in education policies. After that, teachers often received new instructions that had to be implemented late at night. However, when teachers have actively cooperated in the implementation, these policies will be revoked or changed within a few days, which seriously affects the teachers' work enthusiasm. In addition, the policy instructions between the MOE and the county education bureau are often contradictory, leaving teachers at a loss (FMT,

2022). In other words, the education administration pays more attention to KPIs and the image of the system but ignores the support and psychological feelings of teachers.

Some researchers have proved that teacher turnover is positively affect student performance in certain circumstances, such as replacing poorly performing teachers and bringing in innovative teachers (Adnot et al., 2016). However, more research shows that teacher turnover can have a significant adverse influence on student performance and achievement, particularly in math and language subjects (Renfeldt, Loeb & Wykoff, 2013). Because new teachers often lack experience and do not master effective teaching strategies, they not only cannot provide effective help to students, but also interfere with students' learning. In addition to the impact on students, teacher turnover may also lead to a loss of expertise in certain subjects or teaching (Simon & Johnson, 2015). To fill the resulting vacancies, the government may need to spend more money to hire and train new teachers (Li & Zhao, 2023).

Intention to quit is an important predictor of organizational turnover and is also considered a reliable predictor of actual turnover action (Peltokorpi, et al., 2023; Cohen, et al., 2016). Education administrators can formulate targeted teacher retention policies by understanding teachers' intention to quit early. This is because once teachers leave, education administrators often find it difficult to contact them or obtain valuable experience feedback due to privacy policies, thus missing the opportunity to improve the management system.

Most current research focuses on internal factors such as job satisfaction, teaching pressure, salary, and teaching environment, but teachers' psychological cognition and subjective organizational perception may also affect their willingness to quit (Shuib et al., 2023). Attitudinal variables such as job satisfaction cannot fully explain employees' willingness to quit, and non-attitudinal factors should also be taken seriously (Heffernan & Rochford, 2017. Therefore, to gain more insight of the factors that

contribute to the intention to quit of Malaysian primary school teachers, this study selected four variables: burnout, pay, organizational commitment and self-efficacy, which represent teachers' responses at the psychological cognitive level, job structure level and organizational perception level, respectively.

Although these four variables have received attention in previous studies, there are still significant differences in their relationship with intention to quit. In terms of pay, some studies believe that it is highly positively correlated with intention to quit, but some studies believe that teachers' intention to quit are more affected by non-monetary factors (Saeed et al., 2023; Gunther, 2019). Some studies support that burnout is a factor that strongly promotes intention to quit, while some studies point out that this relationship is weakened by the degree of organizational support (Salama et al., 2022; Xu & Yang, 2018). There is even literature showing that burnout is negatively correlated with intention to quit (Üngüren et al., 2024). In addition, for the research on organizational commitment and self-efficacy, some studies have shown that their effects may be affected by culture and school type (Karadağ, et al., 2019; Meyer, et al., 2012). Given that the current research results are inconsistent, there is still a gap in the research on the factors that contribute to intention to quit.

Based on the existing local literature, there are few studies on primary school teachers. Yang et al. (2018) studied the factors affecting kindergarten teachers' intention to quit; Lee (2017) conducted an in-depth study on the factors affecting secondary school teachers' intention to quit. In addition, Robyn (2012) also studied the factors influencing university teachers' intention to quit. The work content of teachers in different stages of education also varies greatly. Therefore, the research results on teachers' intention to quit are not universal.

To sum up, this study will take the Malaysian primary school teachers as target population and comprehensively analyze the influence of burnout, pay, organizational commitment and self-efficacy on their intention to quit.

1.3 Research Objectives

1.3.1 General Objectives

This research's main objective is to explore the factors affecting intention to quit among primary school teachers in Malaysia.

1.3.2 Specific Objectives

i. To determine the relationship between burnout and intention to quit among primary school teachers in Malaysia.
ii. To determine the relationship between pay and intention to quit among primary school teachers in Malaysia.
iii. To determine the relationship between organizational commitment and intention to quit among primary school teachers in Malaysia.
iv. To determine the relationship between self-efficacy and intention to quit among primary school teachers in Malaysia.

1.4 Research Questions

1.4.1 General Questions

What are the factors affecting intention to quit among primary school teachers in Malaysia?

1.4.2 Specific Questions

i. Does burnout affect intention to quit among primary school teachers in Malaysia?
ii. Does pay affect intention to quit among primary school teachers in Malaysia?
iii. Does organizational commitment affect intention to quit among primary school teachers in Malaysia?
iv. Does self-efficacy affect intention to quit among primary school teachers in Malaysia?

1.5 Hypothesis of the Study

This section briefly stated that the possible hypothesis in this research whereby to determine the influence of independent variable on dependent variable.

H1: There is a positive relationship between burnout and intention to quit among primary school teachers in Malaysia

H2: There is a negative relationship between pay and intention to quit among primary school teachers in Malaysia.

H3: There is a negative relationship between organizational commitment and intention to quit among primary school teachers in Malaysia

H4: There is a negative relationship between self-efficacy and intention to quit among primary school teachers in Malaysia.

1.6 Significance of the Study

Educational sector is significant to a nation's development as it nurtures and develops the future leaders (Altunoğlu and Sarpkaya, 2012). Primary school is vital in education industry because it provides students with a solid foundation of mathematical and literacy knowledge and skill. Furthermore, primary education is important in shaping students' future behavior and character, including self-discipline, moral values, learning attitudes, social skills and logical thinking. However, teacher turnover is a global issue. Hence, this study significant to analyze the factors that affecting the intention to quit among primary school teachers to solve high turnover rate.

Firstly, the outcomes of this study have a guiding role for school managers, including principals and vice principals. It is critical for the primary school administrators to manage their workforce and provide a positive work environment for teachers. Through this research, administrators will be able to analyze and improve administrative practices, such as reducing class sizes and providing administrative support to

effectively distribute workload and reduce teacher burnout. By understanding and specifically managing these factors, schools can foster a positive workplace, thereby reducing teachers' intention to quit.

Secondly, the result of this study is crucial for MOE in understanding the intention to quit of Malaysian primary school teachers. The persistence of teacher turnover is attributed to a lack of understanding in government about the drivers of intention to quit teaching job, which might assist in the establishing of suitable strategies to address the problem (Jonathan et al., 2013). Therefore, this study will assist the Malaysian government to understand the needs of primary school teachers and analyze the factors that influence primary school teachers' willingness to move, thereby develop appropriate and targeted strategies to address the growing teacher shortage problem across the country. By studying these factors, governments can better understand the sources of stress faced by teachers, understand teachers' loyalty and sense of belonging to their schools, and reassess teacher pay structures.

Thirdly, this study can provide significant insight to researchers who are studying various areas of the education sector such as teacher turnover, retention, job satisfaction, student achievement and educational management. Since most studies and publications focus on intention to quit among secondary school teachers and university lecturers, our study on primary school teachers addresses the gap in existing research, especially on Malaysian primary school teachers. This study can expand researchers' understanding of teacher mobility intentions and provide a nuanced local perspective that facilitates comparisons with research in different countries. In addition, this will also help to improve the existing turnover intention model, better explain the educational theories and models of teachers' intention to quit and provide a more useful basis for future research. In other words, this will lay the foundation for future research on teachers' mobility intentions in Malaysia, thereby motivating other scholars to further explore teachers' mobility intentions at different educational levels or regions.

Lastly, this research provides useful findings for Malaysian teachers' unions, particularly NUTP in protecting the rights and welfare of primary school teachers. The findings help NUTP to identify the major areas of primary school teacher dissatisfaction or lack of support, enabling them to work with the MOE to revise and enhance educational policies. Therefore, this study is crucial for NUTP in advocating for primary teachers' welfare and ensuring all aspects of assistance, consequently retaining and attracting excellent teachers.

1.7 Chapter Layout

1.7.1 Chapter 1: Introduction

Chapter 1 explains the research background, problem statements, research objectives, questions, hypotheses, and the significance of our study. This chapter provides a summary and points out the key areas of our study.

1.7.2 Chapter 2: Literature Review

Chapter 2 provides a comprehensive explanation of each independent and dependent variable in our research, along with the theoretical foundations supporting our study. This chapter includes underlying theories, review of variables, proposed conceptual frameworks, and the development of hypotheses.

1.7.3 Chapter 3: Research Methodology

Chapter 3 details our methods for collecting data through the survey questionnaire and summarizes the findings from respondents. We cover the study design, sample design, data collecting techniques, research instrument, construct measurement, data processing, and data analysis tools.

1.7.4 Chapter 4: Data Analysis

Chapter 4 presents the findings on the data obtained through the survey from the target respondents. We will use SPSS to examine the data, and the results will be explained.

1.7.5 Chapter 5: Discussion, Conclusion and Implications

Chapter 5 provides a summary and conclusion based on the findings of our research. This chapter summarizes the statistical analysis, discusses the study's implications, constraints, and suggestions for future studies. The final conclusions of our study will also be presented.

1.8 Chapter Summary

This chapter details our research background and explains the problem addressed in our study. We also present the study's hypotheses to identify if there is a significant connection between various factors and the intention to quit among primary school teachers. In the following chapter, we will explore the information in greater depth while providing evidence for the literature study of the variables.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter will examine theory and literature to identify research on various factors influencing intention to quit. This study analyses the association between intention to quit with burnout, pay, organizational commitment, and self-efficacy. In this chapter, the theoretical foundation will also be provided by us to examine how independent factors listed in previous chapter affect primary school teachers' intention to quit.

2.1 Underlying Theories

2.1.1 Human Capital Theory

Research by Ju & Li (2019) suggests that investing in employees' human resources, including training, years of experience and education may reduce employees' intention to quit. This is consistent with research by Ehrenberg & Smith (2003), which shows that the more knowledge and skills a person has accumulated on the job through investments in education and job training, the less likely he or she is to leave the occupation. However, Wei's (2015) research puts forward the opposite view. The research demonstrates that there is a

positive association between general human capital (education and skills) and intention to quit, which means employees with high human capital will tend to look for opportunities with higher returns, increasing their intention to quit.

Education, work experience, and training are viewed as investments that enhance employee skills and cognitive abilities. Employees with greater education background often have excellent performance capabilities, which helps them cope with more challenges in their current positions and quickly adapt to the task requirements of new positions. Therefore, employees with advanced degrees often believe they deserve higher pay or better development opportunities. If their current job does not meet their expectations, their intention to quit will increase.

Another core point emphasized by the HCT is that individuals tend to choose options that maximize their self-interest, even if they are satisfied with the status quo (Ganzach & Pazy, 2015). In other words, employees tend to pursue jobs that offer higher rewards, so when employees believe they can gain higher rewards by leaving their current job, their intention to quit will increase. Dalessio, Silverman & Schuck's (1986) study also showed that the possibility of job choice is negatively related to job satisfaction.

Primary school teachers invest a significant amount of time and energy in education and training to improve their teaching skills and experience. Therefore, they will expect a correspondingly high return on investment such as pay. The human capital of primary school teachers is not only reflected in their academic qualifications and training, but also includes the rich experience accumulated in the teaching process. If the rewards provided by the school, such as pay or career development opportunities do not match their efforts, they will

feel that their investment has not received corresponding returns, leading to the intention to quit and cause them look for better position.

2.1.2 Theory of Planned Behavior

According to Ajzen (1991), TPB describes one's intention to carry out a certain action. Intentions served as an element that drives a person to act by governing how much efforts individuals are eager to attempt and devote into accomplishing an activity. There are three main components to determine behavioral intention, including attitude toward the action, subjective norm and perceived behavioral control.

Firstly, the most important factor is attitude toward behavior which describes the degree that a person positively or negatively values a certain behavior. When one displays a favorable attitude on the action, the greater the intentions of the individual to conduct that particular behavior (Ryan & Worthington, 2022). When teachers are emotionally depleted for a long period, they will lose interest and motivation for their current jobs, which will increase their intention to quit.

Next, subjective norms are a person's view of the societal pressure to engage in a particular conduct (Godin & Kok, 1996). It might be a person's conviction that significant individuals around him engage in the behavior, or his perceptions that others such as colleagues, family and friends expect him to execute the action (Ajzen, 2020). When people assume and think that an individual will conduct an action, it contributes to the individual's desire to

carried out that action. It is suggested that subjective norm is particularly crucial in affecting unfavorable actions such as intention to quit. (Zhang, 2018).

Lastly, perceived behavioral control or self-efficacy, which indicates one's perceptions that he or she has control over conducting an action (Ryan & Worthington, 2020). It relies on three elements which are abilities, resources and chances. When people has high competencies, resources and opportunities, they may encounter fewer obstacles and have a greater sense of behavioral control, resulting in lower intention to conduct the behavior (Zhang, 2018). When the teachers feel that they are capable of dealing with various challenges in teaching, and naturally they will not easily give up their posts or have the intention to quit.

2.2 Review of Variables

2.2.1 Dependent Variable

2.2.1.1 Intention to Quit

Intention to quit refers to the tendency of employees to plan to quit their present job or organization within a specific period (Chin, 2018; Hallajy, Janani & Fallah, 2011; Lazzari, Alvarez, & Ruggieri, 2022). Intent refers to the motivation or desire to perform an act but does not always lead to the actual act (Berndt, 1981). Consistent with the research of Laulié & Morgeson (2021), employees' intention to quit can be simply regarded as the likelihood of an

employee leaving the organization. Furthermore, intention to quit has been used as a dependent variable in various organizational studies (Lambert, 2001). This is because employees who intend to quit are more likely to eventually quit. In addition, when talking about the situation in which employees may quit, academics usually use terms such as "turnover intention", "intention to leave", and even "intention to quit" to describe this phenomenon (Griffeth, Hom & Gaertner, 2000). Although these terms are different, they all have a same core concept that is employees' inner thoughts about leaving the organization.

In order to better understand the reasons of employees consider leaving, Takase et al. (2009) discussed the internal formation process of intention to quit. Intention to quit is a multi-stage process involving psychological, cognitive and behavioral factors. In the first stage, when employees feel disappointed and dissatisfied with the organization, they will withdraw emotionally, resulting in a decrease in commitment and effort in their work. In the second stage, employees will begin to analyze through cognition, trying to find the reasons for their dissatisfaction and intention to quit. In the final stage, employees will show their intention to quit with low work engagement, decreased work efficiency or frequent absences. Employees will also weigh the pros and cons of staying in the organization, and if they think leaving is more beneficial to them, they will eventually quit.

According to previous research, resignation can be categorized into two types, which are involuntary resignation and voluntary resignation (Ainer et al., 2018). Involuntary turnover refers to situations where the organization has the power to decide whether an employee stays or quits, such as terminates an employee's contract and fires the employee for any reason. In contrast, voluntary turnover occurs when an employee chooses to quit or stay with the organization (Wells & Peachey, 2010; An, 2019). Therefore, the intention to quit can also refer to employees' willingness to voluntarily leave their original jobs. The reason

employees voluntarily resign may be dissatisfaction with their current job, or better job opportunities (Lee & Mowday, 1987; Foster et al., 2011). Employee turnover is considered a negative signal to the organization because it imposes both explicit and implicit costs on the organization. For example, the organization will lose highly skilled employees, which reduce performance and profitability (Al-Suraihi et al., 2021).

Teacher intention to quit refers to the tendency of teachers to quit their teaching positions and can be regarded as a direct precursor to teachers' actual turnover (Ingersoll, 1995). According to Carver-Thomas & Darling-Hammond (2017), the actual resignation behavior of teachers is divided into two types, which are organizational resignation and professional resignation. Organizational resignation refers to teachers' intention to transfer to another school to continue working in the field of education, while professional resignation refers their decisions to leave the teaching profession and pursue a different career.

2.2.2 Independent Variable

2.2.2.1 Burnout

Burnout defined by Freudenberger (1974) as the feelings of exhaustion, a loss of enthusiasm and dedication that employees suffer in long-term and intense stressful situations. Maslach and Jackson (1981) defined burnout as a symptom of depersonalization and emotional exhaustion that experienced by the employees who often deal with others such as students and customers (Maslach et al., 2001). It can be conceptualized into three dimensions which are emotional

exhaustion, depersonalization and personal accomplishment. Among the three dimensions, emotional exhaustion is the dominant component found in most studies (Bettini et al., 2020). It represents an individual feeling emotionally overwhelmed and drained in work. Teachers who have drained their emotional resources are unable to contribute to the work psychologically. Next, depersonalization occurs teachers having a negative and uncaring attitude towards their students (Linda Samadi et al., 2020). Lastly, personal accomplishment is the feelings gained by teachers through successfully and effectively performing their jobs.

Education sectors have a greater likelihood to experience burnout because they need to interact and communicate frequently with people, including students, parents and colleagues. Teacher burnout is found commonly caused by stress, high workload and student misbehavior (Rajendran et al., 2020). Teachers need to be responsible for teaching, school decorations, additional classes, and other clerical duties such as preparation of report for assessment, student attendance and paperwork. Nowadays, young generation students are more difficult to control and pampered by their parents until they disrespect to teachers, causing teachers to be more careful and stressful in educating them. Therefore, when teachers fail to manage and cope with these stressors, burnout happens. (Jennett et al., 2003).

When teachers encounter excessive workloads and stress at work, they may use up resources and become emotionally exhausted, leading to high depersonalization which influences relationships with colleagues, students and parents. This is also associated with a decrease in teachers' accomplishment, confidence, motivation and increase in burnout, thereby contributing to withdrawal symptoms such as desire to quit the job (Madigan & Kim, 2021). In addition, Goddard (2006) claimed that burnout is driven by job demand and sources an individual could use to meet these needs. Burnout arises when the

job duties exceed available resources such as time, competence and administrative support (Ifrah Harun & Rosli Mahmood, 2021).

2.2.2.2 Pay

Pay is the financial rewards and tangible benefits that employees receive from their employers for performing work to the organization (Rifa'I et al., 2019). In addition, pay also refers to the standard amount of money that an organization pays its employees as compensation, and a reflection of the organization's recognition to its employees (Chaudhry et al., 2011). Pay typically includes salary, incentives, benefits, and company stock or options. Differences in job levels or required skill levels can lead to different pay for employees within the same organization (Hejratullah Adil et al., 2020).

Pay is a main source of income for employees to maintain their lives and a motivator for employees to work and improve job satisfaction (Kosi et al., 2015). This is because pay can provide employees with a sense of security, independence, identity and self-worth (Bhatt & Sharman, 2019). Therefore, organizations can use pay as a reward to encourage or shape employee behavior (Falahat et al., 2019). Moreover, pay is critical in retaining and attracting talent. Employees' pay satisfaction is affected by the difference between the compensation they deserve and their contribution to the organization (Lawler, 1971). Underpayment occurs when employees believe they are being paid less than their contribution. Dissatisfaction with pay can cause demotivated employees, increased absences and reduced work engagement, thereby leading to turnover (Mahmud et al., 2021).

