A Study of Preschool Teachers' Job Satisfaction and Turnover Intention In Klang Valley

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CHAN SIN YEE

Declaration

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

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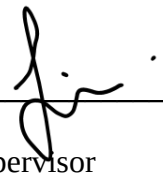
Approval Form

This research paper attached here, entitled “A Study of Preschool Teachers’ Job Satisfaction and Turnover Intention in Klang Valley”, prepared and submitted by Chan Sin Yee in partial fulfilment of the requirements for the Bachelor of Early Childhood Education (Hons), is hereby accepted.



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Supervisor

Mr Lim Yeong Yeong

Abstract

Preschool teacher turnover has raised concerns due to its impact on the quality of early childhood education. Therefore, this study aims to investigate the relationship between job satisfaction, as measured by its nine subscales, and turnover intention among preschool teachers in the Klang Valley. In this study, the researcher utilised Herzberg's Two-Factor Theory of Motivation-Hygiene and Maslow's Hierarchy of Needs in the theoretical framework to investigate the research question and hypotheses. Purposive sampling was used to identify 60 private preschool teachers for a quantitative, correlational study design. Job satisfaction was measured using the Job Satisfaction Scale (JSS), while the Turnover Intention Scale (TIS-6) was employed to assess turnover intention among the 60 participants. The results revealed a negative moderate significant relationship between several factors in job satisfaction and turnover intention such as overall job satisfaction (ρ= -.48), pay (ρ= -.41), promotion (ρ= -.40), fringe benefits (ρ= -.47), contingent rewards (ρ= -.47), operating conditions (ρ= -.45), while supervision (ρ= -.26) and communication (ρ= -.32) have a weak relationship with turnover. The results revealed that job satisfaction is related to turnover, indicating that higher job satisfaction is associated with lower turnover. Surprisingly, coworkers show a positive relationship with turnover (ρ = .34). At the same time, the nature of work is not associated with turnover intention (ρ = .01). However, a strong relationship with colleagues may not necessarily reduce the intention to leave. There are several limitations to this study, including non-probability sampling, a small sample size, and a quantitative research approach. Therefore, future studies are recommended to employ probability sampling, determine the proper sample size, and adopt mixed-method approaches to provide deeper insights into the study.

Keywords: Job Satisfaction, Turnover Intention, Preschool Teachers, Klang Valley

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List of Abbreviations

ECE	Early Childhood Education
JSS	Job Satisfaction Survey
SPSS	Statistical Package for Social Sciences
TIS	Turnover Intention Scale

Chapter 1

Introduction

Introduction

This study aims to investigate the relationship between job satisfaction and turnover intention in the Klang Valley area. This chapter presents the study's background, which outlines the problem statement and identifies the research objectives and questions. To expand on the key terms utilised in this study, the hypothesis, the significance of the study, and the definitions of terms are also presented.

Background of Study

Early Childhood Education (ECE) is significant for nurturing children's development, but substantial challenges often mark the working context of preschool teachers globally and locally. These include stressful workload, poor working environment, inadequate salary and benefits (Hee et al., 2019). Despite rising demand for early childhood services, the ECE industry is considered relatively elastic, which means that increased demand does not result in improved incentives or pay for educators. This is primarily due to price sensitivity among preschool parents (Chaplin et al., 2016). Unlike other industries, the ECE sector struggles to raise costs without risking enrollment loss. Consequently, increasing tuition rates to cover higher wages or benefits may lead to lower enrollment, thereby reducing the sector's financial flexibility (R. Sekaran, 2024).

Turnover rates among early childhood educators are high both globally and locally. Skilled preschool teachers often leave for greater opportunities abroad, particularly in countries like Singapore, which offer higher pay (Karuppiah, 2022). Higher income is associated with greater happiness, suggesting that higher pay could enhance job satisfaction and reduce turnover (Yang et al., 2022). The issue of turnover significantly impacts educational quality

and institutional stability (Zeng et al., 2025). Job satisfaction has frequently been identified as a significant indicator of turnover, comprising nine subscales: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication (Spector, 1985). Each of these subscales influences teacher motivation and decisions to stay or quit.

In the Malaysian context, job satisfaction among educators remains moderate. Malaysia ranked fourth in job satisfaction among seven ASEAN countries, with 29% of Malaysian workers seeking higher salaries (JobStreet, 2017). Additionally, preschool teachers in Klang earn around RM 2,215 per month, which is 11% below the national average (Indeed, 2025). Beyond salary, turnover is driven by a heavy workload, limited resources, a lack of parental cooperation, and minimal opportunities for career advancement (Evina et al., 2023). For instance, 27% of Malaysian workers left their jobs for better career growth and job satisfaction (JOB Street, 2017). Studies have shown that lower job satisfaction, resulting from inadequate rewards, unsupportive supervision, and poor communication, leads to higher turnover intentions (Wang et al., 2020; Rahim Zumrah et al., 2022). The COVID-19 pandemic is worsening this situation, with early learning centres in Malaysia reporting a 40% increase in educator turnover (New Straits Times, 2022). Such an inability disrupts children's emotional and academic development, placing additional stress on the family and the remaining staff (Bryant et al., 2023; UNC, 2023).

Problem Statement

The early years are significant for shaping children's behaviour and fostering physical, emotional, spiritual, intellectual, language, and creative development. However, the stability is harmed by the rising issue of high preschool teacher turnover. Children's learning, emotional and social development are negatively affected when educators frequently leave their jobs (Van

Vonderen, 2016). Globally, the high turnover rate among early childhood educators is a significant concern. For example, the high turnover rate in the United States ECE sector has reached 37% (Herman et al., 2023). Similarly, teacher retention issues in Thailand relate to low salaries, limited professional development opportunities, poor working conditions, and insufficient government support (John, 2025). Similar challenges exist in Malaysia. The Deputy Education Minister recently highlighted the increasing workload and teacher shortages across primary and secondary schools, which are also relevant to the early childhood sector (Malay Mail, 2024). Preschool educators often face low salaries, long working hours, and unreasonable working conditions, contributing to job dissatisfaction and high turnover rates (Fatima Noor, 2022). The compensation for preschool teachers is often not aligned with their qualifications and teaching responsibilities (Aziz et al., 2021). High turnover leads to lower teacher quality, disrupted school routines, increased hiring costs, and negatively affects collaboration and continuity in the classroom (Hanushek et al., 2016; Sorensen & Ladd, 2020).

These turnover concerns significantly impact Malaysia's early childhood education sector, particularly in private preschools, which comprise a substantial part of the system. There are 36% of private preschools in Malaysia, with 32,754 classes representing 59% of the total in 2021 (World Bank, 2023). According to the data, private preschools account for half of the total preschools in Malaysia in terms of both the number of classes and enrollment. Since the private sector provides half of Malaysia's preschool education, teacher turnover poses a threat to the quality and stability of early childhood education nationwide (Gibbons et al., 2021; Holme et al., 2017). High turnover has a negative impact on classroom learning and teacher-child connections, while also increasing financial and administrative challenges for preschools (Hur et al., 2022; Jabbar & Holme, 2025; Sorensen & Ladd, 2020). As a result, this impacts the country's overall perception and sustainability of early childhood education.

Despite growing concerns, there is a lack of empirical research in Malaysia that provides statistical insights into job satisfaction and turnover intentions among private preschool teachers. Most local studies focus on the fundamental issue but do not give quantitative evidence to support practical solutions. To address this research gap, the insights gained from this research can provide policymakers, preschool administrators, and other stakeholders with meaningful information for developing more effective strategies to retain qualified educators and improve the quality of early childhood education.

Research Objectives

This study aims to address the growing issue of job satisfaction and turnover among preschool teachers in Klang Valley. The present study constructed a main objective based on the problem statement. The main objective is:

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

Research Questions

Based on the research objective, 10 research questions were constructed. These questions aim to explore each factor of job satisfaction and its relationship to turnover intention among preschool teachers in Klang Valley:

1. Is there a significant relationship between overall job satisfaction and turnover intention among preschool teachers in the Klang Valley?
2. Is there a significant relationship between the pay of the job and turnover intention among preschool teachers in the Klang Valley?

3. Is there a significant relationship between promotion of the job and turnover intention among preschool teachers in the Klang Valley?
4. Is there a significant relationship between supervision of the job and turnover intention among preschool teachers in the Klang Valley?
5. Is there a significant relationship between fringe benefits for the job and turnover intention among preschool teachers in the Klang Valley?
6. Is there a significant relationship between contingent rewards for the job and turnover intention among preschool teachers in the Klang Valley?
7. Is there a significant relationship between the operating conditions of the job and turnover intention among preschool teachers in the Klang Valley?
8. Is there a significant relationship between coworkers at work and turnover intention among preschool teachers in the Klang Valley?
9. Is there a significant relationship between the nature of work and turnover intention among preschool teachers in the Klang Valley?
10. Is there a significant relationship between communication at work and turnover intention among preschool teachers in the Klang Valley?

Research Hypothesis

To answer the research question, 10 hypotheses were constructed. The research hypotheses are presented below:

Ha1: There is a significant relationship between overall job satisfaction and turnover intention among preschool teachers in the Klang Valley.

Ha2: There is a significant relationship between the pay of the job and turnover intention among preschool teachers in the Klang Valley.

Ha3: There is a significant relationship between promotion of the job and turnover intention among preschool teachers in the Klang Valley.

Ha4: There is a significant relationship between supervision of the job and turnover intention among preschool teachers in the Klang Valley.

Ha5: There is a significant relationship between fringe benefits for the job and turnover intention among preschool teachers in the Klang Valley.

Ha6: There is a significant relationship between contingent rewards for the job and turnover intention among preschool teachers in the Klang Valley.