Previous scientists agree that pay satisfaction includes four dimensions: pay level, pay growth, pay benefits, and pay structure management (A'yuninnisa & Saptoto, 2015a). Pay level represents the number of wages that employees currently receive, which is usually set by the organization. Low pay levels can make employees feel insecure, their work is not worth doing and dissatisfaction, which increases their willingness to quit. Next, pay growth refers to the change in an employee's pay level during their tenure at an organization, based on job classification or other criteria. If employees believe their pay will increase in the future, they will remain loyal to the company and are less willing to leave. Furthermore, pay benefits are indirect compensation provided to employees in non-working time. They include vacations, insurance, pensions, and other services. The last dimension is the pay structure, which is the salary grade structure set by the organization for different positions, managed and allocated by the direct supervisor.

Teacher's pay refers to the monetary value of what teachers receive for providing teaching, tutoring, and class management (Patnaik & Padhi, 2012). If an organization can increase the salaries of teachers on a regular basis, it will keep the morale of teachers high, increasing their motivation and satisfaction (Shah et al., 2012). However, international evidence suggests that teachers' pay have been falling over the past 30 years and, in some countries, they have failed to keep pace with wage growth in other professions (Qin, 2020). In Malaysia, the annual salary of teachers only ranges from RM26,400 to RM44,400, which is significantly lower than the annual salary of RM60,000 to RM120,000 in industries such as technology, finance, healthcare and engineering (Ivana, 2025). According to the GTSI's (2013) survey, global teachers believe that their salaries are low and are dissatisfied with it. Although teachers need to cope with heavy workload, their income is often lower than what they deserve. Even if they are satisfied with the pay, teachers still think that their income is not proportional to their efforts. Al-Neimi & Amzat (2012) also confirmed that

teaching, workload, salary, and teaching-related issues are all reasons for teachers to resign. Additionally, studies found that teacher pay was the only factor in job satisfaction that significantly predicted employee turnover (Addai et al., 2018).

2.2.2.3 Organizational Commitment

Organizational commitment describes as a person's alignment with the organization's objectives and values, willingness to remain as a part of the organization and make efforts towards its success (Mowday et al., 1982). Organizational commitment is considered a positive contribution to an organization and is described as loyalty, sacrifice, dedication and involvement (Marcıori & Henkin, 2004). In addition, organizational commitment also represents the degree of a personal's attachment to the organization where he or she works (Ermiş, 2014). The greater the employee organizational commitment, the stronger their loyalty, responsibility and willingness to remain in the organization. According to the three-dimensional organizational commitment model introduced by Allen & Meyer (1991), organizational commitment Organizational commitment describes as a person's alignment with the organization's objectives and values, willingness to remain as a part of the organization and make efforts towards its success (Mowday et al., 1982). Organizational commitment is considered a positive contribution to an organization and is described as loyalty, sacrifice, dedication and involvement (Marcıori & Henkin, 2004). In addition, organizational commitment also represents the degree of a personal's attachment to the organization where he or she works (Ermiş, 2014). The greater the employee organizational commitment, the stronger their loyalty, responsibility and willingness to remain in the organization. According to the three-dimensional organizational commitment

model introduced by Allen & Meyer (1991), organizational commitment can be divided into affective commitment, continuance commitment and normative commitment.

Affective commitment is defined as a feeling of belonging and ties to an organization based on personal traits, organization structure, and job experience (Jonathan et al., 2013). It can be divided into three dimensions, which are emotional attachment, identification and participation. Krikwood (2006) also emphasized that affective commitment is the result of the congruence of values and goals between employees and the organization, leading to strong emotional bond and psychological closeness to organization (Chu & Li, 2010). When employees are aligned with the organization's goals, they will feel happy as a member of the organization, make extraordinary efforts and be more willing to stay in the organization (Koc, 2017). Although affective commitment can increase employees' loyalty to the organization, its long-term impact on employee psychology may be negative because employees may become overly reliant on emotional ties and neglect other career development opportunities or feel they cannot leave the organization despite experiencing reduced job satisfaction (English et al., 2009).

Continuance commitment is the employees' perception of the losses faced by leaving the organization and rational needs (Chu & Li, 2010). The key to this commitment is the necessity of survival. Employees choose to stay when they believe the cost of quitting the organization is too expensive or they will forfeit benefits such as money, seniority, social security and pension rights. It arises when an employee chooses to stay as part of organization after weighing the pros and cons. Moreover, Gonzales and Guillen (2008) categorized continuance commitment into two components: high sacrifice and low substitutability. High sacrificially represents employees feeling a great personal or professional loss after leaving their current organization, while low substitutability represents

employees feeling the scarcity of employment opportunities outside the organization.

Two dimensions of normative commitment (sense of obligation and moral commitment) are often discussed in academic research. Normative commitment represents the commitment of employees who choose to remain with the organization due to a feeling of responsibility (Allan & Mayer, 1977; Gonzales & Guillen, 2008; Albdour & Altarauwneh, 2014). It is often associated with employee loyalty, where employees stay with an organization since they are responsible to the organization (Allan & Mayer, 1977). When an organization provides employees with development opportunities, training, or other support and costs, employees develop a sense of responsibility to give back to the organization (Özdemir & Yaylı, 2014). Meanwhile, Chu and Li (2010) argued that normative commitment represents the organizational commitment that occurs when employees fully trust the organization. They note that employees choose to stay with an organization based on their belief in the organization and identification with its values and goals. It is suggested that both dimensions can function together as employees may decide to remain in an organization due to an extrinsic sense of obligation or intrinsic values and ethics.

Saljoogi and Salehi (2016) pointed out that teachers' organizational commitment is an emotional response to their school teaching experience that reflect their feelings and attitudes in teaching. Besides, Zaki (2009) emphasized that teachers with high organizational commitment can effectively use school resources to support their teaching responsibilities. Additionally, Raman et al. (2015) also explained that teachers' commitment is related to students' academic performance. This is because organizational commitment will create engaged teachers who effectively fulfill their essential duties in school. High levels of organizational commitment can reduce teacher turnover, increase teacher motivation and organizational performance. When a school can

maintain an experienced teaching staff, the continued stability of educational quality is guaranteed.

2.2.2.4 Self-efficacy

Self-efficacy represents one's faith in their capacity to prepare and execute the actions required to handle potential scenarios (Bandura, 1995). In other words, it defined as someone's beliefs in their abilities to control the activities that may affect their life. In educational context, self-efficacy indicates teachers' confidence in their capabilities to control and educate pupils (Maslinsky & Ivaniushina, 2016). Tschannen-Moran & Hoy (2001) identified self-efficacy as "an evaluation of the teacher's capacity to achieve positive outcomes for student learning and engagement" (p. 783).

Skaalvik (2007) revealed another idea of self-efficacy by establishing six dimensions to assess teacher's self-efficacy. The first dimension, instruction, describes the ability of teachers to mentor students, while the second components focuses on teachers' capacity to adjust teaching according to different students' needs. Thirdly, motivating students indicates the ability of teachers in encouraging students' learning interest. The four dimensions concentrates on teachers' ability to maintain classroom discipline and regulate students' behavior (Mudhar et al., 2023). Next, the capacity of teachers to collaborate closely with peers, communicate with parents on student concerns. The final dimension evaluates the teachers' ability to deal with continuing changes and new obstacles.

Teacher effectiveness will influence their actions in classroom and efforts they put into teaching. Høigaard et al. (2011) stated that low-efficacy teachers are more likely to use restrictive rules and punitive measures to motivate students and are often gloomy about students' growth capacity. In addition, they also performed poorly in adopting teaching techniques that can enhance students' interest in learning. It was discovered that some primary school teachers, particularly those of higher ages are less proficient in using ICT. The digital transformation of the education system has caused teachers to have low self-confidence in teaching, making them intend to retire early (Tajul Rosli Shuib et al., 2023).

Conversely, people with strong self-efficacy able to effectively manage job pressure and confidently handle difficult tasks to accomplish desired objectives, contributing to low intention to quit (Barza Iftikhar Mir et al., 2021). High efficacy teachers are more willing to put in greater effort into their jobs such as implement effective teaching methods to engage student in learning and improve their academic performance (Klassen & Chiu, 2011). Additionally, they also become productive in teaching and student concerns, maintaining confidence and enthusiasm in teaching. Thus, teachers will have strong self-confidence and positive attitude towards their profession (Muhangi, 2017), making them more likely to stay in the profession.

2.3 Proposed Conceptual Framework

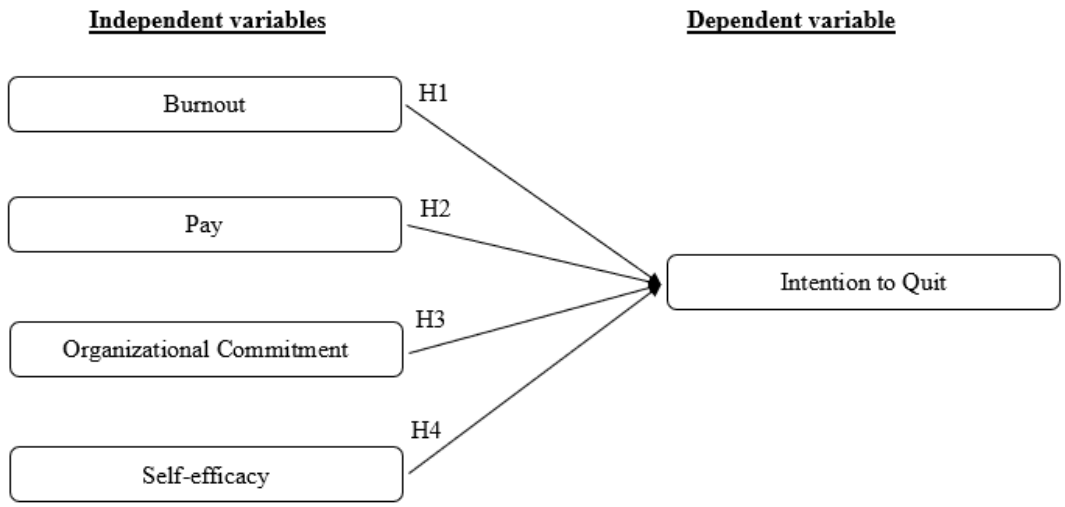

Figure 2.1. Proposed Conceptual Framework

Based on Figure 2.1, the framework of this research illustrates the relationship between independent factors (burnout, pay, organizational commitment, and self-efficacy) and dependent variable (intention to quit). Teachers who face a workload that exceeds their resources, burnout will emerge, and they will have intention to quit. Additionally, low pay caused teachers to feel unsatisfied with the rewards of their jobs which boost their intention to quit. Next, teachers who have poor sense of belonging to their school are also more probably to consider leaving. Lastly, teachers who have weak self-efficacy are less confidence in their teaching skills, increasing probability to leave the field.

2.4 Hypothesis Development

2.4.1 Relationship between Burnout and Intention to Quit

Preechawong et al. (2021) stated that burnout affects various parties, including elementary school teachers, secondary school teachers, technical educators and school administrators. Burnout can be caused by many factors such as job pressure, social support, and complicated relationships. Besides, teachers will also experience psychological exhaustion when they must fulfill high expectations from school management, colleagues, parents or pupils. It is hypothesized that burnout a key factor to teachers' intention to quit teaching profession. Emotional exhaustion and depersonalization are positively correlated to intention to quit whereas personal accomplishment is adversely correlated with intention to quit.

As stated by Chuan (2001), burnout is the elevated feelings of depersonalization, emotional exhaustion and diminished of personal fulfillment. When teacher's emotional resources are drained, negative and cynical emotions towards students will emerge, increasing the desire and likelihood to quit current position. Thus, it is demonstrated that burnout has a strong and positive association with teachers' intention to quit. It has an effect in motivating teacher to quit the present school. Thus, school should offer coping techniques training, counselling and assistance to reduce teacher turnover.

Moreover, O'Brien et al. (2008) discovered that new teacher burnout is significantly and positively associated with attrition intention. The study found that the beginning teachers experience a greater level of mental fatigue and lower level of personal accomplishment, which leads to job burnout and turnover intents. Besides, there are also studies proven that emotional exhaustion is the strongest component that positively influence teachers planned turnover (Leung and Lee, 2006).

H1: There is a positive relationship between burnout and intention to quit among primary teachers in Malaysia.

2.4.2 Relationship between Pay and Intention to Quit

Study found pay is one of the key determinants of employees' intention to quit across industries (Falkenberg et al., 2020; Hinkin & Tracey, 2000).

The negative correlation between pay and intention to quit has been widely empirically supported across industries and cultural contexts. Khatri et al. (2001) studied employees in food and beverage, transportation and retail industry and found that pay was significantly correlated with intention to quit. Meanwhile, according to Lum et al. (1998) in the field of health sciences, it was found that pay has direct and indirect impact on nurses' intention to quit.

In addition, there are many studies in industries such as manufacturing (Hee et al., 2018), banking (Yeo, Ibrahim & Tang, 2020), telecommunications (Kwenin, Muathe & Nzulwa, 2013), and hotel (Acquah, 2015), all of which show a direct negative correlation between compensation and employee intention to quit. This finding affirmed by Osibanjo et al. (2014) who argued that one of the most important variables determining employee retention is monetary pay. Hayes's (2015) research also showed that employees' pay level is significantly related to intention to quit. If companies fail to pay adequate wages, it can lead to employee dissatisfaction and may even be a catalyst for resignation.

Besides, multidimensional studies on pay satisfaction further confirmed the negative association between pay and intention to quit. Currall et al. (2005) and Singh and Loncar (2010) explored all dimensions of pay satisfaction were opposite correlated with intention to quit. This also shows that if employees are satisfied with their current pay level, expectations of future pay growth, and the fairness of pay structure and pay benefits, they will stay loyal to the organization.

A negative correlation between pay and intention to quit among teacher has been found (Acquah, 2015; Hendricks et al., 2014; Zahra et al., 2013, Falkenberg et al., 2020; Abdul-Mumin et al., 2019). Also, some researchers have found that pay have the greatest impact on male teachers in mathematics, science and computer education (Rickman, Wang & Winters, 2017). Therefore, pay plays an important role in the reasons why teachers change schools or quit the teaching profession (Hough, 2012; Yan, Najjuko & Ochwo, 2017). This is because when teachers are not satisfied with their pay they will plan to quit teaching soon.

H2: There is a negative relationship between pay and intention to quit among primary teachers in Malaysia.

2.4.3 Relationship between Organizational Commitment and Intention to Quit

Organizational commitment is a mental feeling that has a strong emphasis inside organizations. Kalidass and Bahron (2015) claimed that organizational commitment has an immediate impact on intention to quit. A strong degrees of

company dedication can help to reduce personnel attrition. Besides, Yayan Hadiyat et al. (2021) similarly discovered an adverse correlation between an employee's organizational commitment and their desire to resign.

In accordance with Jonathan et al. (2013), the research concluded that significant levels of emotional, continuance, and normative commitment have a substantial and unfavourable impact on teachers' intention to quit. Another study established a strong negative relationship between affective and normative commitment and academics' intention to quit. It is proved that teachers view their jobs as a way of life rather than just a career (Parasız et al., 2017). Furthermore, Masud and Daud (2018) also shown that affective, continuance, and normative commitment are adversely correlated with intention to quit. It is due to teachers identify as members of the institution, are concerned about losing benefits and have a strong sense of duty to their jobs.

Next, several studies also observed that the three elements of organization commitment adversely affect employees' intention to quit (Ceylan et al., 2021). McInerney et al. (2015) proposed that educational administrators offer a positive working atmosphere for teachers to build and retain teachers' dedications to the school and occupation. The school should also recognize and appreciate teachers' efforts. Therefore, teachers who are highly committed are less probable to express a desire to quit the institution or career.

H3: There is a negative relationship between organizational commitment and intention to quit among primary teachers in Malaysia.

2.4.4 Relationship between Self-efficacy and Intention to Quit

Van Eycken et al. (2022) stated that self-efficacy is a crucial attribute that is substantially related to teachers' behavior, beliefs, student performance and teacher retention. Teachers who have strong self-efficacy will express a lesser intention to quit from school than those with weak self-efficacy. Hence, it is essential to assist teachers in building confidence for performing their tasks, particularly in motivating diverse students, to feel a sense of accomplishment, boosting their desire to stay in this profession.

According to Neve and Devos (2016), teachers who have low confidence in managing classroom are more likely to quit current position. In addition, teachers who have participation in determining common objectives and selecting teaching techniques tend to have better self-efficacy. This sense of self-efficacy will subsequently cause them to prefer to stay in teaching field. Thus, it appeared that the greater one believes in her ability, the harder for her to leave the profession. There is a negative correlation between self-efficacy and teacher intention to quit.

In the study of Lopez (2018) and Miller (2020) on primary school teachers concluded that the three aspects to measure self-efficacy include student engagement, teaching strategies and classroom management have opposite correlation with intention to quit. Classroom management is the most crucial items among three components, followed by instructional strategies and student engagement. Elementary school teachers are more confident in using various strategies to help challenging students and implementing useful methods for classroom management. However, they are less effective in helping parents to develop their children to be a successful student.

H4: There is a negative relationship between self-efficacy and intention to quit among primary teachers in Malaysia.

2.5 Chapter Summary

This chapter introduces and explains the underlying theories based on reviews of the journal articles. Moreover, we explained each of the variables, developed the hypotheses, and discussed the association between the variables. In Chapter 3, research methodologies will be examined.

CHAPTER 3: METHODOLOGY

3.0 Introduction

To obtain reliable and accurate information, this chapter will describe a process of planning, conducting, and analyzing research. It includes the research methods, data gathering techniques, and statistical tools applied to analyze our research objectives.

3.1 Research Design

To investigate the factors impacting primary school teachers' intention to quit in Malaysia, our study applied a quantitative research design. Quantitative research, known as an empirical approach, that measures data accurately and precisely, uses natural science methods to generate numerical data and objective facts. It determines cause-and-effect relationships between independent and dependent variables through mathematical, computational, and statistical techniques (Ahmad et al., 2019). Our study would use questionnaire to assemble and interpret the data gathered from our target population. Secondly, we adopted causal research in the study to understand the cause-and-effect correlations between the independent (burnout, pay, organizational commitment, self-efficacy) and intention to quit among primary school teachers in Malaysia.

3.2 Sampling Design

A sample represents a subset that reflects the features of a population. Sampling is a method of choosing a group to analyze population characteristics. In brief, it is the process of gathering and analyzing data from sample of the population for research needs (Kabir, 2016).

3.2.1 Target Population

A group of individuals that researchers intend to generate findings is known as target population (Lohr, 2021). The study focused on Peninsular Malaysia and did not cover Sabah and Sarawak in East Malaysia. The main reason is that East Malaysia is geographically far away from the researchers' location, making data collection more difficult. To ensure the practicality and data quality of the study, the target population of this study is concentrated on the four states of Malaysia: Selangor, Johor, Perak and Kedah. The four selected states consist of urban and rural areas with different levels of economic development and resource availability, have strong regional and social representativeness, which is conducive to improving the breadth of the sample and the universality of the results. Not only that, these four states have the most primary school teachers and are also the top four states with the largest population in Peninsular Malaysia. There are totaled 101,936 primary school teachers, with 36,072 in Selangor, 27,909 in Johor, 20,894 in Perak and 17,061 in Kedah, representing the population size of our study (MOE, 2025).

Table 3.1:

Statistics on Primary School Teachers in Targeted States of Malaysia

State	Number of primary school teachers	Total population (million)
Selangor	36,072	7.3634
Johor	27,909	4.1863
Perak	20,894	2.5696
Kedah	17,061	2.2175

Note. From Department of Statistics Malaysia. (2024). *Population Table: States*. OpenDOSM.

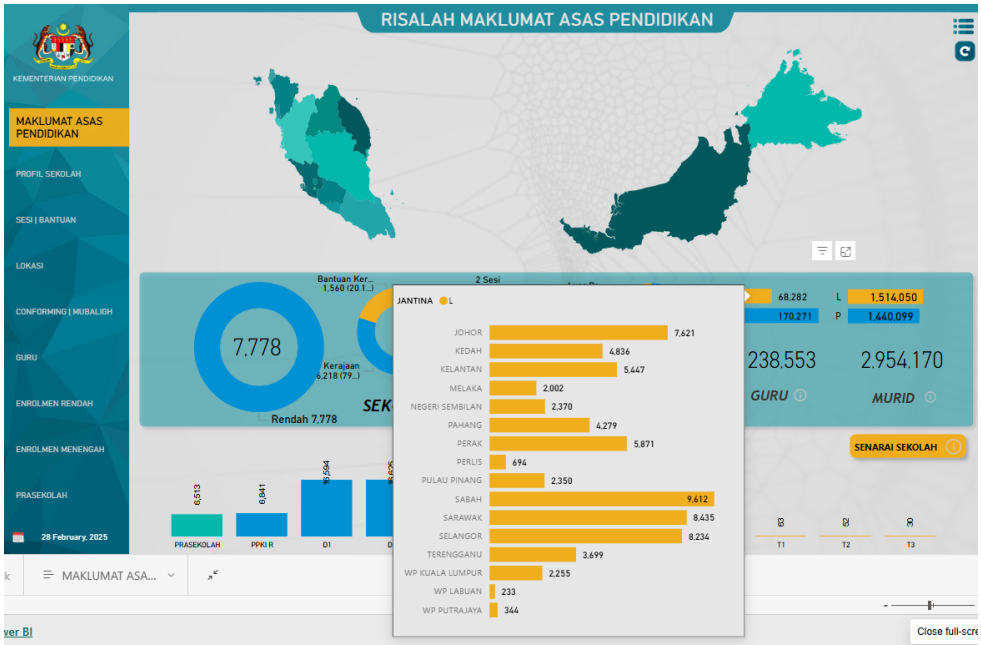

Figure 3.1. Number of male primary school teachers from each state as of 28 February 2025. Adapted from Ministry of Education Malaysia (2025). *Statistik: Risalah Maklumat Asas Pendidikan*.

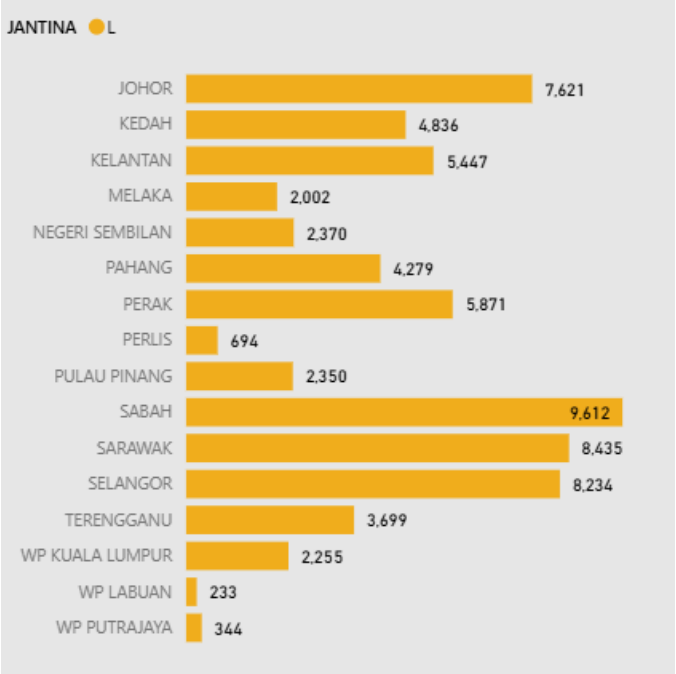

Figure 3.2. Number of male primary school teachers from each state as of 28 February 2025 (enlarged). Adapted from Ministry of Education Malaysia (2025). *Statistik: Risalah Maklumat Asas Pendidikan*.

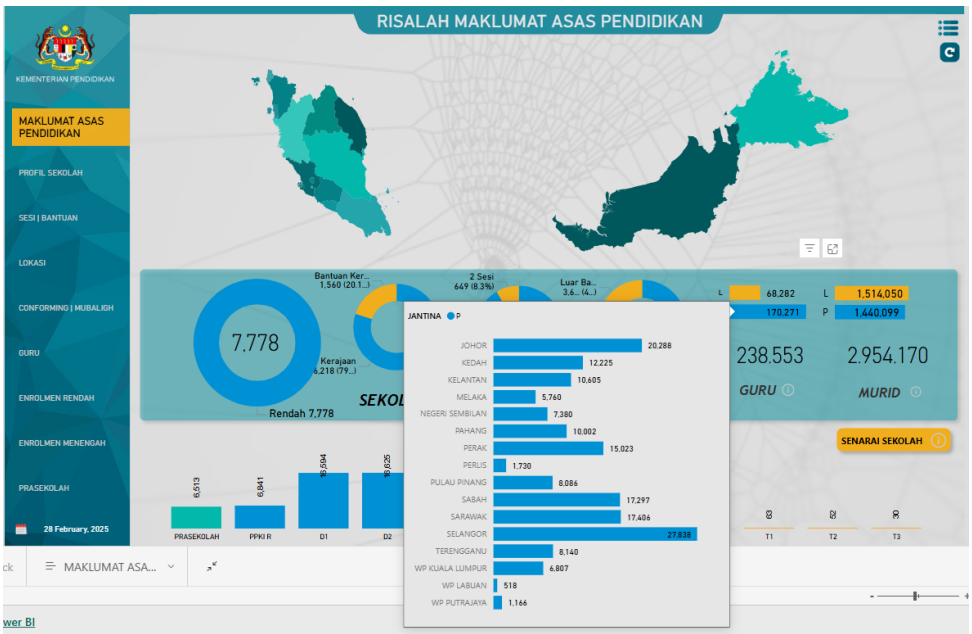

Figure 3.3. Number of female primary school teachers from each state as of 28 February 2025. Adapted from Ministry of Education Malaysia (2025). *Statistik: Risalah Maklumat Asas Pendidikan*.

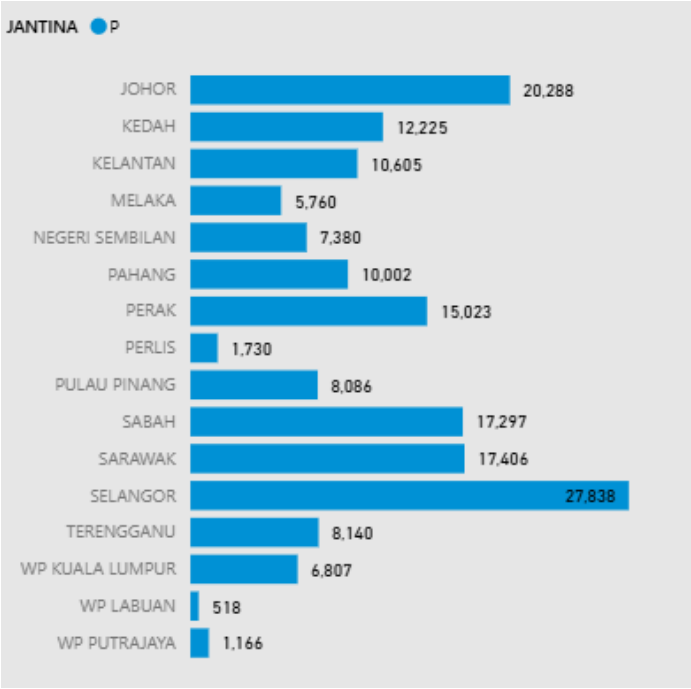

Figure 3.4. Number of female primary school teachers from each state as of 28 February 2025 (enlarged). Adapted from Ministry of Education Malaysia (2025). *Statistik: Risalah Maklumat Asas Pendidikan*.

3.2.2 Sampling Frame and Sampling Location

A collection of source materials used for choosing the sample is known as a sampling frame. The sample frame serves as a method for selecting the specific individuals of the target group who will be questioned in the survey (Turner, 2003). Our research sample frame consists of full-time, certified primary school

teachers from Selangor, Johor, Perak and Kedah. Next, the sampling location of our research is Malaysia. Hence, our questionnaire will be distributed to the primary school teachers in Selangor, Johor, Perak and Kedah.

3.2.3 Sampling Element

All primary school teacher, including academic teachers, counselling teachers, vice principals, and principals, were selected as the sampling element from the population. Besides, the respondents of our study focus on the full-time and certified primary school teachers. All respondents will be requested to provide information on gender, age, school location, types of primary school, teaching experience, highest education level, dependent and independent variables.

3.2.4 Sampling Technique

Sampling techniques are generally classified into probability and non-probability sampling methods. According to Sharma (2017), each member of the population in probability sampling is identified and has equal chances to be selected. On the other hand, non-probability sampling involves selection of individuals based on judgement or accessibility. This study used a non-probability sampling method, namely convenience sampling, which enables the collection of information from the most accessible population. This technique enabled us to obtain data from respondents in a more timely, simple, and affordable way.

3.2.5 Sampling Size

We adopted the sampling table developed by Krejcie & Morgan (1970) to estimate the number of responds necessary to conduct the study. Based on our target population size (101,936 primary school teacher), we must obtain responds from at least 384 primary school teachers.

Table 3.2:

Krejcie & Morgan Table

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

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

Source: Krejcie & Morgan, 1970

Note. From Krejcie & Morgan (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*(3), 607–610.

3.3 Data Collection Methods

Data collection refers to the systematic process of gathering information to answer research questions, address specific problems, and determine whether to accept or reject research hypotheses (Mwita, 2022). Primary and secondary data are the two main categories of this method.

3.3.1 Primary Data

Primary data is unpublished, first-hand information that remains unchanged by any individual. In primary data collection, the most common types of methods are surveys, questionnaires, interviews, and observation (Taherdoost, 2021). For our study, we gathered primary data through a survey that carried out with primary school teachers from Selangor, Johor, Perak and Kedah via Google Forms. Due to alignment with the research objective, we adopted and adapted the survey questions from past journals according to our study to ensure we can obtain reliable data. After that, we will arrange and analyze the reliable primary data we collected to gain insights for more in-depth research.

3.3.2 Secondary Data

Secondary data is the information researchers obtain from published sources such as e-journals, electronic publications, general websites, and magazines. The data, originally collected by someone else for other purposes, can also serve other research needs. Therefore, secondary data is important for research, providing information from past studies that act as a basis for future research or as necessary background information (Taherdoost, 2021). In our study, we consulted relevant published printer sources to gain a deeper understanding of best practices and study procedures. Moreover, we use e-journals to access online literature for comparative and historical data relevant to our study. By leveraging secondary data sources, we enhance our research, deepening knowledge and understanding of the connections between the independent and dependent variables.

3.4 Research Instrument

The instrument used in research studies to obtain information about the interest topic area is known as a research instrument (Roberts & Stone, 2003). This study chose questionnaire as the research instrument because it is the most easy, economical and effective method to acquire data from target respondents. We constructed the questionnaire with fixed-alternative questions to allow the respondents choosing the best fit answer for them. The questionnaire will not include open-ended questions to save time on the survey and ease the data processing and analysis.

3.4.1 Questionnaire Design

A questionnaire is a special tool commonly used in survey research to collect data about the attitudes, experiences or opinions of respondents (Bhandari, 2021). The survey question for this study are two languages, English and Malay. The questionnaire is divided into six sections, which Section A is demographic questions and Section B to F are variable questions. In Section A, we have constructed 6 demographic questions, including gender, age, school location, types of primary school, teaching experience, and highest educational level. In Section B, we adopted six emotional exhaustion items from MBI to measure teacher burnout. Next, Section C and D consist of six questions each to assess the satisfaction of primary school teachers on their pay and organizational commitment. Following that, Section E includes six items adapted from the TSES to evaluate primary school teacher's self-efficacy. Lastly, Section F contains three questions on primary school teacher's intention to quit. All variable questions from Section B to F will be rated by using a 5-point Likert scale. Our questionnaire has a total of 33 questions. The questionnaire will be distributed via a Google Forms link, and it may take respondents 5 to 10 minutes to complete.

3.4.2 Pilot Test

A pilot study is a small size, quantitative research that carried out before larger-scale research utilizing the same methodology and steps. It can assess feasibility and provide a framework for the investigation, allowing researchers to avoid major issues before undertaking the real studies (Connelly, 2008). Based on Bujang et al. (2024), pilot research with a minimum sample size of 30 respondents will be adequate to examine the reliability of the questionnaire. In the pilot test, we collected data from at least 30 primary school teachers in Selangor, Johor, Perak, and Kedah via Google Form link. We entered the

obtained data into the SPSS to run a reliability test to ensure all variables are reliable (greater than Cronbach's Alpha 0.7). The results are shown in 3.7.2 Reliability Analysis.

3.4.3 Full Study

The study's target population are the full-time primary school teachers from Selangor, Johor, Perak and Kedah. We have collected at least 384 Google Form responses from our respondents to conduct this research project. The obtained data will be entered into the SPSS to run a reliability test. The results will be explained detailly in Chapter 4.

3.5 Construct Measurement

3.5.1 Origins of Construct

Table 3.3:

Sources of Construct Measurement

Variables	Questions	Sources
Burnout	I feel emotionally drained from my work. I feel used up at the end of the workday.	Preechawong et al. (2021)

	I feel fatigued when I get up in the morning and have to face another day on the job.	
	Working with people all day is really a burden for me.	
	I feel burned out from my work.	
	I feel frustrated by my job.	
Pay	I am satisfied with my present salary.	Ali & Baloch (2010)
	Teaching is a well-paid occupation.	
	I can have a comfortable life with the salary I get from teaching.	
	The salary I earn is adequate to meet my needs which makes me to stay.	Ekabu (2019)
	The government offers attractive leave allowance which motivates me to stay.	
	The government offers attractive medical allowance which encourages me to stay.	
Organizational Commitment	I feel like part of the family at my school.	McInerney et al. (2015)
	I feel emotionally attached to this school.	
	I feel a strong sense of belonging to my school.	
	It would be very hard for me to leave my school right now, even if I wanted to.	
	I would not leave my school right now because I have a sense of obligation to the people in it.	
	My school has helped me a lot.	

Variables	Questions	Sources

Self-efficacy	I can motivate students who show low interest in schoolwork.	Tschannen-Moran & Hoy (2001)
	I can get students to believe they can do well in schoolwork.	
	I can design good questions for my students.	
	I can control students' disruptive behavior in the classroom.	
	I can get students to follow classroom rules.	
	I can calm a student who is disruptive or noisy.	
Intention to Quit	I wish I had a different job to being a teacher.	Preechawong et al. (2021)
	If I could choose over again, I would not be a teacher.	
	I often think of leaving the teaching profession.	

3.5.2 Scale Measurement

Scale of measurement is how variables are defined and categorized. There are four common types, which are nominal, ordinal, interval, and ratio, each with specific properties that determine the appropriate methods for data analysis (Unsw, 2023). In our questionnaire, we have applied four types of scale measurement to categorize the variables.

3.5.2.1 Nominal Scale

The nominal scale handles variables that are non-numeric or where the numbers hold no intrinsic value. It simply involves placing data into categories without any specific order or structure, such as gender ("Scales of Measurement," 2016). In the study, there is a nominal scale question that applied in the Section A of questionnaire which is gender, school location and types of primary school to classify demographic data from participants.

1. **Gender**
   - Male
   - Female

Figure 3.5. Nominal Scale

3.5.2.2 Ordinal Scale

The ordinal scale enables ranking data but does not measure the relative degree of difference between them. This means the ordinal scale of measurement considers variables where the order is important, but the exact differences between them are not ("Scales of Measurement," 2016). For our questionnaire, we employed ordinal scale for three demographic questions in Section A which include age, teaching experience and highest educational level.

2. Age

- 21 – 30 years old
- 31 – 40 years old
- 41 – 50 years old
- 51 – 60 years old

Figure 3.6. Ordinal Scale

3.5.2.3 Interval Scale

Interval scales are numeric scales that indicate both the order of values and the precise differences between them. Celsius temperature scale is one of the interval scale, where the difference between each value is consistent ("Scales of Measurement," 2016). In our questionnaire, we used the 5-point Likert scale in Section B to F to convey participants' level of agreement or disagreement, ranging from strongly disagree, disagree, neutral, agree, to strongly agree with several statements. By applying interval scales, we can measure the detail of respondents' emotional responses on the variables while maintaining equal distances between response levels, so this approach allows for more in-depth analysis in our study.

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I wish I had a different job to being a teacher.	1	2	3	4	5
2.	If I could choose over again, I would not be a teacher.	1	2	3	4	5
3.	I often think of leaving the teaching profession.	1	2	3	4	5

Figure 3.7. Interval Scale

3.6 Data Processing

Data processing is the procedures of converting data into useful information. The data processing procedures involve data checking, editing, coding and transcribing.

3.6.1 Data Checking

Data checking is performed to correct mistakes made during human data entering (Barchard & Verenikina, 2013). Before disseminating the questionnaire, we double-checked the spelling and grammar. After receiving the responses, we reviewed all responses to make sure that all questions were answered and precise. It is essential that there are no mistakes and ignored questions.

3.6.2 Data Editing

Data editing is a method for modifying and filling in missing or contradicting data (Winkler, 1999). In this step, whenever we figured out any unreasonable response, illegal codes, missing information, or inconsistent answers, we delete or make modifications on the responses to guarantee that we can obtain reliable and precise research outcomes.

3.6.3 Data Coding

Data coding is the procedure of allocating a number to each respondents' answers to record into a database minimize data complexity. We coded every response a label and number to facilitate data entry into SPSS.

Table 3.4:

Responses Labels and Coding

Questions	Labels	Code
1	Gender	1 – Male
		2 – Female
2	Age	1 – 21 to 30 years old
		2 – 31 to 40 years old
		3 – 41 to 50 years old
		4 – 51 to 60 years old

3	School Location	1 – Selangor 2 – Johor 3 – Perak 4 – Kedah
4	Type of Primary School	1 – National School (SK) 2 – Chinese National Type School (SJKC) 3 – Tamil National Type School (SJKT) 4 – Special Education School (SK KHAS) 5 – Government-Assisted Religious School (SR SABK)
5	Teaching Experience	1 – Less than 5 years 2 – 6 to 10 years 3 – 11 to 20 years 4 – 21 to 30 years 5 – 31 to 60 years
6	Highest Education Level	1 – Diploma 2 – Bachelor's Degree 3 – Master's Degree 4 – Doctor of Philosophy (Phd)

27 questions	Independent variables: • Burnout • Pay • Organizational Commitment • Self-efficacy Dependent variable: • Intention to Quit	1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree

3.6.4 Data Transcribing

After placing a code for every item, we transfer the data into SPSS to perform data analysis. The software-generated results will be used as findings to support the variable relationships in our research.