Ha7: There is a significant relationship between operating conditions of the job and turnover intention among preschool teachers in the Klang Valley.

Ha8: There is a significant relationship between coworkers at work and turnover intentions among preschool teachers in the Klang Valley.

Ha9: There is a significant relationship between the nature of work and turnover intention among preschool teachers in the Klang Valley.

Ha10: There is a significant relationship between communication at work and turnover intention among preschool teachers in the Klang Valley.

Significance of Study

The present research findings offer valuable insights that can be applied within the preschool profession. Both administrators and teachers play a significant role in reaching the goals of early childhood education (Öztabak & Polatlar, 2020). Preschool administrators understand that the relationship between job satisfaction and turnover intention may help them identify the primary cause of teachers' dissatisfaction. Various administrative issues, including low salaries, limited professional development opportunities, and poor working conditions, can disrupt teaching practices (Aulia & Haerani, 2023; Aziz et al., 2021; Fatima Noor,2022; John,

2025). As a result, preschool professionals can develop effective strategies to reduce teacher turnover, including improving working conditions, offering more competitive benefits, and implementing efficient policies (Suraihi et al., 2021). This may help to improve teachers' overall professional well-being and foster a motivated workforce.

Additionally, the present findings can be applied within the preschool context to enhance the operational quality of early childhood centres. High turnover impacts classroom continuity, teacher-child connections, and increases financial and administrative challenges due to the need for hiring substitute teachers (Hur et al., 2022; Jabbar & Holme, 2025; Sorensen & Ladd, 2020). By addressing this issue, preschools can create a more supportive environment and strengthen collaboration to improve teachers' job satisfaction (Hur et al., 2015; Viotti et al., 2020). As a result, this research study contributes to maintaining the quality and stability of early education.

Additionally, the study can contribute to the crucial research gap in the Malaysian context. There is a lack of empirical research that focuses on private preschool teachers in Malaysia. Therefore, this study may serve as a guide for future researchers in similar research actions across various educational contexts. This study adds fresh data to the existing literature and lays the groundwork for future research on educator well-being and retention. As a result, the findings can help future researchers and policymakers strengthen the early education workforce.

Definition of terms

Conceptual Definition

Job Satisfaction. Job satisfaction refers to an individual's evaluation of their work experience, particularly the feelings of satisfaction, contentment, and enjoyment that result from their job roles and work environment (Baxi & Atre, 2024; Rao & Venkateswarlu

Karumuri, 2019). It includes factors such as job conditions, nature of work, job pay, coworkers, and more. Additionally, job satisfaction is subjective, meaning that one staff member may feel positively about their job, whereas it may have a different impact on another worker (Basumallick, 2021).

Turnover intention. Turnover intention refers to an individual's intention to leave their current job, which further describes the duration of employees typically staying with the company (AK, 2018; Alam & Asim, 2019). There are four types of employee turnover: voluntary, involuntary, functional, and dysfunctional turnover (Santos, 2021). Voluntary turnover is defined as leaving a job due to dissatisfaction with one's position or organisation. In contrast, involuntary turnover happens when employees are terminated due to poor performance or unforeseen circumstances (Marable, 2022).

Operational Definition

Job Satisfaction. The Job Satisfaction Scale (JSS), developed by Paul E. Spector in 1985, was employed to measure the job satisfaction of preschool teachers in the Klang Valley. The scale consists of 36 items, which are divided into nine subscales: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. Higher scores on the scale represent greater job satisfaction.

Pay. Pay refers to the compensation an employee receives from their employer, including salary, overtime pay, and bonuses (Spector, 1985).

Promotion. Promotion is the process of transferring an employee to a higher-ranking job position (Yaqoob & Malik, 2016).

Supervision. Supervision refers to the role of the supervisor, who is responsible for overseeing employees by providing technical and emotional support and guidance on work-related tasks (Yaqoob & Malik, 2016).

Fringe Benefits. Fringe benefits are types of indirect compensation provided to staff as a condition of membership in the organisation (Adjeikwame, 2019). It is given to staff in whole or in part by company payments and does not relate to hourly wages.

Contingent Rewards. Contingent rewards are known as assurances, awards and acknowledgement for hard effort (Sumedho, 2015). Rewards include trips, free meals, free membership, and more.

Operating Procedures. Operating procedures are defined as the process for completing work that must comply with specific standards established by state legislation, law, or other relevant regulations (Sumedho, 2015). For instance, it can occur in the form of standards (e.g., a one-minute response time), rules (e.g., a warranty), and procedures (e.g., product assembly steps).

Coworkers. Coworkers are the individuals with whom an employee works in the workplace (Spector, 1985).

Nature of Work. The nature of work, as described by the variability of the given job, includes job descriptions, job routines, and job characteristics (Sumedho, 2015).

Communication. Communication is known as the satisfaction of employees with internal communication, which emphasises the way the staff communicates with each other within the company (Spector, 1985).

Turnover Intention. The Turnover Intention Scale (TIS-6), developed by G. Roodt in 2004, was the tool used to measure the turnover intention of preschool teachers in the Klang Valley area. The Job Satisfaction Scale consists of six items, one of which is a reverse question. The higher score indicates a higher turnover intention, and the lower scores represent a lower turnover intention.

Preschool Teachers. According to the Malaysia Education Blueprint 2023, developed by the Ministry of Education, the qualification of preschool teachers has been improved by holding a minimum qualification of a Diploma in Early Childhood Education (Diploma dalam Pendidikan Awal Kanak-Kanak, DPAKK). In this study, preschool teachers refer to those private preschool teachers who hold a Diploma in Early Childhood Education qualification and teach children aged 4-6 years old.

Summary

To summarise, this chapter has outlined the research topic, which examines the relationship between job satisfaction and turnover intention among preschool teachers in the Klang Valley. It provides an overview of the background study and problem statement, which mentions that job satisfaction can negatively impact turnover rates. The research objectives, questions, and hypotheses have been detailed for further investigation. The study's significance provides insightful information to help preschool administrators, teachers, and future researchers. Lastly, the definitions of terms were introduced before proceeding to Chapter 2.

Chapter 2

Literature Review

Introduction

In this chapter, the researcher provides an overview of the literature review for the research study. It outlines the literature review, which covers the subtopics and the association between job satisfaction and turnover intention. This chapter aims to illustrate the theoretical and conceptual framework that investigates the relationship between job satisfaction and turnover intention among preschool teachers in the Klang Valley.

Job Satisfaction

Job satisfaction refers to a positive emotional response to one's job, which is shaped by both cognitive (e.g. pay, promotion, job content) and emotional factors (e.g. feelings at work) (Schlett & Ziegler, 2019). Employees feel satisfied when their jobs meet their expectations in areas such as pay, promotion and working conditions. Nevertheless, job dissatisfaction can arise from poor working conditions, unfair treatment, and lack of autonomy (Raziq & Maulabakhsh, 2015). For preschool teachers, both affective and cognitive aspects of job satisfaction are significant. Their well-being improves when they are satisfied with their work (Idris et al., 2023). Strong emotional connections between teachers and students contribute to teachers' motivation to remain in the profession (O'Shea, 2021). Several key factors influence job satisfaction, including work, pay, promotion, coworkers, supervisors, top leadership, and benefits (Locke, 1976).

Additionally, job satisfaction is shaped by a combination of intrinsic, extrinsic, and organisational factors. Intrinsic motivation comes from needs such as recognition and growth, whereas extrinsic motivation involves rewards like salary and working conditions (Pandya, 2024). Both types of motivation play different roles in influencing job satisfaction (Aljumah,

2023). However, high job demands, and work-family conflict can lower satisfaction and increase turnover intention among preschool teachers (Gu & Wang, 2019). To address this, preschool management should provide supportive resources, including a support system, professional development and a manageable workload. Greater autonomy and professional development opportunities can enhance job satisfaction, but work-life balance issues persist as a concern (Čepić et al., 2018). Therefore, preschool teachers achieve greater job satisfaction when they receive emotional support and work in a well-structured environment. Overcoming these needs can promote better learning and high-quality early childhood education.

Turnover Intention

Turnover intention refers to an individual's desire to leave their current job or position. Employees who demonstrate withdrawn behaviour, such as not actively participating at work, are more likely to leave their job (Amlan Haque et al., 2015). This intention reflects a psychological state, which is classified into voluntary (initiated by the employee) or involuntary (initiated by the employer) (Lazzari et al., 2022). Preschool teachers' turnover is often driven by burnout, inadequate workplace support, emotional exhaustion, low pay, high job demands, work-family conflict, poor working conditions, an overwhelming workload, job insecurity, and an unsupportive supervisor (De et al., 2023; Guo & Li, 2022; Suraihi et al., 2021). A recent study in China found that 4,797 preschool teachers' turnover was due to poor working conditions (Zhang et al., 2024). On the other hand, preschool teachers receive sufficient job resources, including support, autonomy, and professional development, which help them increase their job satisfaction and reduce turnover (Čepić et al., 2018; Juliana et al., 2021). Overall, turnover intention among preschool teachers is closely associated with job dissatisfaction. As a result, addressing the needs, including emotional, financial, and

organisational, is vital to reducing teacher turnover and ensuring the high quality of early education.

Association between Job Satisfaction and Turnover Intention

Most research indicates that job satisfaction is associated with turnover intention among preschool teachers (Alam & Asim, 2019; Quiroz, 2021; Madigan & Kim, 2021). Pay satisfaction is a key factor in job satisfaction and has a strong correlation with the intention to leave (Ade Nugeraha, 2018; A'yuninnisa & Saptoto, 2015; Kuvaas et al., 2016). A significant negative relationship exists between pay equity and turnover intention among 2,029 preschool teachers (Liu et al., 2023). It is suggested that fair and competitive compensation can lower the likelihood of employees intending to leave their current positions (Ade Nugeraha, 2018; Sorn et al., 2023). Additionally, a sufficient salary plays a crucial role in enhancing employee motivation (Darmawan, 2021). A salary enables employees to fulfil their basic needs, and it helps boost their self-esteem as they feel valued and accepted within the organisation (Raine, 2022). As a result, preschool teachers are more motivated to deliver quality work and exhibit greater organisational dedication, thereby reducing their likelihood of leaving their current job (Ng, 2022).