3.7 Proposed Data Analysis Tool

3.7.1 Descriptive Analysis

Cooksey (2020) claimed that descriptive analysis involves utilizing graphical displays such as bar charts and pie charts or numerical calculations for measurements such as frequency, central tendencies, variances and standard deviation. The statistical methods are intended to discover or show the data

patterns or trends. The two descriptive statistics methods applied in the study are frequency distribution and percentage distribution. The demographic questions in Section A are computed and shown using frequency tables and pie charts.

3.7.2 Reliability Analysis

Cronbach's alpha was used to assess the internal consistency and the reliability of the variables. The coefficient evaluates the association between the questionnaire responses through the by examining the patterns in participants' answers (Gottems et al., 2018). The alpha values range from $\alpha = 0$ (no consistency) to $\alpha = 1$ (perfect consistency). The indications are more reliable as they get closer to 1.

Table 3.5:

Cronbach's Alpha Rule of Thumb

Cronbach's Alpha	Internal Consistency
$\alpha < 0.5$	Unacceptable
$0.5 \leq \alpha \leq 0.6$	Poor
$0.6 \leq \alpha \leq 0.7$	Questionable
$0.7 \leq \alpha \leq 0.8$	Acceptable
$0.8 \leq \alpha \leq 0.9$	Good
$\alpha \geq 0.9$	Excellent

Note. From George, D., & Mallery, P. (2003). *SPSS for Windows Step by Step: A Simple Guide and Reference. 11.0 Update* (4th ed.). Boston: Allyn & Bacon.

Table 3.6:

Reliability Results for Pilot Test

Variables	**Cronbach's Alpha**	**Reliability**	**Number of Items**
Burnout	0.816	Good	6
Pay	0.761	Acceptable	6
Organizational Commitment	0.770	Acceptable	6
Self-efficacy	0.917	Excellent	6
Intention to Quit	0.722	Acceptable	3

Table 3.6 presented the reliability results of the pilot study computed using SPSS. 30 questionnaires were gathered from primary school teachers in Selangor, Johor, Perak and Kedah. Based on the results, all independent and dependent variables in the study showed acceptable reliability, which alpha values above 0.7. Among the variables, the six items of self-efficacy displayed excellent reliability, 0.917, with alpha value greater than 0.9. Next, burnout has alpha value of 0.816, which falls between 0.8 and 0.9, indicating that all six measures have good reliability. Following that, the alpha values of organizational commitment and pay are 0.770 and 0.761 respectively and ranged between 0.7 and 0.8, suggesting acceptable reliability for all items. The three measures of intention to quit also exhibited acceptable reliability, with alpha value of 0.722, ranging between 0.7 and 0.8.

3.7.3 Inferential Analysis

Inferential statistics comprises all approaches that enable us to investigate comprehensively correlations among variables. They offer a highly effective method for posing questions about statistics (Barnes & Lewin, 2005). The inferential statistics approach we applied is Pearson Correlation Coefficient to analyze the relationship between our independent variables and dependent variable.

3.7.3.1 Pearson Correlation Coefficient

The Pearson correlation coefficient examines the degree of a direct relationship between two variables. The coefficient is determined without units and ranges from -1 to +1. A positive coefficient (r) implies a positive relationship, whereas a negative r value shows a negative relationship. A correlation value of 0 demonstrates that the two variables have no direct relationship and are unrelated (Sedgwick, 2012). Besides, the significance of two variables will be determined by comparing to the alpha value, 0.05. When the p-value < alpha value ($\alpha<0.05$), it suggests that the relationship between two variables is significant, and vice versa.

Table 3.7:

Interpretation of the Correlation Coefficient

Correlation Coefficient	Interpretation
0.00 – ±0.09	Negligible correlation
±0.10 – ±0.39	Weak correlation
±0.40 – ±0.69	Moderate correlation
±0.70 – ±0.89	Strong correlation
±0.90 – ±1.00	Very strong correlation

Note. Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: appropriate use and interpretation. *Anesthesia & analgesia, 126*(5), 1763-1768.

3.8 Conclusion

In Chapter 3, we discussed the research methodologies adopted in this study to gather and analyze the data from our target group, Selangor, Johor, Perak and Kedah primary school teachers. We identified the sample design, data collection approaches, study instrument, data processing and data analysis tool in this chapter. The SPSS findings will be presented and examined in the following chapter.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

Chapter 4 involves the collection and analysis of the survey data that we collected using SPSS software. In this chapter, we present the descriptive overview of the respondents' demographics and explore the central tendencies that help us measure various dimensions. Following that, the scaling evaluation section discusses the survey's reliability assessment. Lastly, inferential methods demonstrate the relationship between the independent and dependent variables.

4.1 Descriptive Analysis

This analysis provides a summary of the personal information from survey participants along with their responses to the study. We successfully collected data from 400 eligible participants in Malaysia. The survey included demographic details gathered from these respondents. To visualize this information, a pie chart will display the demographic data of all 400 participants.

4.1.1 Respondent Demographic Profile

Based on our questionnaire, there are five demographic questions included in Section A, including gender, age, school location, type of primary school and teaching experience. The frequency and percentage analysis will be discussed and showed below.

4.1.1.1 Gender

Table 4.1:

Descriptive Analysis of Gender

Gender	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Male	153	38.3	38.3	38.3
Female	247	61.8	61.8	100
Total	400	100.0	100.0	

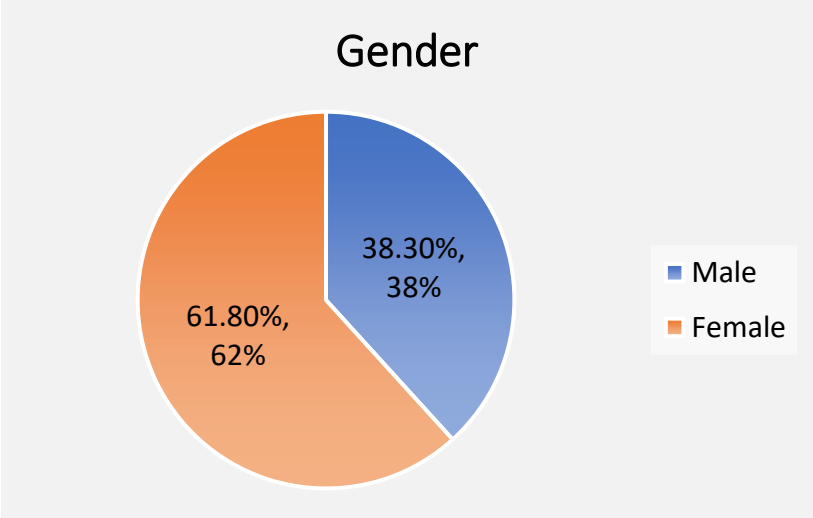

Figure 4.1. Descriptive Analysis of Gender.

Table and Figure 4.1 show that a total of 400 primary school teachers responded to the survey, of which 153 were males (38.3%) and 247 were females (61.8%). It can be seen that females accounted for the majority in this survey.

4.1.1.2 Age

Table 4.2:

Descriptive Analysis of Age

Age	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
21-30 years old	165	41.3	41.3	41.3
31-40 years old	135	33.8	33.8	75.0
41-50 years old	85	21.3	21.3	96.3
51-60 years old	15	3.8	3.8	100.0
Total	400	100.0	100.0	

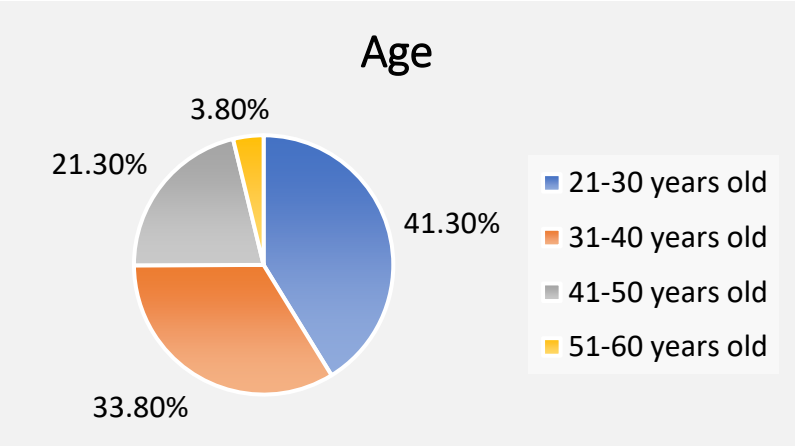

Figure 4.2. Descriptive Analysis of Age.

Table and Figure 4.2 above present the age distribution of the study's participants. The largest number of respondents were between the ages of 21 to 30, with a total of 165 teachers (41.3%). Thery was followed by 135 teachers (33%.) aged 31 to 40 and 85 teachers (21.3%) aged 41 to 50. In this study, the number of teachers aged 51-60 was the lowest, accounting for only 3.8% of the total respondents (15 teachers).

4.1.1.3 School Location

Table 4.3:

Descriptive Analysis of School Location

School Location	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Selangor	100	25.0	25.0	25.0
Johor	121	30.3	30.3	55.3
Perak	141	35.3	35.3	90.5
Kedah	38	9.5	9.5	100.0
Total	400	100.0	100.0	

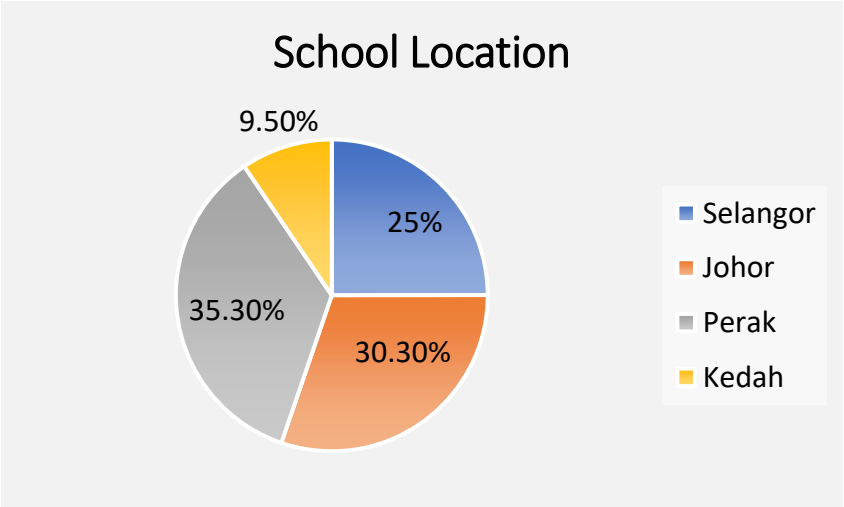

Figure 4.3. Descriptive Analysis of School Location.

The distribution of primary school teachers participating in this study in the location of the working school is shown in Table and Figure 4.3. Perak had the highest response with 141 teachers (35.3%), followed by Johor with 121 teachers (30.3%). Besides, Selangor had 100 teachers or 25.0% of the total response while Kedah had the lowest response with 38 teachers (9.5%).

4.1.1.4 Type of Primary School

Table 4.4:

Descriptive Analysis of Type of Primary School

Type of Primary School	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
SK	67	16.8	16.8	16.8

SJKC	228	57.0	57.0	73.8
SJKT	61	15.3	15.3	89.0
SK KHAS	30	7.5	7.5	96.5
SR SABK	14	3.5	3.5	100.0
Total	400	100.0	100.0	

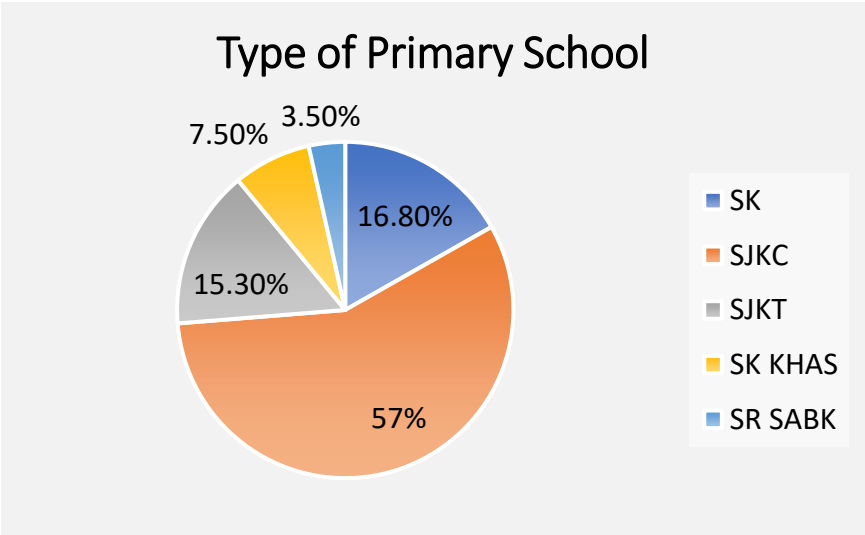

Figure 4.4. Descriptive Analysis of Type of Primary School.

Figure and Table 4.4 show the types of primary schools the interviewed teachers work in. Most of the respondents were teachers working in SJKC, accounting for 57% (228 people). SK and SJKT have almost the same number of teachers, 67 (16.8%) and 61 (15.3%) respectively. They were followed by 30 teachers from SK Khas (7.5%) and 14 teachers from SR SABK (3.5%).

4.1.1.5 Teaching experience

Table 4.5:

Descriptive Analysis of Teaching Experience

Teaching Experience	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Less than 5 years	142	35.5	35.5	35.5
6-10 years	106	26.5	26.5	62.0
11-20 years	110	27.5	27.5	89.5
21-30 years	33	8.3	8.3	97.8
31-60 years	9	2.3	2.3	100.0
Total	400	100.0	100.0	

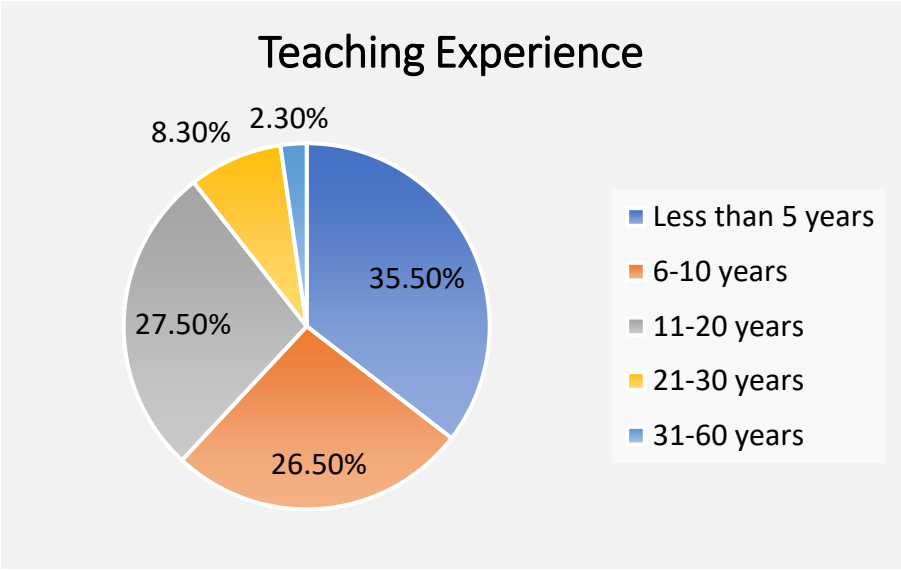

Figure 4.5. Descriptive Analysis of Teaching Experience.

Table and Figure 4.5 displayed the teaching experience of the primary school teachers. It shows that among 400 respondents, there are 142 respondents (35.50%) has less than 5 years of teaching experience. Next, 110 respondents

(27.50%) have been teaching for 11 to 20 years. There are also 106 respondents (26.50%) has 6 to 10 years of teaching experience, followed by 33 respondents (8.30%) who have 21 and 30 years of teaching experience and 9 participants (2.30%) who have 31 to 60 years of teaching experience.

4.1.1.6 Highest Education Level

Table 4.6:

Descriptive Analysis of Highest Education Level

Highest Education Level	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Diploma	172	43.0	43.0	43.0
Bachelor's Degree	198	49.5	49.5	92.5
Master's Degree	25	6.3	6.3	98.8
PhD	5	1.3	1.3	100.0
Total	400	100.0	100.0	

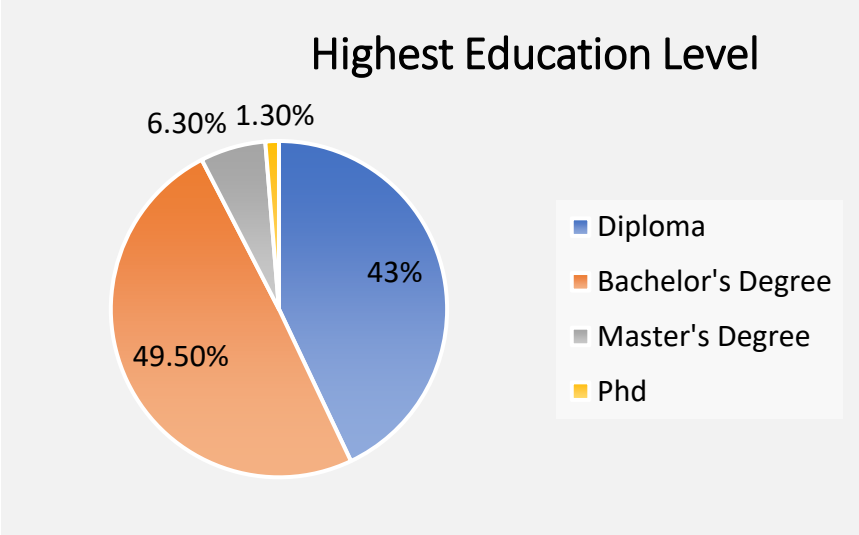

Figure 4.6. Descriptive Analysis of Highest Education Level.

There are 4 groups for educational attainment, including diploma, bachelor's degree, master's degree, and PhD. Table and figure 4.6 represent that most of the primary school teachers in our respondents held the bachelor's degree, which is 198 respondents (49.5%). Following closely are diploma holders, who account for 172 responses (43%). In the master's degree category, there are 25 people (6.3%), while only 5 people have earned a PhD (1.3%).

4.1.2 Central Tendencies Measurement of Constructs

Table 4.7:

Central Tendencies Measurement of Constructs

Variables	Sample Size, N	Mean	Mean Ranking	Standard Deviation (SD)	SD Ranking
Burnout	400	3.5775	1	1.08107	2
Pay	400	2.7967	5	0.84039	3
Organizational Commitment	400	3.3004	4	0.73137	5
Self-efficacy	400	3.5521	2	0.80195	4
Intention to Quit	400	3.3683	3	1.12435	1

The central tendency measurements for the independent and dependent variables were shown in table 4.7. Burnout displayed the highest mean score (3.5775), followed by self-efficacy (3.5521). Moreover, the dependent variable, intention to quit has the third highest mean of 3.3683, followed by organizational commitment (3.3004). Lastly, pay demonstrated the lowest mean, 2.7967. Next, the highest standard deviation is 1.12435 for intention to quit, followed by burnout at 1.08107, pay at 0.84039, self-efficacy at 0.80195, and organizational commitment at 0.73137.