Secondly, promotion is a significant factor that is associated with turnover intention. A significant negative relationship was found between promotion and turnover intention (Busari et al., 2017; Saidu, 2018). Their findings suggested that the likelihood of preschool teachers leaving their jobs decreases when they are satisfied with the promotion opportunities available to them. Professional development opportunities were also found to be more important to teachers who remain in their positions than those who departed, with retention decisions influenced by these key job resources (Schaack et al., 2021). The opportunities for professional development for preschool teachers, including training and workshops, can help them enhance

their teaching skills, advance their careers, and improve the quality of education (Shavega, 2024). Preschool teachers' pedagogical knowledge and abilities, motivation, self-regulation abilities, personal growth, cultural enrichment, and interpersonal relationships with their peers are all significantly improved by ongoing training (Múñez et al., 2017; Sancar et al., 2021). As a result, promotions fulfil key psychological needs (autonomy, competence, and relatedness), which in turn motivate preschool teachers by providing opportunities for career development (Dorji, 2024). The sense of continual growth and improvement fosters higher job satisfaction, which helps to reduce their turnover intention.

Supervisor support also plays a crucial role in influencing job satisfaction and turnover intention in the early education industry (Wang et al., 2023; Tian & Isa, 2024). A study involving 274 preschool teachers in Selangor found that teachers who reported a higher level of supervisor support displayed high work engagement and lower turnover intention (Juliana et al., 2021). Supervisor support influences teachers' work engagement, which in turn helps reduce burnout and turnover intention (Alper Uslukaya & Zülfü Demirtaş, 2023). The findings indicate that an effective supervisor helps teachers grow emotionally and behaviourally, thereby improving their work engagement, job satisfaction, and faith in the effectiveness of their schools simultaneously (Gulbahar, 2020). The presence of the supervisor enables preschool teachers to encounter less pressure by listening to their concerns and appreciating their accomplishments (Ong & Sulaiman Khan, 2022). Meanwhile, it can also foster a sense of trust between the organisation and staff, which can strengthen organisational commitment. However, the absence of a supervisor will lead to lower job satisfaction and high turnover intention as preschool teachers may encounter burnout and disengagement within the organisation (Jensen & Solheim, 2019).

In addition, fringe benefits are other factors contributing to job satisfaction and are significantly associated with turnover intention (Egbo et al., 2024; Grace & Ndeto, 2021). In

the context of preschool teachers, lower worker outcomes and staff turnover are associated with inadequate compensation and limited benefits (Morrissey & Bowman, 2023). Preschool teachers generally do not receive the same level of benefits as K–12 teachers in terms of important fringe benefits, such as paid time off, health insurance, and retirement plans (National Institute for Early Education Research, 2022). Inadequate compensation may lead to shortages of qualified teachers, as preschool teachers may experience demotivation and dissatisfaction when their efforts are not equally rewarded through benefits (UNESCO, 2024). As a result, preschool teachers often feel financially and professionally insecure due to unequal benefits, which increases their desire to leave the profession.

Contingent reward has a significant positive effect on motivating preschool teachers to engage in positive work behaviour (Xu et al., 2023). Studies found that preschool teachers are more likely to demonstrate high levels of motivation and job satisfaction when they receive contingent rewards based on their performance (Haider et al., 2015; Xu et al., 2023). This reward may enhance the workforce's talent, skills, and capacities in terms of creativity, productivity, and innovation within the organisation (Kalsoom et al., 2018). Contingent rewards offer psychological empowerment to preschool teachers, enhancing their self-efficacy and performance (Malik et al., 2015). Additionally, this promotes a sense of fairness, which is associated with higher job satisfaction (Musannip Efendi Siregar et al., 2023). Preschool teachers will develop motivation as they feel their efforts are being recognised and rewarded (Bear et al., 2017). As a result, it helps to increase job satisfaction and reduce teacher turnover.

Operating procedures are also one of the factors that contribute to job satisfaction and turnover intention (Rahim Zumrah et al., 2022). The management mechanism is the second factor that contributes to preschool teacher turnover in China (Ren et al., 2024). The learning process was hindered by a lack of acceptable educational resources, inadequate school facilities, poor financial management, and inadequate teacher competency (Yuntina, 2019). Operational

flaws can lower preschool quality, lead to teacher dissatisfaction, and increase turnover (Sorensen & Ladd, 2020). Additionally, positive organisational outcomes are highly connected to work engagement, which involves improving overall work performance, decreasing turnover intention, and enhancing job satisfaction (Gutierrez et al., 2025). As a result, effective operating procedures in a preschool can foster a healthy work environment and job satisfaction, while also reducing turnover intention among preschool teachers.

In addition, coworkers' relationship is a significant factor in influencing job satisfaction and turnover intention among preschool teachers (Herawati et al., 2023; Rahim Zumrah et al., 2022). Poor working relationships with coworkers have been identified as one of the key factors contributing to teacher turnover (Rahim Zumrah et al., 2022). This is because collaboration, emotional support and interactions with coworkers can shape a teacher's job experience (George et al., 2022). Preschool teachers who have positive interactions tend to create a better work environment and enhance their job satisfaction and productivity (Sohail et al., 2023). Supportive coworkers encourage knowledge sharing and creativity, which may help to reduce burnout that leads to turnover (Lee et al., 2021). As a result, preschool teachers who encounter coworkers may feel unsupported and undervalued in the workplace, which increases their likelihood of leaving their job.

Moreover, communication is a key factor that influences job satisfaction and turnover intention (Mangara et al., 2022; Yue et al., 2022). Effective communication between teachers, administrators, parents, and students can significantly improve the quality and effectiveness of education (Şeyma Bilgiz & Mümin Tufan, 2018). Effective communication can positively impact teachers’ performance, work discipline and the quality of teaching and learning (Sofia et al., 2023). Clear and open communication can reduce misunderstandings and confusion, promoting the professional roles of preschool teachers (Sofia et al., 2023). This leads to teachers experiencing greater value and acceptance, which in turn fosters the development of

a sense of job satisfaction. Interestingly, high-stress teachers tend to communicate more with colleagues than low-stress teachers (Sjödin & Neely, 2017). The finding suggests that communication between colleagues serves as one of the coping mechanisms that help boost job satisfaction, reduce stress, and mitigate turnover intention (Sjödin & Neely, 2017). Hence, maintaining effective communication among colleagues will make a teacher more open to themselves, increase their performance, and reduce teacher turnover (Ahmad & Rochimah, 2021).

Finally, the nature of work is another factor that influences job satisfaction and turnover intention among preschool teachers (C. Shuen & Zhooriyati, 2022; Hu, 2020). One of the vital aspects is workload, which closely relates to job satisfaction (Siridech Kumsuprom, 2021; Toropova et al., 2020). Preschool teachers are at risk of burnout and increased turnover intentions when burdened with an overwhelming workload, including lesson planning, administrative tasks, and other responsibilities (Tandzegolskiene, Bielaglove et al., 2024). Teachers who perceive their work as meaningful tend to feel more satisfied with their job, which in turn lowers their likelihood of turnover (Lavy & Bocker, 2017). Thus, the sense of meaningful work and reasonable workload may promote job satisfaction and reduce turnover intention among preschool teachers (Nguyen & Tuan, 2021).

Theoretical Framework

Herzberg's Two-Factor Theory of Motivation-Hygiene

This framework provides an understanding that humans' job satisfaction and dissatisfaction are influenced by two different factors: hygiene factors and motivator factors. This theory framework was developed by psychologist Frederick Herzberg in the 1950s. Hygiene factors lead to job dissatisfaction, while motivator factors lead to job satisfaction.

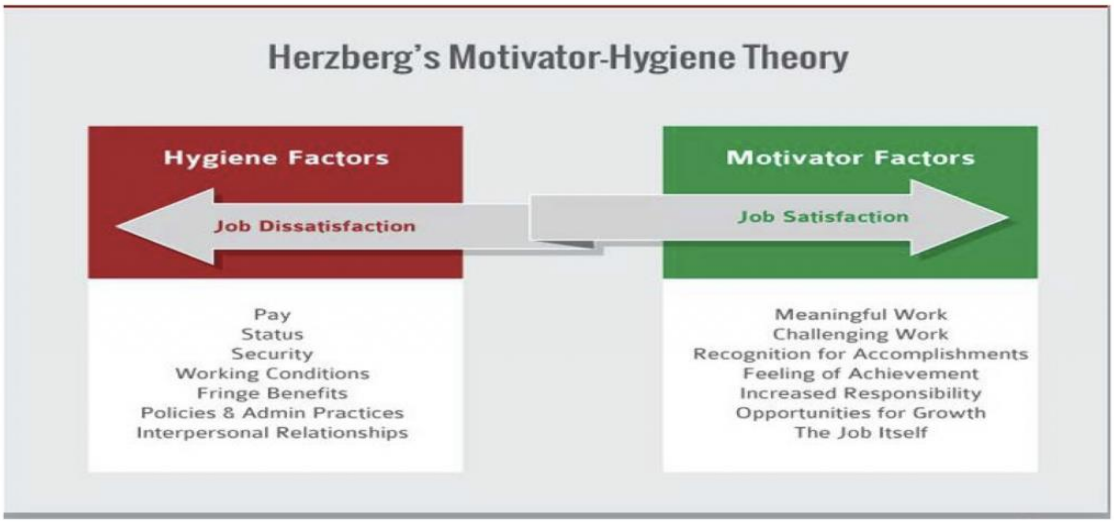

Figure 1. Herzberg's Two-Factor Theory of Motivation-Hygiene

Hygiene Factors. Hygiene Factors refer to those external contexts related to the job environment that lead to job dissatisfaction. For instance, the hygiene factors include pay, salary, working conditions, fringe benefits, policies, admin practices and interpersonal relationships. Employees feel satisfied and motivated when they are presented with opportunities for growth and development (Nickerson, 2025). Additionally, the loss of motivators leads to a decline in satisfaction, although it does not always result in active dissatisfaction.

Motivator Factors. Motivator factors refer to intrinsic factors which cause job satisfaction, including meaningful work, challenging work, recognition for accomplishment and more. The presence of motivator factors can motivate employees to perform better at work. As a result, it can lead to job satisfaction among employees.

In the context of preschool teachers, compensation factors have been found to have a positive relationship with teachers' job satisfaction (Kumar, 2016). Based on the statement mentioned above, teachers often feel unhappy or upset when their expectations regarding pay

or fringe benefits are not met. Preschool teachers may express dissatisfaction due to unfair and inadequate compensation, and they might begin to feel undervalued, leading them to consider leaving their current position. Employee attitudes toward work, well-being, interpersonal relationships, and organisational performance may impact their perception of job insecurity (Anand et al., 2023). As a result, they might raise the sense of job insecurity, which contributes to job dissatisfaction. These findings align with Herzberg's two-factor theory, which suggests that the presence of hygiene factors (E.g., salary, fringe benefits, job security, interpersonal relationships) does not always inspire the individual, but their absence will result in dissatisfaction. Additionally, motivator factors contribute to genuine satisfaction and enhanced job satisfaction. Preschool teachers who are given autonomy in teaching and getting recognition for their accomplishments will develop a sense of job purpose and engagement. Therefore, the presence of motivators will develop enthusiasm and encourage them to remain committed to their job. Thus, it is essential that motivator factors increase job satisfaction and reduce the turnover of preschool teachers.

Maslow's Hierarchy of Needs framework

This model provides an understanding of human motivation that explains how an individual fulfils basic needs to achieve more advanced and self-fulfilling goals. This framework was initially developed by the American psychologist Abraham Maslow in 1943. He suggests that human needs are met according to a hierarchy, which starts from basic psychological needs and progresses to higher needs for self-actualisation. The higher level of hierarchy makes it more challenging to meet the needs due to interpersonal and environmental challenges. As a result, the lower needs are linked to physiological and short-term aspects, while the higher needs are more psychological and long-term. The purpose of this theoretical framework is to investigate how preschool teachers' job satisfaction and their turnover intention

are influenced by various levels of needs, including fundamental physiological and safety needs, as well as more complex psychological and self-actualisation needs. Therefore, it can provide valuable insights for preschool teachers to understand the factors that influence job satisfaction and turnover intention.

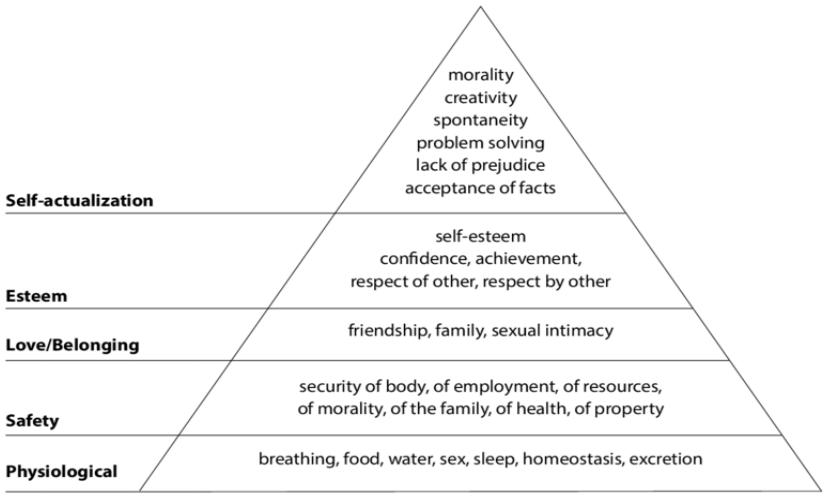

Figure 2. Maslow's Hierarchy of Needs Framework

Physiological Needs. The primary factor that drives our behaviour is a basic need for physiological survival (McLeod, 2024). For instance, there are various basic human needs including water, shelter and more. An individual cannot function well when physiological needs are not met (McLeod, 2024). Hence, physiological needs are the most basic and primary needs for an individual to move forward to the next level of needs.

Safety. The sense of security, stability, protection, structure, order, predictable conditions, and the absence of worry and other negative emotions are all strongly linked to the safety need (Mustofa, 2022). For instance, safety needs include a safe working environment, employment, access to resources, and more. Hence, an individual meeting this level of needs will produce a sense of safety and protection.

Love/ Belonging. Humans need love and a sense of belonging to feel connected and accepted. For instance, social connection, friendship, and family belong to this category. If an individual receives much love and belonging, it will result in feeling valued and accepted.

Esteem. Esteem needs are under the fourth level of needs. There are two types of esteem, which are self-esteem and esteem from others. Self-esteem is defined as the internal sense of being capable and worthy, encompassing a sense of confidence and achievement in tasks. Additionally, esteem from others refers to gaining validation and recognition from one's surroundings to achieve a social position.

Self- actualization. Self- actualization is the top level of Maslow's Hierarchy. It is defined as the realisation of an individual's full potential, in which an individual grows and becomes the most authentic and capable version of themselves. For instance, they will develop a sense of morality, creativity, spontaneity, problem-solving skills, a lack of prejudice, and an acceptance of facts at this level.

In the context of preschool teachers, they will be able to meet various physiological needs, including an adequate salary, suitable working hours, and access to a clean and healthy working environment. Physiological needs, including low starting pay, pose difficulties in recruiting and retaining qualified preschool teachers, which may impact the continuity and stability of a school due to high teacher turnover (Rajaendram, 2024). When preschool teachers face challenges in meeting their basic living expenses, it leads to an increasing likelihood of them leaving. Employees will feel more comfortable being themselves in the workplace and experience lower levels of psychological safety when their workplace is somewhat more toxic than they are. Numerous individuals encounter a sense of community, belonging, and social

support at work (Weir, 2023). Preschool teachers will experience a sense of belonging and love with their coworkers, which leads to a positive relationship with their colleagues and supervisor. Therefore, the need for a safe workplace and a sense of love and belonging is crucial for preschool teachers to develop job satisfaction and reduce the likelihood of leaving their job.

Furthermore, the following hierarchy is esteem needs. Teachers who have received awards and recognition for their work will be encouraged to maintain high standards of teaching (Van Lankveld et al., 2020). Preschool teachers tend to develop job satisfaction when they achieve success in the workplace and develop a sense of confidence. Lastly, the highest hierarchy, self-actualization, appears when preschool teachers feel they are making meaningful contributions to children's lives. Thus, preschool teachers will remain motivated and less likely to leave their profession when they meet the five levels of basic needs.

Conceptual Framework

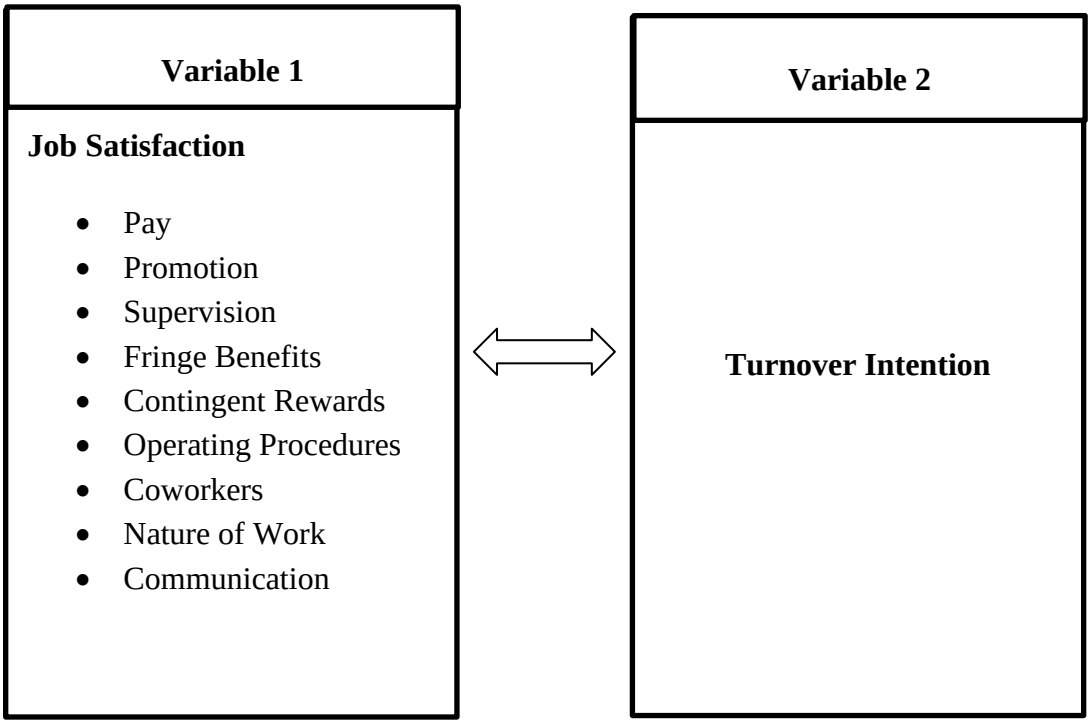

Figure 3 Conceptual Framework of the Study

The conceptual framework for this study consists of job satisfaction as variable 1, and turnover intention as variable 2. This framework mainly investigates the relationship between job satisfaction and turnover intention among preschool teachers. There are nine subscales under job satisfaction, which include pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. Overall, higher job satisfaction is likely to lead to lower turnover intentions among preschool teachers.