4.1.2.1 Burnout

Table 4.8:

Central Tendencies Measurement of Burnout

Items	Questions	Mean	Mean Ranking	SD	SD Ranking
B1	I feel emotionally drained from my work.	3.5550	4	1.16420	6
B2	I feel used up at the end of the workday.	3.7575	1	1.34097	2
B3	I feel fatigued when I get up in the morning and have to face another day on the job.	3.6850	2	1.33237	3
B4	Working with people all day is really a burden for me.	3.6200	3	1.37124	1
B5	I feel burned out from my work.	3.4850	5	1.25448	5

B6	I feel frustrated by my job.	3.3625	6	1.27678	4

Among the burnout items, B1 has the greatest mean score (3.7575), followed by B3 (3.6850), B4 (3.6200), B1 (3.5550), B5 (3.4850), and B6 (3.3625). In standard deviation measurement, the highest standard deviation is B4 at 1.37124. It is followed by B2 at 1.34097, B3 at 1.33237, B6 at 1.27678, B5 at 1.25448, and B1 at 1.16420.

4.1.2.2 Pay

Table 4.9:

Central Tendencies Measurement of Pay

Items	Questions	Mean	Mean Ranking	SD	SD Ranking
P1	I am satisfied with my present salary.	2.5525	6	1.14697	6
P2	Teaching is a well-paid occupation.	2.6700	5	1.21234	4
P3	I can have a comfortable life with the salary I get from teaching.	2.7475	4	1.15632	5
P4	The salary I earn is adequate to meet my	3.0300	1	1.30128	1

	needs which makes me to stay.				
P5	The government offers attractive leave allowance which motivates me to stay.	2.8750	3	1.24429	2
P6	The government offers attractive medical allowance which encourages me to stay.	2.9050	2	1.21848	3

In pay items, the highest mean score is 3.0300 for P4. The second highest mean score is P6 (2.9050), following by P5 (2.8750), P3 (2.7475), P2 (2.6700), and P1 (2.5525). Next, P4 also showed the greatest standard deviation at 1.30128. Following that, P5 ranked second greatest standard deviation at 1.24429, following by P6 at 1.21848, P2 at 1.21234, P3 at 1.15632, and P1 at 1.14697. P1 displayed the lowest mean and standard deviation.

4.1.2.3 Organizational Commitment

Table 4.10:

Central Tendencies Measurement of Organizational Commitment

Items	Questions	Mean	Mean Ranking	SD	SD Ranking
OC1	I feel like part of the family at my school.	3.2775	4	1.04797	6

OC2	I feel emotionally attached to this school.	3.1575		1.12287	5
OC3	I feel a strong sense of belonging to my school.	3.1575	5	1.12510	4
OC4	It would be very hard for me to leave my school right now, even if I wanted to.	3.2875	3	1.18039	1
OC5	I would not leave my school right now because I have a sense of obligation to the people in it.	3.6075	1	1.14530	2
OC6	My school has helped me a lot.	3.3150	2	1.13534	3

Based on organizational commitment items, OC5 had the highest mean score at 3.6075, followed by OC6 at 3.3150, OC4 at 3.2875 and OC1 at 3.2775. Lastly, OC2 and OC3 have same mean scores of 3.1575, which ranks as the lowest mean score. Furthermore, OC4 has the greatest standard deviation at 1.18039, following by OC5 at 1.14530, OC6 at 1.13534, OC3 at 1.12510, OC2 at 1.12287, and OC1 at 1.04797.

4.1.2.4 Self-efficacy

Table 4.11:

Central Tendencies Measurement of Self-efficacy

Items	Questions	Mean	Mean Ranking	SD	SD Ranking
S1	I can motivate students who show low interest in schoolwork.	3.5775	2	1.09636	6
S2	I can get students to believe they can do well in schoolwork.	3.4425	6	1.18964	3
S3	I can design good questions for my students.	3.5575	3	1.16192	4
S4	I can control students' disruptive behavior in the classroom.	3.4800	5	1.25241	1
S5	I can get students to follow classroom rules.	3.5425	4	1.20907	2
S6	I can calm a student who is disruptive or noisy.	3.7125	1	1.13493	5

S6 has the highest mean score at 3.7125 among the self-efficacy measures. It is followed by S1 at 3.5775, S3 at 3.5575, S5 at 3.5425, S4 at 3.4800, and S2 at 3.4425. However, S4 has the greatest standard deviation at 1.25241. S2 ranked second in standard deviation with 1.20907, followed by S2 at 1.18964, S3 at 1.16192, S6 at 1.13493, and S1 at 1.09636.

4.1.2.5 Intention to Quit

Table 4.12:

Central Tendencies Measurement of Intention to Quit

Items	Questions	Mean	Mean Ranking	SD	SD Ranking
ITQ1	I wish I had a different job to being a teacher.	3.4775	1	1.23015	3
ITQ2	If I could choose over again, I would not be a teacher.	3.4125	2	1.34420	1
ITQ3	I often think of leaving the teaching profession.	3.2150	3	1.30500	2

In the intention to quit items, ITQ1 presented the highest mean score at 3.4775, followed by ITQ2 at 3.4125, and ITQ3 at 3.2150. In standard deviation measurement, ITQ2 has the highest value of 1.34420. ITQ3 ranked second at 1.30500 and followed by ITQ1 at 1.23015.

4.2 Scale Measurement

Table 4.13:

Reliability Test Results

Variables	Cronbach's Alpha	Reliability	Number of Items
Burnout	0.914	Excellent	6

Pay	0.782	Acceptable	6
Organizational Commitment	0.725	Acceptable	6
Self-efficacy	0.771	Acceptable	6
Intention to Quit	0.838	Good	3

Table 4.13 displayed the reliability test results for our study based on a sample of 400 primary school teachers from Selangor, Johor, Perak, and Kedah. Burnout showed the strongest reliability of 0.914, with an alpha value above 0.9, suggesting excellent reliability. Moreover, intention to quit obtained a good reliability of 0.838, with alpha value ranging from 0.8 to 0.9. Following that, pay, self-efficacy and organizational commitment exhibited alpha value at 0.782, 0.771, and 0.725 respectively. All three variables fall under 0.7 and 0.8, representing acceptable reliability. In Chapter 3, we discussed that the variables will be more reliable as the alpha value get closer to 1. Hence, as all five variables in our study have alpha value greater than 0.7, it can be concluded that our questionnaire has acceptable reliability.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Coefficient

The Pearson correlation coefficient assesses the strength of linear relationship between independent variables (Burnout, Pay, Organizational Commitment and Self-efficacy) and dependent variable (Intention to Quit). The coefficient varied from -1 to +1, with positive r value implying a positive correlation, whereas negative r value shows a negative correlation (Sedgwick, 2012).

Additionally, a p-value less than α=0.05 refere to a significant correlation between two variables.

H1: There is a positive relationship between burnout and intention to quit among primary teachers in Malaysia.

Table 4.14:

Correlations between Burnout and Intention to Quit

		Intention to Quit
Burnout	Pearson Correlation	0.774**
	Sig. (2-tailed)	<0.001
	N	400

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

Based on the results in table 4.15, burnout showed a positive 0.774 correlation with intention to quit, demonstrating a positive relationship between these two variables. This indicates that when primary school teachers experience high burnout levels, their intention to quit will also high. Moreover, the 0.774 correlation coefficient value is fall under correlation range from 0.70 to 0.89, suggesting a strong correlation between teacher burnout and intention to quit. The p-value (<0.001) is smaller than α (0.05), implying the relationship between burnout and intention to quit is significant.

H2: There is a negative relationship between pay and intention to quit among primary teachers in Malaysia.

Table 4.15:

Correlations between Pay and Intention to Quit

		Intention to Quit
Pay	Pearson Correlation	-0.648**
	Sig. (2-tailed)	<0.001
	N	400

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

The results in 4.16 demonstrated that pay is negatively associated with intention to quit among primary school teachers, with a correlation coefficient value of -0.648. This indicates that when the pay is low, the intention to quit among primary school teachers is high. Besides, the correlation coefficient value -0.648 ranged from -0.40 to -0.69, showing moderate correlation between pay and intention to quit. Furthermore, the correlation between pay and intention to quit is significant because the p-value (<0.001) is less than α (0.05).

H3: There is a negative relationship between organizational commitment and intention to quit among primary teachers in Malaysia.

Table 4.16:

Correlations between Organizational Commitment and Intention to Quit

		Intention to Quit
Organizational Commitment	Pearson Correlation	-0.349**
	Sig. (2-tailed)	<0.001
	N	400

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

The correlation coefficient value of -0.349 shows a negative association linking organizational commitment to intention to quit. Hence, when the organizational commitment of primary school teachers is low, their intention to quit will be high. Next, the correlation coefficient of -0.349 falls within the coefficient range from -0.10 to -0.39, indicating weak correlation between organizational commitment and intention to quit. In addition, since the p-value (<0.001) is less than α (0.05), the relationship between two variables is significant.

H4: There is a negative relationship between self-efficacy and intention to quit among primary teachers in Malaysia.

Table 4.17:

Correlations between Self-efficacy and Intention to Quit

		Intention to Quit
Self-efficacy	Pearson Correlation	-0.167**

	Sig. (2-tailed)	<0.001
	N	400

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

The self-efficacy variable has -0.167 correlation with intention to quit variable. This suggests that there is a negative relationship between primary school teachers' self-efficacy and intention to quit, which when teacher self-efficacy is low, their intention to quit is high. Moreover, the correlation coefficient value of -0.167 ranged between -0.10 and -0.39, indicating weak correlation between self-efficacy and intention to quit. Furthermore, the association between self-efficacy and intention to quit is significant because the p-value (<0.001) is less than α (0.05).

4.4 Conclusion

In this chapter, we analyzed the data such as demographic profile gathered from the respondents through our questionnaire. Moreover, we discussed the central tendency of all independent and dependent variables measurements. Additionally, the reliability test results for our study are also detailly explained in this chapter. Lastly, Pearson correlation analysis was adopted to explore the relationships between the independent and dependent variables.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

This chapter discusses the summary of statistical analyses, including the descriptive and inferential analysis presented in chapter four. Moreover, this chapter will also discuss the findings and implications of the study, explore limitations of the research study, provide recommendations for future research and conclude the overall research.

5.1 Summary of Statistical Analyses

5.1.1 Descriptive Analysis

A total of 400 respondents took part in our Google Forms survey. The demographic section of the questionnaire included gender, age, school location, type of primary school, teaching experience, and highest education level. According to the findings, there were 153 male respondents, which represent 38.3% of the total, while female respondents accounted for 61.8%.

Furthermore, the age between 21 and 30 years old makes up 41.3% of respondents, which is the largest segment. In comparison, 33.8% of the

participants are between 31 and 40 years old. Moreover, 41 to 50 years old and 51 to 60 years old account for 21.3% and 3.8% respectively.

In terms of school locations, we have 100 respondents (25.0%) from Selangor and 121 from Johor, making up 30.3% of the total. The largest group of respondents comes from Perak, with 141 respondents (35.3%), while Kedah has 38 respondents (9.5%). Nevertheless, the research reveals that most respondents are from SJKC schools, totaling 228 (57.0%). On the other hand, 67 respondents (16.8%) are affiliated with SK schools, and 61 (15.3%) with SJKT schools. Additionally, there are 30 respondents (7.5%) from SK KHAS School and 14 (3.5%) from SR SABK School.

In terms of teaching experience of the respondents, this study breaks it down into five distinct groups, which are less than 5 years, 6 to 10 years, 11 to 20 years, 21 to 30 years, and 31 to 60 years. From this research, the largest group consists of 142 respondents (35.5%) with less than 5 years of experience. Meanwhile, 106 respondents (26.5%) fall into the who have been teaching for 6 to 10 years category. The group with 11 to 20 years of experience comes in second, with 110 respondents (27.5%). Additionally, there are 33 respondents (8.3%) who are in the 21 to 30 years category. Lastly, only 9 respondents (2.3%) have been teaching for 31 to 60 years out of a total of 400 respondents.

Finally, this research also analyzed the highest education levels of the participants. Out of the 400 participants surveyed, 172 (43.0%) had completed a diploma, while 198 (35.3%) earned a bachelor's degree. The remaining 25 respondents (6.3%) held a master's degree, and only 5 (1.3%) had achieved a PhD.

5.1.2 Central Tendencies Measurement of Constructs

Table above summarized the central tendencies measurement of the constructs. Among the five variables, burnout has the greatest mean score of 3.5775. Within the six burnout items, the highest mean value is 3.7575 while the lowest mean value is 3.3625. The second highest mean score is self-efficacy at 3.5521, with all items ranging from 2.5525 to 3.0300. Intention to quit follows with a mean score at 3.3683. In its three items, the highest mean is 3.4775 and the lowest mean score is 3.2150. Next, organizational commitment has a mean score of 3.3004, with all items ranging from 3.1575 to 3.6075. Lastly, pay has the lowest mean value at 2.7967, which highest item mean is 3.0300 and lowest mean is 2.5525.

In standard deviation, intention to quit has the strongest standard deviation at 1.12435, with all items standard deviation ranging from 1.23015 to 1.34420. Burnout follows with a standard deviation at 1.08107, ranging from 1.16420 to 1.37124. Moreover, pay has a standard deviation of 0.84039, with value between 1.14697 and 1.30128. Self-efficacy has an average standard deviation of 0.80195, with highest value at 1.25241 and lowest value at 1.09636. Lastly, organizational commitment has the lowest standard deviation at 0.73137, with value ranging from 1.04797 to 1.18039.

5.1.3 Scale Measurement

The reliability test was conducted based on 400 primary school teachers from Selangor, Johor, Perak, and Kedah. All five variables in this research demonstrated acceptable reliability, with alpha values above 0.7. Burnout exhibited excellent reliability (0.914), followed by intention to quit which showed good reliability (0.838). Meanwhile, pay (0.782), self-efficacy (0.771) and organizational commitment (0.725) all demonstrated acceptable reliability.

5.1.4 Inferential Analysis

Burnout has a positive and strong correlation (0.774) with intention to quit, indicating when teachers' burnout level is high, intention to quit will also high. The p-value (<0.001) is smaller than α (0.05), implying the relationship between both variables is significant.

The pay of primary school teachers is negatively correlated with their intention to quit and has a moderating effect, with a correlation coefficient value of -0.648. Primary school teachers with lower pay levels have a higher intention to quit. Furthermore, the correlation between both variables is significant because the p-value (<0.001) is less than α (0.05).

Organizational commitment has negative and weak correlation (-0.349) with intention to quit. When the organizational commitment of primary school teachers is low, their intention to quit will be high. Since the p-value (<0.001) is lower than α (0.05), there is a significant relationship between the two variables.

Self-efficacy has negative and weak correlation (-0.167) with intention to quit, implying when teacher self-efficacy is low, their intention to quit will be higher. Furthermore, the association between self-efficacy and intention to quit is significant because the p-value (<0.001) is less than α (0.05).

5.2 Discussions of Major Findings

5.2.1 Relationship between Burnout and Intention to Quit

H1: There is a positive relationship between burnout and intention to quit among primary teachers in Malaysia.

The outcome of this study revealed a strong, positive and substantial correlation (0.774) between burnout and intention to quit among primary school teachers. This implies that when teachers suffer significant level of burnout, their intention to quit will also be high. This result is supported by Madigan and Kim (2021), who stated that teachers often struggle with their works when their resources and emotions are exhausted. Therefore, teachers are more prone to show serious avoidance actions such as quitting their jobs. Moreover, this study's findings are in line with Goddard (2006), who found that teacher burnout is primarily driven by excessive workloads and the internal or external resources that a teacher uses to handle such workloads. Hence, primary school teachers with high levels of burnout are more likely to consider quitting.

Preechawong et al. (2021) showed that there is a positive correlation between burnout and teachers' intention to quit. The authors highlighted that when teachers are overburdened by expectations from school management, coworkers, parents, or students, it can contributed to emotional exhaustion and eventually resulting in burnout. This finding also aligns with Federici and Skaalvik (2012), who also identified burnout as the greatest driver of teachers' intention to quit. Stressful work environments contribute to high levels of burnout, which causes not only emotional suffering but also physical discomfort. Besides, burnout not only has serious influence on teachers' personal growth and mental health, but also the quality of student education and well-being. This is directly related to pressures from students and parents, which cause emotional labor and thereby contribute to burnout (Zhang et al., 2022). Therefore, it can be concluded that the greater the burnout levels experienced by teachers, the greater the intention to quit.

5.2.2 Relationship between Pay and Intention to Quit

H2: There is a negative relationship between pay and intention to quit among primary teachers in Malaysia.

The findings indicated that pay is significantly and negatively (-0.648) correlated with the primary school teachers' intention to quit. The higher the pay for primary school teacher, the lower the intention to quit, which is consistent with previous research results (Asriani & Riyanto, 2020; Berber & Gašić, 2024; Vizano et al., 2020).

Pay is very important to teachers because it directly affects their financial stability and security (Mohd Rokeman et al., 2023). Therefore, teachers always hope that their pay can meet the basic living needs. In addition, the pay also symbolizes that teachers' self-worth is recognized by society and schools (Zhou & Ma, 2022). Pay is often viewed as a reflection of personal achievement and social recognition (Jolly et al., 2021). Therefore, if the pay is too low, teachers may feel that the pressure of life is increased or their own value is not valued, which will affect their work motivation and increase their intention to quit. On the contrary, if the pay is high and reasonable, teachers will feel that their value is discovered and recognized, so they will work more actively and their intention to quit will be further reduced.

Moreover, the work of primary school teachers is not just teaching tasks, but also includes after-school tutoring, parent communication and administrative work. These tasks require a lot of teachers' time and even take up teachers' rest time. If teachers put in a lot of effort but are not paid well, they will feel that their efforts are not worth it, which will eventually increase their intention to quit.

5.2.3 Relationship between Organizational Commitment and Intention to Quit

H3: There is a negative relationship between organizational commitment and intention to quit among primary teachers in Malaysia.

Based on table 5.4, organizational commitment is adversely and significantly correlated (-0.349) with intention to quit. The results of this study are consistent with previous studies, that is, organizational commitment significantly reduces the intention to quit (Muhamad Ekhsan, 2019; Pratama et al., 2022; Rawashdeh & Tamimi, 2019).

Organizational commitment is an important psychological factor that affects whether primary school teachers stay in their jobs. Teachers with a high commitment to the organization are often reluctant to quit. According to the three-dimensional model of organizational commitment, teachers are willing to stay in a school for a long time because they identify with and have emotional attachment to the school's goals and values (affective commitment), believe that leaving will bring adverse effects or losses (continuous commitment) and choose to stay out of a sense of responsibility or obligation (normative commitment). In addition, Serhan's study (2022) also recognized a negative correlation between these three dimensions and smoking cessation intentions, thus supporting this claim.