Job satisfaction has both positive and negative relationships with turnover intention (Swati Jogi et al., 2024). Among the nine facets, pay is significantly associated with turnover intention among preschool teachers as insufficient pay often leads to higher turnover rates (Ade Nugeraha, 2018; A'yuninnisa & Saptoto, 2015; Kuvaas et al., 2016). Promotion opportunities contribute to career development, help boost motivation, and foster job satisfaction (Dorji, 2024). Supervision and coworkers' support enhance work engagement and job satisfaction, whereas a lack of support leads to disengagement and turnover (Alper Uslukaya & Zülfü Demirtaş, 2023; Jensen & Solheim, 2019). Additionally, fringe benefits and contingent rewards play a key role in motivating teachers, encouraging commitment, while their absence leads to dissatisfaction (Bear et al., 2017; Quiroz, 2021; UNESCO, 2024). Positive operating procedures and effective communication foster a healthy working environment, reducing confusion and misunderstanding (Gutierrez et al., 2025; Sofia et al., 2023). Ultimately, a sense of meaningful work and a reasonable workload can reduce preschool teachers' turnover (Lavy & Bocker, 2017; Nguyen & Tuan, 2021).

The framework is theoretically grounded in *Herzberg's Two-Factor Theory of Motivation-Hygiene* and *Maslow's Hierarchy of Needs*. Herberg's two-factor theory differentiates between hygiene and motivator factors. The absence of hygiene factors will lead to job dissatisfaction, while the motivators will contribute to job satisfaction. This theory supports the perspective that improving both types of factors will increase job satisfaction and

reduce turnover intention among preschool teachers. Not only that, but Maslow's Hierarchy of Needs offers critical insight that the fulfilment of five levels of human needs is significant for motivation and job satisfaction. Preschool teachers who effectively meet the needs of their students are likely to be satisfied with their job and have lower turnover intentions. Based on previous studies and the theoretical framework, it is assumed that there is a significant association between job satisfaction and turnover intention.

Conclusion

In conclusion, this chapter presents a comprehensive literature review that examines the relationship between preschool teachers' job satisfaction and their intention to turnover. Additionally, this chapter explores the theoretical and conceptual frameworks, as well as their application in the preschool teacher context. Thus, the application lays a foundation for understanding the underlying factors that cause job satisfaction and turnover intention among preschool teachers.

Chapter 3

Research Methodology

Introduction

In this chapter, the researcher provides an overview of practical techniques for research methodology. It outlines the research methodology, which covers research design, sampling method, research instrument, data collection and analysis. This chapter aims to illustrate the approach that investigates the relationship between job satisfaction and turnover intention among preschool teachers in Klang Valley.

Research Designs

This study employs quantitative and correlational research approaches to investigate the association between preschool teachers' job satisfaction and their intention to turnover in the Klang Valley. Quantitative research is an analytical methodology that uses mathematical and statistical techniques to collect numerical data and generalise findings to the study population, which is used in the data collection and analysis process (Asenahabi, 2019). The quantitative methodology is objective and aims to investigate the statistical relationships and apply them to theories (Bernard Fournier, 2019). It can reduce biases to achieve objectivity and outcomes that can be used broadly.

Quantitative research gathered data using standardised, systematic tools such as questionnaires and experiments (Lim, 2024). In line with this, the researcher employs a survey method to collect data from private preschool teachers in the Klang Valley, investigating the relationship in this study. Survey research involves gathering data from the target population by asking questions using questionnaires with numerically rated items (Ponto, 2015). The researcher employs an online survey because it is effective and can be carried out quickly, making it a more efficient method compared to other approaches (Nayak & Narayan, 2019).

In addition to quantitative methodology, the study employs correlational research approaches to investigate the relationship between job satisfaction and turnover intention. This approach is designed to examine the connections between two or more variables that have been measured. Correlational research allows the researcher to predict the result by analysing how one variable influences another (Jhangiani et al., 2022). In this study, job satisfaction acts as variable 1, while turnover intention is variable 2. The higher level of job satisfaction correlates with lower turnover intention among preschool teachers. Hence, this research design is suitable for determining the relationships among private preschool teachers.

Sampling Method

The non-probability sampling method aims to study specific phenomena, providing helpful information, investigating preexisting logical understanding, or developing new ones (Showkat & Parveen, 2017). There are various types of non-probability sampling, including convenience sampling, purposive sampling and snowball sampling. For this study, the researcher employs purposive sampling, as there are no publicly available records on the lists of private preschool teachers. Purposive sampling is a method in which the researcher selects respondents based on specific criteria (Robinson, 2024). This sampling focuses on specific population traits that enable a particular population to respond effectively (Rai & Thapa, 2015). Purposive sampling is beneficial because it allows researchers to focus on specific populations, facilitating in-depth exploration (Ahmed, 2024). In this study, the criteria for selecting respondents included holding at least a Diploma in Early Childhood Education qualification and currently teaching children aged 4-6 years old in private preschools in the Klang Valley. Therefore, purposive sampling is the most suitable method that enables the researcher to select the respondents with the expertise or knowledge requisite to carry out the study effectively.

Research instruments

A research instrument is systematically developed, utilising scientific tools to collect, measure, and assess data that are aligned with research interests (Oben, 2021). The instrument used to collect data from respondents for this study consists of a set of questionnaires, divided into three sections: Part A, Part B, and Part C. The participants' demographic data were included in Part A. A few demographic pieces of information, such as personal details (E.g., age, gender) and work-related information (E.g., years of teaching experience, highest educational qualification, monthly salary), will be included in this section. The information helps the researcher analyse the background of preschool teachers and identify trends in their job satisfaction and turnover intentions. Hence, the researcher can compare job satisfaction and turnover intention across various demographic groups by studying these aspects.

Part B includes the instrument for assessing variable 1, Job Satisfaction. This section utilises the Job Satisfaction Survey (JSS), developed by Paul E. Spector (1985), to assess job satisfaction among preschool teachers in the Klang Valley. The JSS consists of 36 items that categorised into nine subscales which are Pay (Items 1, 10, 19, and 28), Promotion (Items 2, 11, 20 and 33), Supervision (Items 3, 12, 21 and 30), Fringe Benefits (Items 4, 13, 22 and 29), Contingent Rewards (Items 5, 14, 23 and 32), Operating Procedures (Items 6, 15, 24 and 31), Coworkers (Items 7, 16, 25 and 34), Nature of Work (Items 8, 17, 27 and 35) and Communication (Items 9, 18, 26 and 36).

A 6-point Likert scale is used in the Job Satisfaction Survey, ranging from 1 (Disagree Very Much) to 6 (Agree Very Much). This survey includes reverse questions (Items 2, 4, 6, 8, 10, 12, 14, 15, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36), which indicate that higher ratings indicate dissatisfaction. The overall job satisfaction score is calculated by summing the scores for all items. The total score of the overall items will range from 36 to 216, with the higher scores representing greater job satisfaction and the lower scores representing dissatisfaction.

The score interpretation ranges from 36 to 108, indicating dissatisfaction; 109 to 143, indicating ambivalence; and 144 to 216, indicating high satisfaction. The overall reliability (coefficient alpha) of the JSS is 0.91 (Spector, 1985). Additionally, the nine subscales recorded a different coefficient alpha: Pay (0.75), Promotion (0.73), Supervision (0.82), Fringe Benefits (0.73), Contingent Rewards (0.76), Operating Procedures (0.62), Coworkers (0.60), Nature of Work (0.78) and Communication (0.71). Hence, the reliability demonstrates that the JSS is a reliable instrument for measuring job satisfaction among preschool teachers in the Klang Valley.

Besides, Part C includes the instrument for assessing variable 2, Turnover Intention, by using the Turnover Intention Scale (TIS-6) developed by G. Roodt (2004). This scale aims to assess the turnover intention among preschool teachers, whether they intend to stay or leave their current job. This TIS-6 is a six-item scale that employs a 5-point Likert scale, ranging from 1(Never) to 5 (Always), 1(Never) to 5(All the time), 1(Very Satisfying) to 5 (Totally dissatisfying), 1(Highly unlikely) to 5 (Highly Likely), 1(Always) to 5 (Never), and 1 (To no extent) to 5(To a very large extent). The turnover intention scale consists of one reverse question, item 2, and does not include any subscales. The calculation for this scale involves adding up the scores for all six items, with a possible range of scores from 6 to 30. The higher scores indicated a higher intention to turnover, while the lower scores represented a lower intention to turnover. The reliability (coefficient alpha) of the TIS-6 is 0.80, indicating high consistency and reliability (Bothma & Roodt, 2013).

Data Analysis

Descriptive analysis is the first step in the analysis process, involving the description and summarisation of data (Sarmento & Costa, 2017). In this study, descriptive analysis will be applied across different sections. First, the researcher will summarise respondents' demographic information, including age, years of teaching experience, salary and others.

Additionally, it will be used to report the results of the normality test, determining whether to apply parametric or non-parametric methods in inferential analysis. Additionally, descriptive analysis will be employed to calculate mean scores, standard deviations, and frequency distributions for both job satisfaction and turnover intention.

The researcher will conduct a normality test to check the data distribution. This step is crucial in selecting the appropriate inferential test. The Shapiro-Wilk normality test will be used to identify whether the data follows a normal distribution. The researcher will also visually inspect box plots to identify outliers and detect data patterns. Box plots can help to detect outliers, which may affect the accuracy of the result. Outliers can increase error variance, reduce the power of a statistical test and affect the results and predictions (Smiti, 2020).

Inferential analysis helps conclude a population based on a sample Method, such as Analysis of Variance (ANOVA), Pearson Correlation and Spearman Correlation (Casella & L. Berger, 2024). If the data are normally distributed, the researcher will use a parametric test, Pearson Correlation. If not, a non-parametric test, Spearman's Correlation, will be used (McLeod, 2023). Pearson correlation measures the strength and direction of the linear relationship between two variables, with values ranging from -1 to +1 (Nettleton, 2014). A value of r = -1.00 represents a perfect negative correlation (as one variable increases, the other decreases), r = 1.00 indicates a perfect positive correlation (both increase together), and r = 0 indicates there is no correlation (Lazar et al., 2017).

On the other hand, Spearman correlation measures the monotonic relationship between two variables. This indicates that as one variable increases, the other variable either increases or decreases, but not always happens at a constant rate (Mirtagioglu & Mendeş, 2022). Spearman’s correlation coefficient (ρ or rs) ranks value to show the direction and strength of the relationship (Schober & Boer, 2018). A value of ρ= -1 represents a perfect negative monotonic relationship, ρ = 1 represents a perfect positive monotonic relationship, and ρ = 0

indicates there is no consistent pattern between the variables. The correlation strength in social science research is typically classified as weak (between 0.20 and 0.39), moderate (between 0.40 and 0.59), and strong (above 0.60) (Akoglu, 2018). A p-value of 0.05 or lower indicates the results are statistically significant and not due to random chance (McLeod, 2023). This indicates that the relationship between the variables is significant and provides strong evidence against the null hypothesis.

The present study examines the relationship between job satisfaction and turnover intention among preschool teachers in Klang Valley. Since most of the data were not normally distributed and outliers were detected upon the visual inspection of box plots, Spearman correlation was employed. This method is suitable because it is robust to outliers and deviates from normal distribution. Hence, the researcher employs the IBM Statistical Package for Social Sciences (SPSS) version 30.0 for data analysis to determine the relationship between job satisfaction and turnover intention among preschool teachers in the Klang Valley.

Research Procedures

Firstly, the researcher compiles the online survey form (Demographic Information, Job Satisfaction Scale (JSS) and Turnover Intention Scale (TIS-6) with an attached consent letter for the respondents. The purpose of the consent letter is to ensure that respondents understand well the study's objectives, procedures and their rights before deciding to participate in this study. It offers detailed instructions on how to complete the survey accurately and responsibly.

The researcher will contact preschools directly to obtain consent from teachers to participate in the survey. Once the approval is obtained, all the qualified respondents will receive the survey from the researcher. This method is easier than the other data collection methods, as it is cost-effective, does not require any printing costs, ensures confidentiality, and protects the privacy of respondents. The researcher will spend approximately two weeks

collecting data from 60 private preschool teachers who hold a Diploma in Early Childhood Education and teach children aged 4-6 years old in the Klang Valley. Each respondent will take around 10-15 minutes to complete the questionnaire. Once 60 responses are collected, the researcher will proceed with descriptive writing by gathering the respondents' data and begin the analysis section.

Conclusion

In conclusion, this chapter outlines the research methodology adopted by the researcher, which involves a quantitative and correlational research design to determine the relationship between job satisfaction and turnover intention among preschool teachers in the Klang Valley. Additionally, the researcher employs purposive sampling in the data collection process, distributing the online survey form to 60 private preschool teachers who meet the criteria of holding a Diploma in Early Childhood Education and teaching children aged 4-6 years old. A descriptive analysis and an inferential analysis will be utilised in the data analysis section.

Chapter 4

Findings and Analysis

Introduction

In this chapter, the researcher provides an overview of descriptive and inferential analysis, as well as the study's findings. The outcomes showcased the research objectives of this study, which aim to determine the relationship between job satisfaction and turnover intention among preschool teachers in the Klang Valley. Additionally, it provides an overview of the nine subscales of Job Satisfaction (Variable 1) and Turnover Intention (Variable 2). IBM Statistical Package for Social Sciences (SPSS) version 30.0 was used to analyse the data.

Descriptive Statistics and Analysis

The section outlines the demographic items, including gender, race, age, educational level, monthly income, years of teaching experience, working days per week, and working hours per day.

Table 1

Respondents' Gender

	Frequency (N)	Percentage (%)
Female	51	85.0
Male	9	15.0
Total	60	100.0

Table 1 displays the frequency and percentage of respondents by gender. A total of 60 respondents participated in this study. Nine respondents (15%) are male, whereas 51 respondents (85%) are female.

Table 2

Respondents' Race

	Frequency (N)	Percentage (%)
Chinese	55	91.7
Malay	2	3.3
Indian	3	5.0
Total	60	100.0

Table 2 presents the racial backgrounds of the respondents. Most of the respondents are Chinese, with 55 people (91.7%), two respondents are Malay (3.3%), and three respondents are Indian (5%).

Table 3

Respondents' Age

	Frequency (N)	Percentage (%)

18 - 29	41	68.3
30 - 39	15	25.0
40 - 49	2	3.3
Above 50	2	3.3
Total	60	100.0

Table 3 displays the age distribution of the respondents in this study. A majority of 41 respondents (68.3%) fall within the age range of 18 to 29. The following are 15 respondents (25%) who fall within the age range of 30 to 39. There are two individuals aged 40-49 who recorded a percentage of 3.3%. Similarly, the range of above 50 years old also recorded the percentage of 3.3 (2 respondents).

Table 4

Respondents' Educational Level

	Frequency (N)	Percentage (%)
Diploma	12	20.0
Bachelor's degree	45	75.0
Master and above	3	5.0
Total	60	100.0

Table 4 displays the educational level of respondents. Most respondents held a bachelor's degree, comprising 75% (45 respondents) of the sample. There are 12 respondents (20%) who hold a Diploma, while three respondents (5%) hold a Master's and above.

Table 5

Respondents' Income

	Frequency (N)	Percentage (%)
1001 - 2000	9	15.0
2001 - 3000	27	45.0
3001 - 4000	15	25.0
4001 - 5000	6	10.0
5001 - 6000	1	1.7
6001 - 7000	1	1.7
8001 - 9000	1	1.7
Total	60	100.0

Table 6 displays the respondents' income. Nine respondents fall into the income range of RM 1001 – RM 2000, accounting for 15%. Next, the income range of RM2001-3000 exhibits the largest number of respondents, with 27 (45%) out of the total. Fifteen respondents (25%) fall into the income range of RM 3001 – 4000. The personal income range of RM 4001 to RM 5000 is represented by six respondents (10%). There are three personal income ranges, RM

5001-6000, RM 6001-7000, and RM 8001-9000, which recorded a similar result, with each category having one individual at 1.7%.

Table 6

Respondents' Years of Teaching Experience

	Frequency (N)	Percentage (%)
1-5 Years	44	73.3
6-10 Years	15	25.0
Above 10 Years	1	1.7
Total	60	100.0

Table 7 displays the respondents' years of teaching experience. Most respondents have 1-5 years of teaching experience, accounting for 73.3% (44 respondents) of the total. Fifteen of the respondents (25%) reported 6-10 years of teaching experience, while one respondent (1.7%) had more than 10 years of teaching experience in preschool.

Table 7

Respondents' Working Day (Per Week)

	Frequency (N)	Percentage (%)

Below 5 days	5	8.3
5 days	53	88.3
6 days	2	3.3
Total	60	100.0

Table 8 displays the number of working days per week for the respondents. Most respondents worked five days a week, accounting for 88.3% of the total. There are five respondents (8.3%) who work below five days per week, while two respondents (3.3%) work six days per week.

Table 8

Respondents' Working Hours (Per Day)

	Frequency (N)	Percentage (%)
6 hours	9	15.0
7 hours	14	23.3
8 hours	27	45.0
Above 9 hours	10	16.7
Total	60	100.0

Table 8 displays the working hours per day of the respondents. Most respondents worked eight hours per day, accounting for 45% of the total. There are 14 respondents (23.3%) who work

seven hours, while 10 respondents (16.7%) work above nine hours a day. Lastly, there are nine respondents, with 15% having six working hours a day.

Table 9

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

	N	Mean	Std. Deviation
Total JSS	60	109.0	11.4
Pay	60	10.7	1.8
Promotion	60	12.0	1.7
Supervision	60	13.4	2.8
Fringe Benefits	60	12.0	2.7
Contingent Rewards	60	11.4	3.0
Operating Procedures	60	9.9	3.1
Coworkers	60	13.2	2.1
Nature of Work	60	14.5	1.6
Communication	60	12.1	2.1
Total TIS	60	19.7	3.6

Table 10 displays the mean and standard deviation of Job Satisfaction and Turnover Intention. Based on the table displayed above, the sample size of the study is 60. The result illustrates the

overall job satisfaction, with a mean of M = 109.0 and a standard deviation of SD = 11.4. The nine subscales of job satisfaction are Pay (M=10.7, SD=1.8), Promotion (M=12.0, SD=1.7), Supervision (M=13.4, SD=2.8), Fringe Benefits (M=12.0, SD=2.7), Contingent Rewards (M=11.4, SD=3.0), Operating Procedures (M=9.9, SD=3.1), Coworkers (M=13.2, SD=2.1), Nature of Work (M=14.5, SD=1.6) and Communication (M=12.1, SD=2.1). The highest subscales in terms of mean among the nine subscales are Nature of Work, while Operating Procedures fall into the lowest category of mean; however, it has the highest standard deviation for job satisfaction. Besides that, the mean of turnover intention is 19.7, followed by a standard deviation of 3.6.