According to Marlapa's study (2024), teachers with high organizational commitment put the overall interests of the school above their own interests. Such primary school teachers not only focus on the development of students but are also willing to invest time and energy to advance the teaching quality, thereby improving the overall performance of the school's students and the school's ranking. They have a greater sense of responsibility and belonging, as well as have a relatively low intention to quit.

Some studies even add that teachers' intention to quit is influenced by organizational commitment and is strongest only early in their careers.

Therefore, the early period of teachers' employment is the period with the highest turnover risk (Guzeller & Celiker, 2019).

5.2.4 Relationship between Self-efficacy and Intention to Quit

H4: There is a negative relationship between self-efficacy and intention to quit among primary teachers in Malaysia.

According to the findings, self-efficacy displayed a negative and significant influence (-0.167) on primary school teachers' intention to quit. This finding is congruent with Van Eycken et al. (2022), who stated that high self-efficacy teachers are less likely to consider moving to another school or quitting their jobs. Similarly, Wang et al. (2015) supported that teachers who possess better self-efficacy are more patient, utilize teaching time more effectively, provide less critiques to students, promote student independence and accountability, and demonstrate greater perseverance in managing disruptive students. Thus, these teachers could better handle more teaching accountability and more likely to stay in teaching career, with a lower intention to quit.

Neve & Devos (2016) also discovered that teachers' self-efficacy is adversely related with their intention to quit. Teachers who lack confidence in their ability to control the classroom are more likely to leave teaching. Furthermore, our study's outcomes also supported by Lopez (2018), who demonstrated a negative association between teacher self-efficacy and intention to quit. High self-efficacious teachers believe they can use various resources to help confused students and manage classroom effectively. The beliefs in teachers' own

capabilities provide confidence to them in performing various tasks. As a result, primary school teachers with strong self-efficacy will have lower intention to quit.

5.3 Implications of the Study

5.3.1 Practical Implications

According to the discussion of this study, burnout is positively correlated with primary school teachers' intention to quit, while pay, organizational commitment and self-efficacy showed negative relationships. Hence, educational administrators can develop targeted intervention measures based on relevant variables to reduce primary school teachers' intention to quit.

The blended teaching model has led to a dramatic increase in the workload of primary school teachers, causing them to give up personal activities and neglect rest time (Emir et al., 2023). Therefore, school administrators should separate teaching and administrative work by setting up a full-time administrative department to handle all school paperwork reports, attendance and exam results data entry, meeting minutes and other administrative affairs. Moreover, school administrators should also effectively use online platforms such as Google Workspace to ease the lesson plan submission and tracking, thereby reducing the workload of teachers.

School administrators can implement a variety of interventions regularly to reduce teachers' stress and burnout. For example, mindfulness or yoga-based activities, stress management courses, sports-based physical activities, emotional intelligence training, gradual muscle relaxation with music and sandplay therapy are proven to effectively decrease teachers' stress levels, burnout, negative thoughts and enhance relationships, resulting in lower intention to quit (Agyapong et al., 2023).

In addition, school administrators can also arrange for psychological counselors to provide regular emotional support to primary school teachers and teach them how to use emotion regulation skills. Teachers with a good mindset can view their responsibilities positively and address the challenges realistically. Hence, emotion regulation can effectively help teachers manage their emotions, face challenges and reduce emotional exhaustion, thereby reducing job burnout and intention to quit (Menon et al., 2024).

Education administrators can also establish performance-based reward systems, such as giving extra bonuses based on improved classroom performance and their attendance records to reward teachers for their hard work. This can also motivate teachers to provide more detailed and proactive guidance to students. Besides, education administrators can also hold a thanksgiving ceremony on Teachers' Day to praise and thank teachers for their hard work and make teachers feel that their efforts are recognized. A dialogue between teachers and school administrators can also be arranged every three months to provide a platform for teachers to voice their opinions and feedback. The participation of teachers in discussions can make teachers feel heard, valued and respected, thereby creating a sense of belonging among them. In addition, open communication can promote mutual understanding and trust between teachers and administrators, leading to increased organizational commitment among teachers.

To enhance primary school teachers' self-efficacy, school administrators can organize problem-sharing circles on a regular basis, such as once a month. During the session, teachers are given the opportunity to raise their teaching-related challenges openly or anonymously and discuss the solutions together. By listening to the issues shared by peers, teachers will realize that they are not the only ones facing challenges. Therefore, teachers can gain new ideas and strategies by observing how others solve issues. Also, the support and feedback received from colleagues can boost teachers' confidence in handling their tasks. This can also foster a supportive working culture, reducing emotional stress and enhancing connections.

Additionally, school administrators can also form subject-based teaching teams to facilitate collaborative decision-making and lesson preparation to foster a feeling of shared accountability among teachers. Each teaching team should be led by at least one experienced teacher and meet on a regular basis to discuss syllabus and lessons. This can not only help to improve teachers' leadership skills but also help to guide new teachers in their teaching methods, thereby boosting their confidence and beliefs (Neve & Devos, 2016). If school administrators can pay attention to teachers' workload, emotional support, pay structure and growth path, and create a good working environment for teachers, the intention of primary school teachers to quit can be reduced.

5.3.2 Theoretical Implications

To investigate the effects of burnout, pay, organizational commitment, and self-efficacy on primary school teachers' intention to quit, this study adopted HCT and the TPB as the main theoretical framework.

According to HCT, individuals will actively invest in themselves to improve their future income level and overall welfare, which is consistent with the results of this study (Eide & Showalter, 2010). Primary school teachers will invest time in improving their own value (improve their academic qualifications and receive training) to enhance the teaching quality and obtain better pay. However, if the pay offered by education administrators does not meet expectations, primary school teachers will feel that the return on their investment is not worth it, which will reduce their work enthusiasm and have the intention to quit.

TPB shows that an individual's behavioral intention is controlled by attitude, subjective norms, and perceived behavior, which is consistent with the results of this study (Eltorai et al., 2023). The study found that when primary school teachers feel burned out, they will have a negative attitude towards their work, which will reduce their work engagement and even increase their intention to quit. Besides, when primary school teachers feel connected to the school or are confident that they are competent in teaching, their intention to quit will also decrease.

5.4 Limitations of the Study

The first limitation is the geographical scope. In this study, the questionnaire was only distributed to the primary school teachers in four states in the Peninsula Malaysia (Johor, Selangor, Kedah, and Perak), which may have limited the breadth of the study. Furthermore, the majority of the respondents in this research were primary school teachers in SJK(C), accounting for 57%. This imbalance in proportion may affect the

research results, which may lead to overestimation or underestimation of the relationships between certain variables. As the survey did not cover primary school teachers in other states and did not evenly cover different types of primary schools, the findings do not accurately reflect the views and ideas of all Malaysian primary school teachers.

The second limitation is the method of data collection. This study collected data through Google Forms due to its convenience and efficiency in collecting data. Although it only takes respondents a few minutes to complete the questionnaire, this data collection method relies mainly on closed-ended questions and respondents can only answer from preset options and choices. This not only limits the space for respondents to express their views in depth but also restricts the depth of information that the research can obtain, thus affecting the comprehensive analysis of the research results.

The third limitation is limited access to literature and data resources. Although research on intention to quit has been widely explored in the healthcare, manufacturing, and hospitality sectors, there is limited research in the field of primary education in Malaysia. This means that there is a lack of available information, and more time is needed to find reliable literature or publications to support this study. In addition, this study originally intended to analyze actual data such as the number of teachers resignations and the number of teachers applying for resignation in each state, but the current lack of official statistical data limits the empirical support of the research context. Even though some data have been made public, such as the number of teachers leaving their jobs nationwide and the number of primary school teachers in each state, but the data are only updated to 2022, which has a certain impact on the timeliness of the research results.

5.5 Recommendations for Future Research

To overcome the relevant research limitation, future research could consider expanding the coverage of the study population to include primary school teachers in other states in Malaysia rather than limiting it to the four states or the peninsula. The educational policies and educational environment East Malaysia (Sabah & Sarawak) are different from those in West Malaysia. The impact of these factors on teachers' intention to quit may be different. Therefore, future research can cover primary schools in all states across the country when distributing questionnaires to obtain more comprehensive data and ensure that the findings are more representative. Meanwhile, the selection of respondents should also cover different types of primary schools more evenly to avoid the sample being overly concentrated on a certain type of school.

In terms of questionnaire design, future research could use more open-ended questions rather than closed-ended questionnaires. Therefore, respondents could answer questions with brief explanations or self-statements. This method allows respondents to reflect their own views more realistically, thus obtaining more in-depth feedback. In addition, future research can also add data collection methods (face-to-face interviews or field visits). This is because some respondents may lack the sense of security in filling out the form online and refuse to participate, thus affecting the response rate of data collection.

Lastly, future research may also consider adding mediating variables (job satisfaction) or moderating variables (gender, age, school type) to more fully explain the relationship between the research variables and primary school teachers' intention to quit. This is because mediating variables can explain how independent variables indirectly affect dependent variables, while moderating variables can detect the influence of independent variables on dependent variables under different circumstances. By adding

these two variables, the research results not only enhance the theoretical depth, but also have greater reference value.

5.6 Conclusion

In summary, this study examied the key factors that affecting the intention to quit among primary school teachers in Malaysia and focused on analyzing the role of four independent variables: burnout, pay, organizational commitment, and self-efficacy. Furthermore, with a sample of 400 teachers, this study found that pay, organizational commitment and self-efficacy were negatively correlated with Malaysian primary school teacher's intention, while burnout was positively correlated with intention to quit.

Additionally, the government and education departments can also use the results of this study to gain an in-depth understanding of the factors that affecting primary school teachers' intention to quit and formulate more targeted strategies to retain teachers. However, this study has certain limitations, including limitations in geographical scope, data collection methods and literature and resource access. In order to overcome these limitations and enrich future research, this study also puts forward several suggestions.

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APPENDICES

Appendix 1: Survey Questionnaire (English Version)

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE

UNDERGRADUATE FINAL YEAR PROJECT [FYP]

SURVEY QUESTIONNAIRE

TOPIC: A STUDY ON FACTORS AFFECTING INTENTION TO QUIT AMONG PRIMARY SCHOOL TEACHERS IN MALAYSIA

Dear respondents,

We are students of Bachelor of Business Administration (Honours) from Universiti Tunku Abdul Rahman (UTAR). The purpose of this study is to investigate the factors affecting intention to quit among primary school teachers in Malaysia. This study can help Ministry of Education, primary school administrators and educational academics to understand about the drivers of intention to leave among primary school teachers to solve high turnover rate and teacher shortages.

There are SIX (6) sections in this questionnaire. Section A is on demographics. Section B, C, D, E and F cover all of the variables in this study. Please read the instructions carefully before answering the questions. Please answer ALL questions in ALL sections. Completion of this questionnaire will take you approximately 5 to 10 minutes.

Your participation in this study is entirely voluntary. There will be no disadvantage if

you decide not to complete the attached anonymous questionnaire. You can withdraw at any time without any penalty. You can refuse to answer any question at any time if you feel uncomfortable.

The information collected from you will be kept strictly private and confidential. All responses and findings will be used solely for academic purpose.

Your assistance in completing this questionnaire is very much appreciated. Thank you for your participation. If you have any question regarding to this questionnaire, you may contact us at

1. Phang Yi Hui 2102076 (phangyihui340@1utar.my)
2. Tan Hui Ling 2102057 (wendytan0814@1utar.my)
3. Chan Zi Qing 2103495 (2103495@1utar.my)

If you decide to complete this attached anonymous questionnaire, this will be taken as you voluntarily agree and formal consent to participate in this study. Thank you very much for your cooperation and willingness to participate in this study.

Yours sincerely,
Phang Yi Hui
Tan Hui Ling
Chan Zi Qing

PERSONAL DATA PROTECTION NOTICE

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes: Name, identity card, place of birth, address, education history, employment history, medical history, blood type, race, religion, photo, personal information, and associated research data.

2. The purposes for which your personal data may be used are inclusive but not limited to:

a) For assessment of any application to UTAR

b) For processing any benefits and services

c) For communication purposes

d) For advertorial and news

e) For general administration and record purposes

f) For enhancing the value of education

g) For educational and related purposes consequential to UTAR

h) For replying any responds to complaints and enquiries

i) For the purpose of our corporate governance

j) For the purposes of conducting research/ collaboration

3. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in

providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with

applicable laws.

4. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

5. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at phangyihui340@1utar.my (Phang Yi Hui).

Acknowledgment of Notice:

[ ] I have been notified and that I hereby understood, consented and agreed per UTAR above notice.

[ ] I disagree, my personal data will not be processed.

Section A: Demographic Profile

In this section, there are **FIVE (5)** questions required to answer.

1. Gender

- Male
- Female

2. Age

- 21 – 30 years old
- 31 – 40 years old
- 41 – 50 years old
- 51 – 60 years old

3. School Location

- Selangor
- Johor
- Perak
- Kedah

4. Type of Primary School

- National School (SK)
- Chinese National Type School (SJKC)
- Tamil National Type School (SJKT)
- Special Education School (SK KHAS)
- Government-Assisted Religious School (SR SABK)

5. Teaching Experience

- Less than 5 years
- 6 – 10 years
- 11 – 20 years
- 21 – 30 years
- 31 – 60 years

6. Highest Education Level

- Diploma
- Bachelor's Degree
- Master's Degree
- Doctor of Philosophy (Phd)

Section B: Burnout

The following items describe the statements about burnout that affects intention to quit among primary school teachers in Malaysia. Please select the most appropriate option that best indicate your agreement level about the following statements.

Level of Agreement				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I feel emotionally drained from my work.	1	2	3	4	5
2.	I feel used up at the end of the workday.	1	2	3	4	5
3.	I feel fatigued when I get up in the morning and have to face another day on the job.	1	2	3	4	5
4.	Working with people all day is really a burden for me.	1	2	3	4	5
5.	I feel burned out from my work.	1	2	3	4	5
6.	I feel frustrated by my job.	1	2	3	4	5

Section C: Pay

The following items describe the statements about pay that affects intention to quit among primary school teachers in Malaysia. Please select the most appropriate option that best indicate your agreement level about the following statements.

Level of Agreement				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I am satisfied with my present salary.	1	2	3	4	5
2.	Teaching is a well-paid occupation.	1	2	3	4	5
3.	I can have a comfortable life with the salary I get from teaching.	1	2	3	4	5
4.	The salary I earn is adequate to meet my needs which makes me to stay.	1	2	3	4	5
5.	The government offers attractive leave allowance which motivates me to stay.	1	2	3	4	5
6.	The government offers attractive medical allowance which encourages me to stay.	1	2	3	4	5

Section D: Organizational Commitment

The following items describe the statements about organizational commitment that affects intention to quit among primary school teachers in Malaysia. Please select the most appropriate option that best indicate your agreement level about the following statements.

Level of Agreement				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I feel like part of the family at my school.	1	2	3	4	5
2.	I feel emotionally attached to this school.	1	2	3	4	5
3.	I feel a strong sense of belonging to my school.	1	2	3	4	5
4.	It would be very hard for me to leave my school right now, even if I wanted to.	1	2	3	4	5
5.	I would not leave my school right now because I have a sense of obligation to the people in it.	1	2	3	4	5
6.	My school has helped me a lot.	1	2	3	4	5

Section E: Self-efficacy

The following items describe the statements about self-efficacy that affects intention to quit among primary school teachers in Malaysia. Please select the most appropriate option that best indicate your agreement level about the following statements.

Level of Agreement				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I can motivate students who show low interest in schoolwork.	1	2	3	4	5
2.	I can get students to believe they can do well in schoolwork.	1	2	3	4	5
3.	I can design good questions for my students.	1	2	3	4	5
4.	I can control students' disruptive behavior in the classroom.	1	2	3	4	5
5.	I can get students to follow classroom rules.	1	2	3	4	5
6.	I can calm a student who is disruptive or noisy.	1	2	3	4	5

Section F: Intention to Quit

The following items describe the statements about the intention to quit among primary school teachers in Malaysia. Please select the most appropriate option that best indicate your agreement level about the following statements.

Level of Agreement				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I wish I had a different job to being a teacher.	1	2	3	4	5
2.	If I could choose over again, I would not be a teacher.	1	2	3	4	5
3.	I often think of leaving the teaching profession.	1	2	3	4	5

Appendix 2: Survey Questionnaire (Malay Version)

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE

UNDERGRADUATE FINAL YEAR PROJECT [FYP]

BORANG SOAL SELIDIK

TOPIK: KAJIAN MENGENAI FAKTOR-FAKTOR YANG MEMPENGARUHI NIAT UNTUK BERHENTI KERJIA DALAM KALANGAN GURU SEKOLAH RENDAH DI MALAYSIA

Kepada Responden yang Dihormati,

Kami ialah pelajar Program Ijazah Sarjana Muda Pentadbiran Perniagaan (Kepujian) dari Universiti Tunku Abdul Rahman (UTAR). Tujuan kajian ini adalah untuk menyiasat faktor-faktor yang mempengaruhi niat untuk berhenti kerja dalam kalangan guru sekolah rendah di Malaysia. Kajian ini dapat membantu Kementerian Pendidikan, pentadbir sekolah rendah, dan ahli akademik pendidikan untuk memahami pendorong niat untuk berhenti kerja dalam kalangan guru sekolah rendah untuk mengurangkan kadar pertukaran guru yang tinggi dan kekurangan guru.

Terdapat ENAM (6) bahagian dalam soal selidik ini. Bahagian A berkaitan dengan profil demografi. Bahagian B, C, D, E, dan F merangkumi semua pemboleh ubah dalam kajian ini. Sila baca arahan dengan teliti sebelum menjawab semua soalan. Penyelesaian soal selidik ini akan mengambil masa kira-kira 5 hingga 10 minit.

Penyertaan anda dalam kajian ini adalah secara sukarela sepenuhnya. Tiada sebarang kerugian sekiranya anda memutuskan untuk tidak melengkapkan soal selidik ini yang

dijalankan secara tanpa nama. Anda boleh menarik diri pada bila-bila masa tanpa sebarang penalti. Anda juga berhak untuk tidak menjawab mana-mana soalan pada bila-bila masa jika anda rasa tidak selesa.

Maklumat yang dikumpulkan daripada anda akan disimpan secara sulit dan terjaga. Semua jawapan dan penemuan akan digunakan semata-mata untuk tujuan akademik.

Kerjasama anda dalam melengkapkan soal selidik ini amat dihargai. Terima kasih atas penyertaan anda. Jika anda mempunyai sebarang pertanyaan mengenai soal selidik ini, anda boleh menghubungi kami di

1. Phang Yi Hui 2102076 (phangyihui340@1utar.my)
2. Tan Hui Ling 2102057 (wendytan0814@1utar.my)
3. Chan Zi Qing 2103495 (2103495@1utar.my)

Sekiranya anda memutuskan untuk melengkapkan soal selidik ini, anda akan dianggap sebagai persetujuan sukarela dan kebenaran rasmi untuk menyertai kajian ini. Terima kasih banyak atas kerjasama dan kesudian anda untuk menyertai kajian ini.