Inferential Statistics and Analysis

Inferential Analysis

A Shapiro-Wilk normality test was conducted to check the data distribution and pattern. Since the data includes outliers and is not normally distributed, the researchers employ a non-parametric correlation analysis, Spearman correlation. Additionally, this section presents the results for all 10 research hypotheses.

Table 10

Normality Test Results

Variables	Skewness	SE	Kurtosis	SE	*p*
Total TIS	-0.304	.309	-.324	.608	.097

Total JSS	.040	.309	.559	.608	.185
Pay	-.199	.309	-.493	.608	.041
Promotion	.139	.309	-.405	.608	0.109
Supervision	-.617	.309	1.300	.608	0.011
Fringe Benefits	-.200	.309	1.330	.608	.067
Contingent Rewards	.396	.309	.494	.608	.105
Operating Procedures	.620	.309	.482	.608	.029
Coworkers	.483	.309	.803	.608	.010
Nature of Work	-.360	.309	-.313	.608	.009
Communication	-.404	.309	1.143	.608	.007

Table 11 presents the results of skewness and kurtosis values used to assess the normality of the data. A Shapiro-Wilk test was conducted to examine whether the data is normally distributed and ensure the results are valid and reliable. A skewness between -0.5 and 0.5 indicates symmetry, while a skewness between -1 and -0.5 or between 0.5 and 1 indicates moderate skewness (Hatem et al., 2022). A value outside this range is considered high skewness. A kurtosis value close to 0 indicates normal distribution, less than 0 indicates lighter tails, and positive values indicate heavier tails (Hatem et al., 2022). The data were mostly normally distributed, as indicated by Total TIS (p = 0.097) and Total JSS (p = 0.185). However, a few subscales showed non-normal distributions, including Promotion (p = 0.109), Fringe Benefits (p = 0.067), and Contingent Rewards (p = 0.105). However, Pay (p =.041), Supervision (p =0.011), Operating Procedures (p=.029), Coworkers (p =.010), Communication (p =.007) and Nature of Work (p =.009) were not normally distributed. Therefore, a non-parametric Spearman correlation analysis will be used. Ignoring outliers might cause results to

be skewed (Sullivan et al., 2021). Visual Inspection of box plots revealed outliers in Overall Job Satisfaction, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Coworkers and Communication. Since parametric tests, such as Pearson correlation, are sensitive to outliers, Spearman correlation will be used to avoid errors.

Table 11

Ha1: There is a significant relationship between overall job satisfaction and turnover intention among preschool teachers in the Klang Valley.

Correlation between Overall Job Satisfaction and Turnover Intention

	N	Rho (ρ)	*p*
Total JSS	60		
Total TIS	60	-.48**	<.001

Table 12 displays the correlation between overall job satisfaction and turnover intention among preschool teachers in Klang Valley. The results indicate a moderately significant negative correlation between overall job satisfaction and turnover intention ($N = 60$, $\rho = -.48^{**}$, $p < .001$). A negative correlation is defined as an increase in one variable associated with a decrease in another variable (Price et al., 2017). Based on the result, higher job satisfaction is associated with lower turnover intention among preschool teachers. Therefore, the hypothesis is accepted.

Table 12

Ha2: There is a significant relationship between pay of the job and turnover intention among preschool teachers in the Klang Valley.

Correlation between Pay of the Job and Turnover Intention

	N	Rho (ρ)	*p*
Pay	60		
Total TIS	60	-.41**	0.001

Table 13 displays the correlation between the pay of the job and turnover intention among preschool teachers in the Klang Valley. A p-value of 0.001 indicates that it is moderately statistically significant as it exceeds the frequently used 0.05 threshold (McLeod, 2023). The results indicate a moderately significant negative correlation between the pay of the job and turnover intention (N = 60, ρ = -0.41**, *p* = 0.001). The p-value of 0.001 indicates that there is significant evidence of a real impact or difference, rather than merely chance variation (McLeod, 2023). Hence, the alternative hypothesis is accepted, which displays that increasing pay for the job is associated with lower turnover.

Table 13

Ha3: There is a significant relationship between promotion of the job and turnover intention among preschool teachers in the Klang Valley.

Correlation between promotion of the job and Turnover Intention

	N	Rho (ρ)	*p*

Promotion	60		
Total TIS	60	-.40**	0.002

Table 13 presents the correlation between job promotion and turnover intention among preschool teachers in the Klang Valley. The results indicate that a moderately significant negative monotonic relationship exists between job promotion and turnover intention (N = 60, ρ = -.40**, p = 0.002). Spearman coefficients can be between -1 and +1, and the perfect monotonic relationship ranges from ρ = -1 or +1 (Schober & Boer, 2018). In this case, the rho value of -0.395 indicates a moderate negative monotonic relationship between promotion and turnover. A p-value of 0.002 indicates that the relationship is statistically significant, as it is less than 0.05 (Boscardin et al., 2024). Thus, the hypothesis is accepted that the higher the promotion in a job, the lower the turnover rate.

Table 14

Ha4: There is a significant relationship between supervision of the job and turnover intention among preschool teachers in the Klang Valley.

Correlation between supervision of the job and Turnover Intention

	N	Rho (ρ)	*p*
Supervision	60		
Total TIS	60	-.26*	0.042

Table 13 presents the correlation between supervision of the job and turnover intention among preschool teachers in the Klang Valley. The results indicate a weak, negative monotonic relationship between job supervision and turnover intention, which is statistically significant (N = 60, ρ = -.26**, p = 0.042). Therefore, the hypothesis is accepted that supervision is associated with turnover intention.

Table 15

Ha5: There is a significant relationship between fringe benefits for the job and turnover intention among preschool teachers in the Klang Valley.

Correlation between fringe benefits of the job and Turnover Intention

	N	Rho (ρ)	*p*
Fringe Benefits	60		
Total TIS	60	-.47**	<.001

Table 16 illustrates the relationship between preschool teachers' fringe benefits and their intention to turnover. The data revealed a moderately significant, negative, monotonic relationship between fringe benefits and turnover intention (N = 60, ρ = -.47**, p < .001). The findings indicate that higher fringe benefits are associated with lower turnover intention. Therefore, the hypothesis is accepted.

Table 16

Ha6: There is a significant relationship between contingent rewards for the job and turnover intention among preschool teachers in the Klang Valley.

Correlation between contingent rewards for the job and Turnover Intention

	N	Rho (ρ)	*p*
Contingent Rewards	60		
Total TIS	60	-.47**	<.001

Table 17 displays the relationship between contingent rewards for the job and turnover intention among preschool teachers. Based on the data stated above, a moderate negative monotonic relationship is observed between the two variables, with a ρ value of -0.47 and a p-value of less than 0.001. The findings suggest that higher contingent rewards are strongly associated with lower intentions to turnover. Therefore, the hypothesis is accepted.

Table 17

Ha7: There is a significant relationship between operating conditions of the job and turnover intention among preschool teachers in the Klang Valley.

Correlation between operating conditions of the job and Turnover Intention

	N	Rho (ρ)	*p*
Operating Procedures	60		
Total TIS	60	-.45**	<.001

Table 18 illustrates the relationship between preschool teachers' job operating conditions and their turnover intention. The data show a moderately significant negative monotonic relationship between the two variables, with a ρ value of -0.45 and a p-value of less than 0.001. The findings indicate that higher operating procedures are linked with lower turnover intention. Therefore, the hypothesis is accepted.

Table 18

Ha8: There is a significant relationship between coworkers at work and turnover intentions among preschool teachers in the Klang Valley.

Correlation between coworkers at work and Turnover Intention

	N	Rho (ρ)	*p*
Coworkers	60		
Total TIS	60	.34**	0.008

Table 19 demonstrates the correlation between coworkers and turnover intention. Based on the data shown above, a weak, significant positive correlation is observed, with a coefficient of 0.34 and a p-value of 0.008. The data indicate that some employees tend to leave their current position, even if they have a good relationship with their coworkers. Meanwhile, it also indicated that peer bonds provide emotional support, but it does not necessarily impact the turnover intention. Therefore, the hypothesis is accepted.

Table 19

Ha9: There is a significant relationship between the nature of work and turnover intention among preschool teachers in the Klang Valley.

Correlation between the nature of work and Turnover Intention

	N	Rho (ρ)	*p*
Nature of Work	60		
Total TIS	60	.01	0.92

Table 20 displays the relationship between the nature of work and turnover intention. The data indicate a very weak and statistically insignificant relationship between the nature of work and turnover intention ($\rho = 0.01$, $p = 0.92$). The findings indicate that the nature of work does not significantly influence turnover intention in this study. Therefore, other external factors might have a greater influence on whether an employee stays or quits. Hence, the hypothesis fails to accept.

Table 20

Ha10: There is a significant relationship between communication at work and turnover intention among preschool teachers in the Klang Valley.

Correlation between the communication at work and Turnover Intention

	N	Rho (ρ)	*p*
Communication	60		

Total TIS	60	-.32**	0.012

Table 21 displays the relationship between communication and turnover intention. There was a statistically significant, weak negative correlation between communication at work and turnover intention ($\rho = -0.32$, $p = 0.012$). The negative correlation suggests that improved communication at work may contribute to a reduction in turnover intention among preschool teachers. Therefore, the hypothesis is accepted.