Yang benar,
Phang Yi Hui
Tan Hui Ling
Chan Zi Qing

NOTIS PERLINDUNGAN DATA PERIBADI

Dimaklumkan bahawa selaras dengan Akta Perlindungan Data Peribadi 2010 ("PDPA") yang berkuat kuasa pada 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") adalah dengan ini terikat untuk memberi notis dan memerlukan persetujuan berkaitan pengumpulan, perekodan, penggunaan, penyampaian dan penyimpanan maklumat peribadi.

1. Data peribadi merujuk kepada sebarang maklumat yang secara langsung atau tidak langsung boleh mengenal pasti seseorang individu, termasuk data peribadi sensitif dan penyataan pendapat. Antara lain ia termasuk: Nama, Kad pengenalan, Tempat lahir, Alamat, Sejarah Pendidikan, Sejarah pekerjaan, Sejarah perubatan, Jenis darah, Bangsa, Agama, Gambar, Maklumat peribadi lain dan data penyelidikan berkaitan.

2. Data peribadi anda boleh digunakan untuk tujuan-tujuan yang tidak terhad seperti berikut:

a) Untuk penilaian sebarang permohonan ke UTAR

b) Untuk memproses sebarang faedah dan perkhidmatan

c) Untuk tujuan komunikasi

d) Untuk pengiklanan dan berita

e) Untuk tujuan pentadbiran am dan penyimpanan rekod

f) Untuk meningkatkan mutu pendidikan

g) Untuk tujuan pendidikan dan tujuan berkaitan dengan UTAR

h) Untuk memberi sebarang maklum balas, menjawab aduan dan pertanyaan

i) Untuk tujuan tadbir urus korporat

j) Untuk tujuan menjalankan penyelidikan/kolaborasi

3. Maklumat peribadi anda mungkin dipindahkan dan/atau disampaikan kepada pihak ketiga dan/atau rakan Kerjasama UTAR termasuk tetapi tidak terhad kepada ejen luar yang dilantik untuk memenuhi tanggungjawab kami kepada anda berkenaan dengan

tujuan-tujuan di atas dan tujuan-tujuan lain yang berkaitan dengan tujuan di atas dan termasuk menyediakan perkhidmatan bersepadu, mengekalkan dan menyimpan rekod. Data anda boleh dikongsi apabila diperlukan oleh undang-undang dan sekiranya penyampaian adalah perlu untuk mematuhi undang-undang yang berkenaan.

4. Apa-apa maklumat peribadi akan disimpan oleh UTAR bagi tujuan-tujuan di atas dan seperti yang dikehendaki oleh undang-undang dan akan dibinasakan dan/atau dihapuskan mengikut polisi UTAR apabila maklumat tersebut tidak lagi diperlukan.

5. UTAR adalah komited untuk memastikan kerahsiaan, perlindungan, keselamatan, dan ketepatan maklumat peribadi anda yang diberikan kepada kami dan ia telah menjadi dasar berterusan kami yang tegas untuk memastikan bahawa maklumat peribadi anda adalah tepat, lengkap, tidak mengelirukan, dan terkini. UTAR juag akan menjamin bahawa data peribadi anda tidak akan digunakan untuk tujuan politik dan komersial.

Persetujuan:

1. Dengan menghantar atau memberikan data peribadi anda kepada UTAR, anda telah mengizinkan dan bersetuju untuk data peribadi anda untuk digunakan selaras dengan terma dan syarat-syarat dalam Notis ini serta polisi kami yang berkaitan.

2. Jika anda tidak bersetuju atau kemudiannnya menarik balik persetujuan anda kepada pemprosesan dan penyampaian data peribadi anda, UTAR tidak akan dapat memenuhi tanggungjawab UTAR atau menghubungi anda, atau membantu anda berkaitan dengan tujuan-tujuan diatas dan/atau tujuan lain yang berkaitan dengan tujuan-tujuan diatas.

3. Anda boleh mengakses dan mengemaskini data peribadi anda dengan menulis kepada kami di phangyihui340@1utar.my (Phang Yi Hui).

Pengesahan Notis:

[ ] Saya telah dimaklumkan dan dengan ini saya memahami, bersetuju serta memberikan kebenaran mengikut notis UTAR di atas.

[ ] Saya tidak bersetuju dan data peribadi saya tidak akan diproses.

Bahagian A: Profil Demografi

Dalam bahagian ini, terdapat **ENAM (6)** soalan yang perlu dijawab.

1. Jantina

- Lelaki
- Perempuan

2. Umur

- 21 – 30 tahun
- 31 – 40 tahun
- 41 – 50 tahun
- 51 – 60 tahun

3. Negeri

- Selangor
- Johor
- Perak
- Kedah

4. Jenis Sekolah Rendah

- Sekolah Kebangsaan (SK)
- Sekolah Jenis Kebangsaan Cina (SJKC)
- Sekolah Jenis Kebangsaan Tamil (SJKT)
- Sekolah Kebangsaan Khas (SK KHAS)
- Sekolah Rendah Sekolah Agama Bantuan Kerajaan (SR SABK)

5. Pengalaman Mengajar

- Kurang daripada 5 tahun
- 6 – 10 tahun
- 11 – 20 tahun
- 21 – 30 tahun
- 31 – 60 tahun

6. Tahap Pendidikan Tertinggi

- Diploma
- Ijazah Sarjana Muda
- Ijazah Sarjana
- Ijazah Kedoktoran (PhD)

Bahagian B: Keletihan Emosi (Burnout)

Pernyataan berikut menerangkan tentang keletihan emosi (burnout) yang mempengaruhi niat untuk berhenti kerja dalam kalangan guru sekolah rendah di Malaysia. Sila pilih pilihan yang paling sesuai menunjukkan tahap persetujuan anda terhadap pernyataan berikut.

Tahap Persetujuan				
1	2	3	4	5
Sangat Tidak Bersetuju	Tidak Bersetuju	Neutral	Bersetuju	Sangat Bersetuju

No.	**Soalan**	**Sangat Tidak Bersetuju**	**Tidak Bersetuju**	**Neutral**	**Bersetuju**	**Sangat Bersetuju**
1.	Saya berasa sangat letih dari segi emosi akibat kerja saya.	1	2	3	4	5
2.	Saya berasa penat apabila tamat waktu kerja.	1	2	3	4	5
3.	Saya berasa letih apabila bangun pagi dan perlu menghadapi satu lagi hari bekerja.	1	2	3	4	5
4.	Bekerja dengan orang sepanjang hari benar-benar membebankan saya.	1	2	3	4	5
5.	Saya berasa hangus (burned out) dengan kerja saya.	1	2	3	4	5
6.	Saya berasa kecewa dengan kerja saya.	1	2	3	4	5

Bahagian C: Gaji

Pernyataan berikut menerangkan tentang gaji yang mempengaruhi niat untuk berhenti kerja dalam kalangan guru sekolah rendah di Malaysia. Sila pilih pilihan yang paling sesuai menunjukkan tahap persetujuan anda terhadap pernyataan berikut.

Tahap Persetujuan				
1	2	3	4	5
Sangat Tidak Bersetuju	Tidak Bersetuju	Neutral	Bersetuju	Sangat Bersetuju

No.	**Soalan**	**Sangat Tidak Bersetuju**	**Tidak Bersetuju**	**Neutral**	**Bersetuju**	**Sangat Bersetuju**
1.	Saya berpuas hati dengan jumlah gaji yang saya terima sekarang.	1	2	3	4	5
2.	Profesion perguruan merupakan pekerjaan yang bergaji tinggi.	1	2	3	4	5
3.	Gaji yang saya peroleh daripada mengajar membolehkan saya menjalani kehidupan yang selesa.	1	2	3	4	5
4.	Gaji yang saya peroleh mencukupi untuk memenuhi keperluan saya dan ini mendorong saya terus kekal dalam profesion ini.	1	2	3	4	5
5.	Kerajaan menawarkan elaun cuti yang menarik dan ini mendorong saya untuk terus bekerja.	1	2	3	4	5
6.	Kerajaan menawarkan elaun perubatan yang menarik dan ini	1	2	3	4	5

mendorong saya untuk terus bekerja.

Bahagian D: Komitmen Organisasi

Pernyataan berikut menerangkan tentang komitmen organisasi yang mempengaruhi niat untuk berhenti kerja dalam kalangan guru sekolah rendah di Malaysia. Sila pilih pilihan yang paling sesuai menunjukkan tahap persetujuan anda terhadap pernyataan berikut.

Tahap Persetujuan				
1	2	3	4	5
Sangat Tidak Bersetuju	Tidak Bersetuju	Neutral	Bersetuju	Sangat Bersetuju

No.	**Soalan**	**Sangat Tidak Bersetuju**	**Tidak Bersetuju**	**Neutral**	**Bersetuju**	**Sangat Bersetuju**
1.	Saya berasa seperti sebahagian daripada keluarga di sekolah saya.	1	2	3	4	5
2.	Saya berasa terikat secara emosi dengan sekolah saya.	1	2	3	4	5
3.	Saya mempunyai rasa kekitaan yang kuat terhadap sekolah saya.	1	2	3	4	5
4.	Saya berasa amat sukar untuk meninggalkan sekolah saya pada masa ini walaupun saya ingin berbuat demikian.	1	2	3	4	5
5.	Saya tidak akan meninggalkan sekolah saya sekarang kerana rasa bertanggungjawab terhadap warga sekolah.	1	2	3	4	5

6.	Sekolah saya telah banyak membantu saya.	1	2	3	4	5

Bahagian E: Keberkesanan Diri

Pernyataan berikut menerangkan tentang keberkesanan diri yang mempengaruhi niat untuk berhenti kerja dalam kalangan guru sekolah rendah di Malaysia. Sila pilih pilihan yang paling sesuai menunjukkan tahap persetujuan anda terhadap pernyataan berikut.

Tahap Persetujuan				
1	2	3	4	5
Sangat Tidak Bersetuju	Tidak Bersetuju	Neutral	Bersetuju	Sangat Bersetuju

No.	**Soalan**	**Sangat Tidak Bersetuju**	**Tidak Bersetuju**	**Neutral**	**Bersetuju**	**Sangat Bersetuju**
1.	Saya boleh memotivasikan pelajar yang kurang berminat dalam kerja sekolah.	1	2	3	4	5
2.	Saya boleh meyakinkan pelajar bahawa mereka mampu menyelesaikan kerja sekolah dengan baik.	1	2	3	4	5
3.	Saya boleh merangka soalan yang baik dan berkesan untuk pelajar saya.	1	2	3	4	5
4.	Saya boleh mengawal tingkah laku pelajar yang mengganggu di dalam kelas.	1	2	3	4	5
5.	Saya boleh memastikan pelajar mematuhi peraturan kelas.	1	2	3	4	5

6.	Saya boleh menenangkan pelajar yang mengganggu atau bising.	1	2	3	4	5

Bahagian F: Niat untuk Berhenti Kerja

Pernyataan berikut menerangkan tentang niat untuk berhenti kerja dalam kalangan guru sekolah rendah di Malaysia. Sila pilih pilihan yang paling sesuai menunjukkan tahap persetujuan anda terhadap pernyataan berikut.

Tahap Persetujuan				
1	2	3	4	5
Sangat Tidak Bersetuju	Tidak Bersetuju	Neutral	Bersetuju	Sangat Bersetuju

No.	**Soalan**	**Sangat Tidak Bersetuju**	**Tidak Bersetuju**	**Neutral**	**Bersetuju**	**Sangat Bersetuju**
1.	Saya berharap saya mempunyai pekerjaan lain selain menjadi guru.	1	2	3	4	5
2.	Sekiranya saya diberi pilihan semula, saya tidak akan menjadi seorang guru.	1	2	3	4	5
3.	Saya sering berfikir untuk meninggalkan profesion perguruan.	1	2	3	4	5

Appendix 3: Reliability Test for Pilot Test

- **Burnout**

Reliability

```
[DataSet1] C:\Users\ASUS\OneDrive\桌面\FYP\SPSS\pilot.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.816	.819	6

Inter-Item Correlation Matrix

	emotionally drained by work	used up at end workday	fatigued when get up to work	working with people is burden	burned out from work	frustrated by job
emotionally drained by work	1.000	.362	.362	.538	.496	.401
used up at end workday	.362	1.000	.395	.380	.479	.014
fatigued when get up to work	.362	.395	1.000	.572	.421	.425
working with people is burden	.538	.380	.572	1.000	.489	.428
burned out from work	.496	.479	.421	.489	1.000	.686
frustrated by job	.401	.014	.425	.428	.686	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.594	3.333	3.867	.533	1.160	.046	6
Item Variances	1.509	1.086	2.023	.937	1.862	.114	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
emotionally drained by work	17.8333	20.489	.588	.376	.786
used up at end workday	17.7000	22.700	.418	.533	.819
fatigued when get up to work	17.8333	20.006	.599	.433	.783
working with people is burden	18.2333	18.185	.669	.479	.767
burned out from work	18.0667	20.478	.717	.700	.764
frustrated by job	18.1667	20.489	.521	.669	.801

- **Pay**

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.766	6

Inter-Item Correlation Matrix

	satisfied present salary	teacher is well-paid education	comfortable life with present salary	salary adequate to meet needs	attractive leave allowance	attractive medical allowance
satisfied present salary	1.000	.195	.478	.264	.168	.325
teacher is well-paid education	.195	1.000	.458	.402	.265	.171
comfortable life with present salary	.478	.458	1.000	.628	.134	.521
salary adequate to meet needs	.264	.402	.628	1.000	.569	.329
attractive leave allowance	.168	.265	.134	.569	1.000	.382
attractive medical allowance	.325	.171	.521	.329	.382	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.194	2.867	3.400	.533	1.186	.036	6
Item Variances	1.338	1.085	1.789	.703	1.648	.062	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
satisfied present salary	16.0000	17.172	.399	.263	.751
teacher is well-paid education	16.0333	16.516	.411	.283	.751
comfortable life with present salary	16.3000	15.390	.668	.733	.686
salary adequate to meet needs	15.8333	15.040	.646	.679	.688
attractive leave allowance	15.7667	16.599	.439	.578	.742
attractive medical allowance	15.9000	15.059	.490	.456	.732

- **Organizational Commitment**

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.770	.797	6

Inter-Item Correlation Matrix

	feel like part of family at school	emotionally attached to school	strong sense of belonging to school	hard to leave now even wanted to	would not leave now as obligation	my school helped me a lot
feel like part of family at school	1.000	.584	.573	.069	.598	.507
emotionally attached to school	.584	1.000	.454	.267	.576	.402
strong sense of belonging to school	.573	.454	1.000	-.217	.624	.401
hard to leave now even wanted to	.069	.267	-.217	1.000	.215	.264
would not leave now as obligation	.598	.576	.624	.215	1.000	.629
my school helped me a lot	.507	.402	.401	.264	.629	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.633	3.300	4.000	.700	1.212	.074	6
Item Variances	1.073	.713	1.528	.815	2.144	.116	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
feel like part of family at school	18.0000	12.966	.659	.513	.705
emotionally attached to school	18.5000	11.707	.653	.466	.696
strong sense of belonging to school	18.4667	12.809	.462	.580	.752
hard to leave now even wanted to	18.1000	15.128	.136	.335	.844
would not leave now as obligation	17.8000	12.234	.769	.637	.677
my school helped me a lot	18.1333	13.430	.617	.446	.717

- **Self-efficacy**

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.917	.916	6

Inter-Item Correlation Matrix

	motivate low interest student	get student believe do well in schoolwork	design good questions	control student's disruptive behavior	get student follow classroom rules	calm disruptive/noisy student
motivate low interest student	1.000	.504	.600	.493	.596	.675
get student believe do well in schoolwork	.504	1.000	.731	.487	.560	.484
design good questions	.600	.731	1.000	.604	.777	.651
control student's disruptive behavior	.493	.487	.604	1.000	.785	.812
get student follow classroom rules	.596	.560	.777	.785	1.000	.914
calm disruptive/noisy student	.675	.484	.651	.812	.914	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.878	3.767	3.967	.200	1.053	.007	6
Item Variances	.944	.645	1.247	.602	1.934	.049	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
motivate low interest student	19.3667	18.723	.666	.570	.915
get student believe do well in schoolwork	19.3000	18.079	.641	.550	.918
design good questions	19.3000	16.010	.803	.767	.896
control student's disruptive behavior	19.5000	17.500	.758	.687	.903
get student follow classroom rules	19.4333	15.082	.884	.903	.884
calm disruptive/noisy student	19.4333	16.254	.852	.902	.889

- **Intention to Quit**

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.722	.723	3

Inter-Item Correlation Matrix

	wish have different job to being a teacher	would not be teacher if choose again	often think of leaving teaching
wish have different job to being a teacher	1.000	.474	.401
would not be teacher if choose again	.474	1.000	.522
often think of leaving teaching	.401	.522	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.822	2.633	3.200	.567	1.215	.107	3
Item Variances	1.618	1.551	1.683	.132	1.085	.004	3

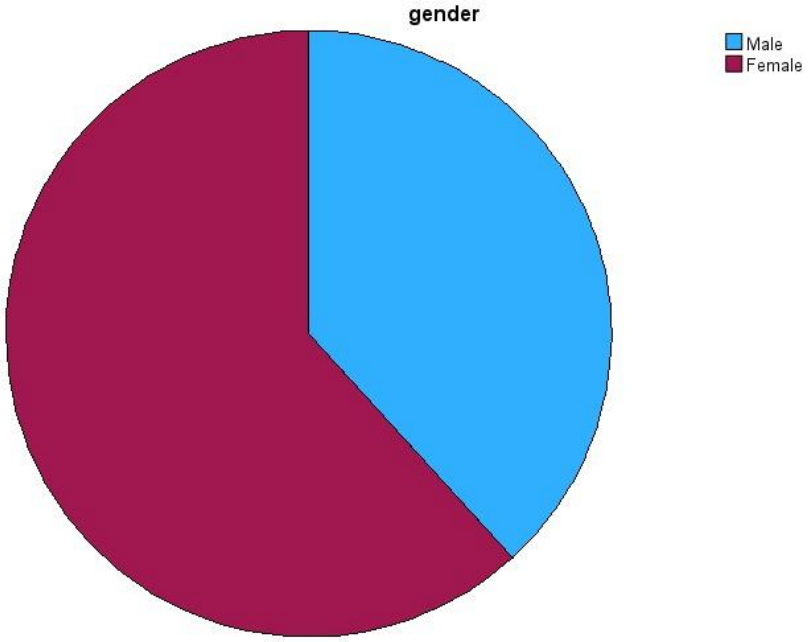
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
wish have different job to being a teacher	5.2667	4.823	.501	.257	.685
would not be teacher if choose again	5.8333	4.626	.594	.356	.572
often think of leaving teaching	5.8333	4.764	.536	.303	.643

Appendix 4: Descriptive Analysis

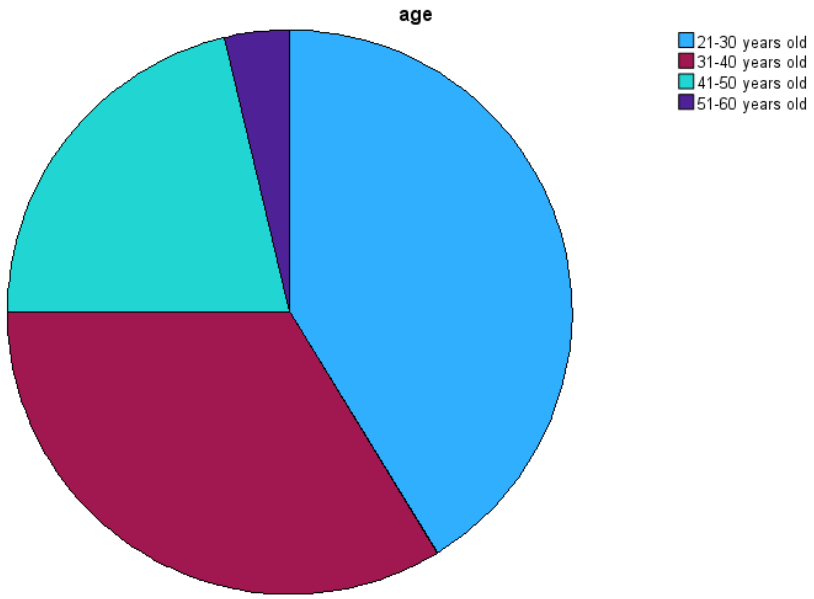
gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	153	38.3	38.3	38.3
	Female	247	61.8	61.8	100.0
	Total	400	100.0	100.0	



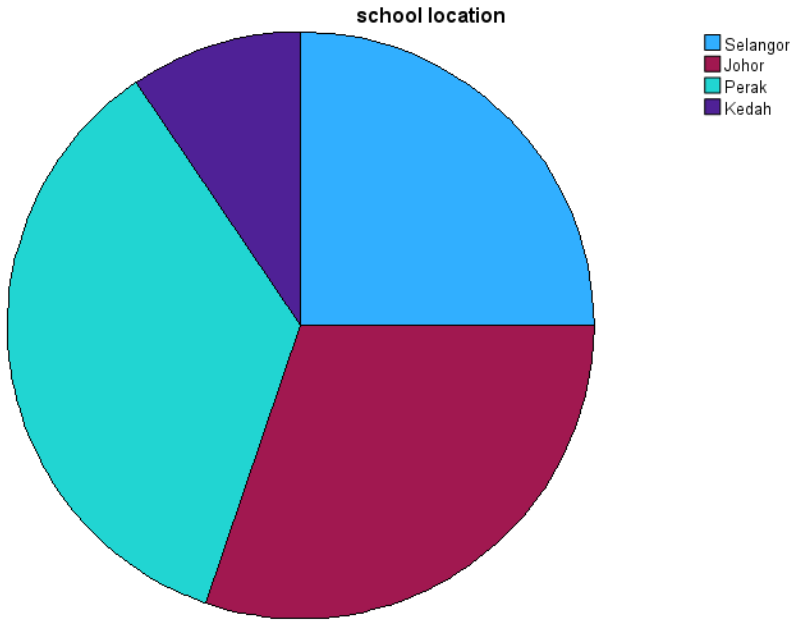
age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years old	165	41.3	41.3	41.3
	31-40 years old	135	33.8	33.8	75.0
	41-50 years old	85	21.3	21.3	96.3
	51-60 years old	15	3.8	3.8	100.0
	Total	400	100.0	100.0	



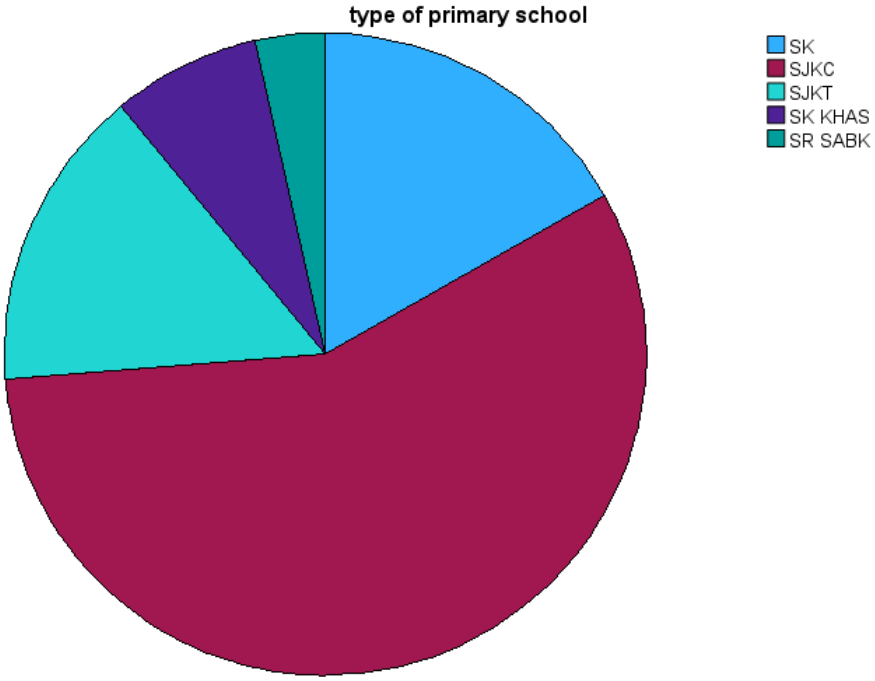
school location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selangor	100	25.0	25.0	25.0
	Johor	121	30.3	30.3	55.3
	Perak	141	35.3	35.3	90.5
	Kedah	38	9.5	9.5	100.0
	Total	400	100.0	100.0	



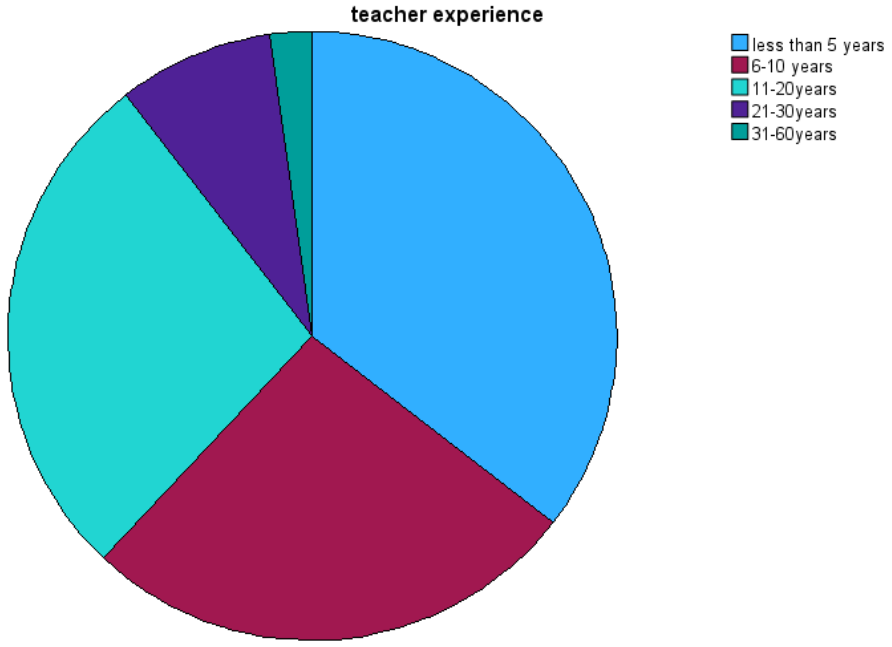
type of primary school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SK	67	16.8	16.8	16.8
	SJKC	228	57.0	57.0	73.8
	SJKT	61	15.3	15.3	89.0
	SK KHAS	30	7.5	7.5	96.5
	SR SABK	14	3.5	3.5	100.0
	Total	400	100.0	100.0	



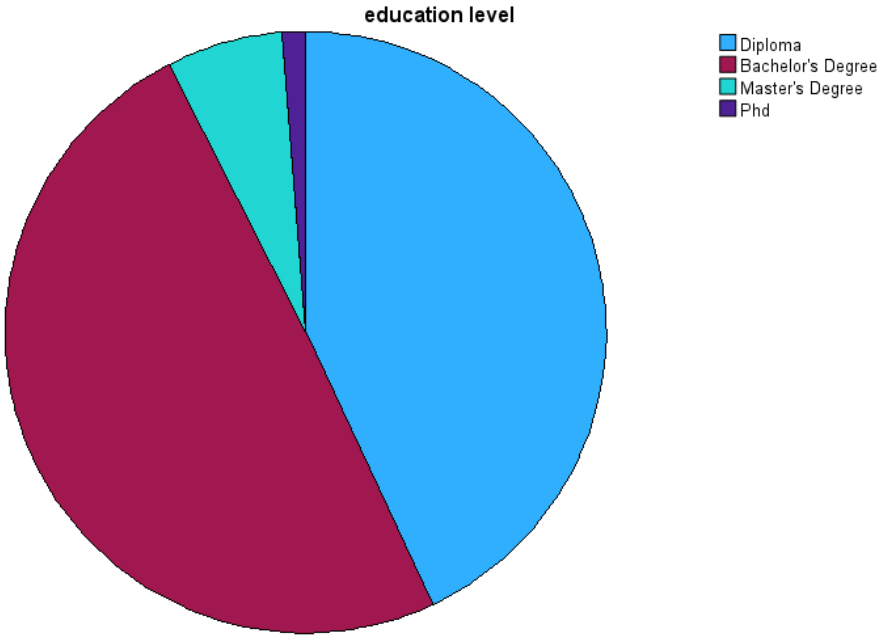
teacher experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5 years	142	35.5	35.5	35.5
	6-10 years	106	26.5	26.5	62.0
	11-20years	110	27.5	27.5	89.5
	21-30years	33	8.3	8.3	97.8
	31-60years	9	2.3	2.3	100.0
	Total	400	100.0	100.0	



education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	172	43.0	43.0	43.0
	Bachelor's Degree	198	49.5	49.5	92.5
	Master's Degree	25	6.3	6.3	98.8
	Phd	5	1.3	1.3	100.0
	Total	400	100.0	100.0	



Frequencies

Statistics

		burnout average	pay average	organizational commitment average	self efficacy average	intention to quit average
N	Valid	400	400	400	400	400
	Missing	0	0	0	0	0
Mean		3.5775	2.7967	3.3004	3.5521	3.3683
Std. Deviation		1.08107	.84039	.73137	.80195	1.12435

Frequencies

Statistics

		emotionally drained by work	used up at end workday	fatigued when get up to work	working with people is burden	burned out from work	frustrated by job
N	Valid	400	400	400	400	400	400
	Missing	0	0	0	0	0	0
Mean		3.5550	3.7575	3.6850	3.6200	3.4850	3.3625
Std. Deviation		1.16420	1.34097	1.33237	1.37124	1.25448	1.27678

Frequencies

Statistics

		satisfied present salary	teacher is well-paid education	comfortable life with present salary	salary adequate to meet needs	attractive leave allowance	attractive medical allowance
N	Valid	400	400	400	400	400	400
	Missing	0	0	0	0	0	0
Mean		2.5525	2.6700	2.7475	3.0300	2.8750	2.9050
Std. Deviation		1.14697	1.21234	1.15632	1.30128	1.24429	1.21848

Frequencies

Statistics

		feel like part of family at school	emotionally attached to school	strong sense of belonging to school	hard to leave now even wanted to	would not leave now as obligation	my school helped me a lot
N	Valid	400	400	400	400	400	400
	Missing	0	0	0	0	0	0
Mean		3.2775	3.1575	3.1575	3.2875	3.6075	3.3150
Std. Deviation		1.04797	1.12287	1.12510	1.18039	1.14530	1.13534

Frequencies

Statistics

		motivate low interest student	get student believe do well in schoolwork	design good questions	control student's disruptive behavior	get student follow classroom rules	calm disruptive/noisy student
N	Valid	400	400	400	400	400	400
	Missing	0	0	0	0	0	0
Mean		3.5775	3.4425	3.5575	3.4800	3.5425	3.7125
Std. Deviation		1.09636	1.18964	1.16192	1.25241	1.20907	1.13493

Frequencies

Statistics

		wish have different job to being a teacher	would not be teacher if choose again	often think of leaving teaching
N	Valid	400	400	400
	Missing	0	0	0
Mean		3.4775	3.4125	3.2150
Std. Deviation		1.23015	1.34420	1.30500

Appendix 5: Reliability Test for Full Study

- **Burnout**

Reliability

```
[DataSet1] C:\Users\ASUS\OneDrive\桌面\FYP\SPSS\variable view edit.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	400	100.0
	Excluded[a]	0	.0
	Total	400	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.914	.915	6

Inter-Item Correlation Matrix

	emotionally drained by work	used up at end workday	fatigued when get up to work	working with people is burden	burned out from work	frustrated by job
emotionally drained by work	1.000	.652	.685	.646	.649	.689
used up at end workday	.652	1.000	.654	.627	.691	.543
fatigued when get up to work	.685	.654	1.000	.697	.625	.615
working with people is burden	.646	.627	.697	1.000	.642	.643
burned out from work	.649	.691	.625	.642	1.000	.585
frustrated by job	.689	.543	.615	.643	.585	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.578	3.363	3.758	.395	1.117	.020	6
Item Variances	1.669	1.355	1.880	.525	1.387	.036	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
emotionally drained by work	17.9100	30.553	.790	.636	.896
used up at end workday	17.7075	29.410	.747	.589	.901
fatigued when get up to work	17.7800	29.104	.779	.616	.896
working with people is burden	17.8450	28.818	.773	.606	.897
burned out from work	17.9800	30.105	.755	.587	.900
frustrated by job	18.1025	30.318	.720	.555	.904

- **Pay**

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	400	100.0
	Excluded[a]	0	.0
	Total	400	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.782	.784	6

Inter-Item Correlation Matrix

	satisfied present salary	teaching is well-paid occupation	comfortable life with present salary	salary adequate to meet needs	attractive leave allowance	attractive medical allowance
satisfied present salary	1.000	.506	.472	.367	.193	.398
teaching is well-paid occupation	.506	1.000	.509	.319	.238	.489
comfortable life with present salary	.472	.509	1.000	.388	.208	.474
salary adequate to meet needs	.367	.319	.388	1.000	.347	.435
attractive leave allowance	.193	.238	.208	.347	1.000	.314
attractive medical allowance	.398	.489	.474	.435	.314	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.797	2.553	3.030	.477	1.187	.030	6
Item Variances	1.475	1.316	1.693	.378	1.287	.020	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
satisfied present salary	14.2275	18.692	.546	.346	.746
teaching is well-paid occupation	14.1100	17.948	.585	.401	.736
comfortable life with present salary	14.0325	18.307	.584	.381	.737
salary adequate to meet needs	13.7500	17.957	.524	.294	.752
attractive leave allowance	13.9050	19.931	.355	.158	.792
attractive medical allowance	13.8750	17.714	.607	.379	.730

- **Organizational Commitment**

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	400	100.0
	Excluded[a]	0	.0
	Total	400	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.725	.727	6

Inter-Item Correlation Matrix

	feel like part of family at school	emotionally attached to school	strong sense of belonging to school	hard to leave now even wanted to	would not leave now as obligation	my school helped me a lot
feel like part of family at school	1.000	.463	.467	.237	.216	.282
emotionally attached to school	.463	1.000	.484	.304	.200	.274
strong sense of belonging to school	.467	.484	1.000	.317	.266	.330
hard to leave now even wanted to	.237	.304	.317	1.000	.312	.280
would not leave now as obligation	.216	.200	.266	.312	1.000	.178
my school helped me a lot	.282	.274	.330	.280	.178	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.300	3.158	3.608	.450	1.143	.027	6
Item Variances	1.270	1.098	1.393	.295	1.269	.009	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
feel like part of family at school	16.5250	14.190	.503	.306	.676
emotionally attached to school	16.6450	13.663	.522	.327	.668
strong sense of belonging to school	16.6450	13.297	.572	.357	.653
hard to leave now even wanted to	16.5150	14.035	.433	.201	.696
would not leave now as obligation	16.1950	14.919	.342	.136	.722
my school helped me a lot	16.4875	14.541	.396	.165	.706

- **Self-efficacy**

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	400	100.0
	Excluded[a]	0	.0
	Total	400	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.771	.770	6

Inter-Item Correlation Matrix

	motivate low interest student	get student believe do well in schoolwork	design good questions	control student's disruptive behavior	get student follow classroom rules	calm disruptive/noisy student
motivate low interest student	1.000	.472	.339	.230	.300	.279
get student believe do well in schoolwork	.472	1.000	.465	.315	.300	.321
design good questions	.339	.465	1.000	.418	.380	.314
control student's disruptive behavior	.230	.315	.418	1.000	.458	.358
get student follow classroom rules	.300	.300	.380	.458	1.000	.430
calm disruptive/noisy student	.279	.321	.314	.358	.430	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.552	3.443	3.713	.270	1.078	.009	6
Item Variances	1.381	1.202	1.569	.367	1.305	.017	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
motivate low interest student	17.7350	17.734	.457	.264	.751
get student believe do well in schoolwork	17.8700	16.554	.535	.348	.731
design good questions	17.7550	16.541	.557	.330	.726
control student's disruptive behavior	17.8325	16.390	.512	.302	.738
get student follow classroom rules	17.7700	16.398	.541	.327	.730
calm disruptive/noisy student	17.6000	17.278	.486	.254	.744

- **Intention to Quit**

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	400	100.0
	Excluded[a]	0	.0
	Total	400	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.838	.837	3

Inter-Item Correlation Matrix

	wish have different job to being a teacher	would not be teacher if choose again	often think of leaving teaching
wish have different job to being a teacher	1.000	.597	.592
would not be teacher if choose again	.597	1.000	.707
often think of leaving teaching	.592	.707	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.368	3.215	3.478	.263	1.082	.019	3
Item Variances	1.674	1.513	1.807	.294	1.194	.022	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
wish have different job to being a teacher	6.6275	5.989	.644	.414	.828
would not be teacher if choose again	6.6925	5.116	.733	.549	.743
often think of leaving teaching	6.8900	5.296	.729	.544	.746

Appendix 6: Inferential Analysis (Pearson Correlation Coefficient)

Correlations

Correlations

		burnout average	intention to quit average
burnout average	Pearson Correlation	1	.774**
	Sig. (2-tailed)		<.001
	N	400	400
intention to quit average	Pearson Correlation	.774**	1
	Sig. (2-tailed)	<.001	
	N	400	400

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

Correlations

Correlations

		pay average	intention to quit average
pay average	Pearson Correlation	1	-.648**
	Sig. (2-tailed)		<.001
	N	400	400
intention to quit average	Pearson Correlation	-.648**	1
	Sig. (2-tailed)	<.001	
	N	400	400

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

Correlations

Correlations

		organizational commitment average	intention to quit average
organizational commitment average	Pearson Correlation	1	-.349**
	Sig. (2-tailed)		<.001
	N	400	400
intention to quit average	Pearson Correlation	-.349**	1
	Sig. (2-tailed)	<.001	
	N	400	400

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

Correlations

Correlations

		self efficacy average	intention to quit average
self efficacy average	Pearson Correlation	1	-.167**
	Sig. (2-tailed)		<.001
	N	400	400
intention to quit average	Pearson Correlation	-.167**	1
	Sig. (2-tailed)	<.001	
	N	400	400

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