Summary

Table 21

Summary of Findings

Hypothesis Assumption	Result	Decision
There is a significant relationship between overall job satisfaction and turnover intention among preschool teachers in the Klang Valley.	ρ= -.48, N=60, p<.001	Accepted
There is a significant relationship between pay of the job and turnover intention among preschool teachers in the Klang Valley.	ρ=-.41, N=60, p<.001	Accepted
There is a significant relationship between promotion of the job and turnover intention among preschool teachers in the Klang Valley.	ρ=-.40, N=60, p=.002	Accepted
There is a significant relationship between supervision of the job and turnover	ρ=-.26, N=60, p=.042	Accepted

intention among preschool teachers in the Klang Valley		
There is a significant relationship between fringe benefits for the job and turnover intention among preschool teachers in the Klang Valley.	ρ=-.47, N=60, p<.001	Accepted
There is a significant relationship between contingent rewards for the job and turnover intention among preschool teachers in the Klang Valley.	ρ=-.47, N=60, p<.001	Accepted
There is a significant relationship between the operating conditions of the job and turnover intention among preschool teachers in the Klang Valley.	ρ=-.45, N=60, p<.001	Accepted
There is a significant relationship between coworkers at work and turnover intentions among preschool teachers in the Klang Valley.	ρ=.33, N=60, p=0.008	Accepted
There is a significant relationship between the nature of work and turnover intention among preschool teachers in the Klang Valley.	ρ=.01, N=60, p=0.91	Fail to Accept
There is a significant relationship between communication at work and turnover intention among preschool teachers in the Klang Valley.	ρ=-0.32, N=60, p=0.012	Accepted

To summarise, the relationship between overall job satisfaction and nine subscales (pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication) among preschool teachers in the Klang Valley area was examined using Spearman's rank correlation coefficient. Based on the data, the result shows a negative correlation between the eight subscales of job satisfaction and turnover intention. However, a positive correlation was found between coworkers and turnover intention in this

study. Meanwhile, there was no significant correlation between turnover intention and the subscales assessing preschool teachers' opinions about the nature of work in Klang Valley. Hence, nine hypotheses were accepted, but Ha9 failed to accept in this study.

Conclusion

In this chapter, the findings of descriptive and inferential statistical analyses are presented in a table. The descriptive analysis summarises the demographic data of the respondents, and the inferential analysis assesses the correlation between variable 1 (Job Satisfaction) and variable 2 (turnover intention).

Chapter 5

Discussion and Conclusion

Introduction

This chapter presents the discussion of the findings from the descriptive and inferential analyses presented in the previous chapter. Additionally, this chapter will provide an overview of the implications and recommendations for future studies.

Descriptive Analysis and Discussion

In this study, 85% of respondents were women, reflecting the trend that 99% of the early childhood workforce in Malaysia is female, with the low male representation possibly due to factors such as poor status, low pay, and lengthy work hours (Lydia et al., 2018). Most of the respondents were Chinese (91.7%), and the majority were aged 18-29 years old (41 respondents), reflecting a growing interest in early childhood education among younger individuals. A majority (75%) hold a bachelor's degree, which aligns with current data indicating that 90% of MOE teachers have a bachelor's degree in Early Childhood Education (ECE) (Kong, 2022). Although this study focuses on the private sector, the findings reflect a larger trend in the early childhood education field. The minimum qualification of preschool teachers has been enhanced by holding a Diploma in Early Childhood Education (DECE), which aligns with the national policy and the growing normalisation in the early childhood field (Malaysia Education Blueprint, 2023).

In addition, most respondents reported a monthly income between RM 2,001 and RM 3,000 (45%), which aligns with the national salary range for early childhood teachers in Malaysia (RM 2,000 to RM 2,800). An entry-level preschool teacher with 1-3 years of experience earns an average annual salary of RM38,653 (ERI Economic Research Institute, 2025). The majority of respondents have 1-5 years of teaching experience (73.3%), followed

by those with 6-10 years of experience (25.0%), and those with more than 10 years of experience (1.7%). The findings indicate most respondents' incomes are consistent with the national salary range, although a few earn more than the norm. Additionally, most respondents had five working days (88.3%) and 45% worked 8 hours daily, aligning with the standardised schedules; however, it excludes additional hours for school events and preparations. Prolonged working hours can lead to fatigue, reduced productivity, and lower job satisfaction (Collewet & Sauermann, 2017). Hence, maintaining suitable working hours in a preschool context can develop the quality of early childhood education.

Inferential Analysis and Discussion

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

The summary of the findings revealed a moderately significant negative correlation between overall job satisfaction and turnover intention among preschool teachers in Klang Valley. Based on the results, it was revealed that turnover intention decreases when job satisfaction increases. This result has been consistent with the prior studies in which job satisfaction is a significant key that affects the likelihood of turnover among preschool teachers Job satisfaction is negatively significantly associated with turnover intention and its nine subscales (Grant et al., 2019; Li & Yao, 2022; Liu et al., 2023; Odongo et al., 2025). Younger educators are more likely to experience burnout and lower intrinsic motivation compared to older educators (Li & Yao, 2022). Preschool teachers who experience higher burnout and lower intrinsic motivation are more likely to turnover (Räsänen et al., 2022). The findings suggest that preschool teachers who feel satisfied with their overall job are less likely to leave the current organisation, which supports a strong negative correlation between job satisfaction and

turnover (Grant et al., 2019; Li & Yao, 2022; Liu et al., 2023; Odongo et al., 2025). Therefore, improving overall job satisfaction will help reduce employee turnover.

Ha2: There is a significant relationship between pay of the job and turnover intention among preschool teachers in the Klang Valley.

The research findings indicate a moderate, significant negative relationship between the pay of the job and turnover intention among preschool teachers in the Klang Valley. The result aligns with previous studies, which have found that preschool teachers are more likely to quit due to dissatisfaction with their pay (King et al., 2015; Chen et al., 2025). Teachers' financial well-being is positively associated with better emotional regulation and children's emotional expressions (Ibrahim, 2025). To express it in another way, children with teachers who can meet their basic needs will display more positive emotional expressions and behaviours compared to students in classrooms with teachers who are unable to cover their basic expenses (King et al., 2015).

According to Maslow's hierarchy of needs, physiological needs such as food, water, and shelter play a crucial role in human survival (McLeod, 2024). Compensation is a primary source of income to meet various types of needs (Fulmer et al., 2023). In the context of preschool teachers, pay is the primary level that lets an individual feel secure. When preschool teachers are satisfied with their pay, they tend to develop a sense of satisfaction and well-being (Drakopoulos & Grimani, 2015). However, they will encounter stress and disappointment when they do not meet the expected pay, which aligns with Herzberg's Two-Factor Theory, specifically the hygiene factors (Steiner et al., 2023). The loss of motivators leads to a loss of satisfaction. As a result, they will increase job dissatisfaction and be more likely to leave the organisation. Therefore, higher pay can help retain staff, leading to increased job satisfaction and reduced turnover (Slatten et al., 2020).

Ha3: There is a significant relationship between promotion of the job and turnover intention among preschool teachers in the Klang Valley.

Thirdly, the findings revealed a moderately significant negative relationship between promotion for the job and turnover intention. The result aligns with a previous study, in which promotion is one of the key factors contributing to positive turnover among preschool teachers (Schaack et al., 2021; Thorpe et al., 2020). Preschool teachers who experience personal satisfaction and career identity are more likely to remain in the organisation (Thorpe et al., 2020). Greater promotion opportunities will enable educators to feel valued (Schaack et al., 2021). Teacher identity is important because it will influence career choices and professional development (Steinert et al., 2019). Preschool teachers will develop a sense of contributing to the organisation and foster a strong professional identity when they can view their career growth (Pasha et al., 2017). On the other hand, preschool teachers who lack a promotion may experience frustration, which in turn increases their intention to turnover (Parker & Liao, 2016). Therefore, it highlights that preschool teachers who receive more career advancement opportunities will experience increased job satisfaction and reduced turnover.

The promotion plays a vital role in meeting the esteem needs of preschool teachers. In this context, preschool teachers will develop a sense of value and recognition from their surroundings when they are promoted to lead teacher, principal, or other positions (Hulleman et al., 2017). This advancement will help them develop their internal sense of capability and worth (Setyawati et al., 2022). As a result, the recognition from promotion will help them feel appreciated and develop a stronger career identity. It is also consistent with the motivator factors of Herzberg's Two-Factor Theory. The promotion that preschool teachers earn is based on their progress and career growth. Preschool teachers will be motivated to perform better in the workforce (Setyawati et al., 2022). Therefore, promotion can enhance job satisfaction and reduce turnover intention among preschool teachers.

Ha4: There is a significant relationship between supervision of the job and turnover intention among preschool teachers in the Klang Valley.

Additionally, the findings revealed a weak yet significant negative relationship between job supervision and turnover intention. Turnover intention was significantly and negatively correlated with early childhood teachers' perceptions of supervisor support (Wang et al., 2023). A competent supervisor will meet the real development needs of teachers by gathering appropriate data and making the appropriate observations (Çelik et al., 2021). Based on the study above, we can acknowledge that a good supervisor builds and shapes the work experience of preschool teachers by accurately understanding their needs and providing support to the teachers (Davys & Beddoe, 2020). Head Start teachers were more likely to quit their jobs if they had a worse relationship with their supervisor (Wells, 2015). As a result, a lack of support from the supervisor will lead to reduced job satisfaction and increased intention to turnover.

According to Maslow’s theory, safety needs will be met if preschool teachers have a competent supervisor who provides constructive support. Preschool teachers may exhibit emotions such as worry and anxiety if they fail to meet the needs of their students (Mustofa, 2022). Therefore, preschool teachers will have a sense of safety and confidence when the supervisor provides listening support, emotional comfort, informational and tangible support, including feedback, guidance and a supportive environment (Haas, 2019). The undermining of the sense of safety and weak supervision will lead to dissatisfaction, which aligns with the hygiene factors (Modaresnezhad et al., 2021). Preschool teachers who do not feel supported and safe will lead to uncertainty and a lack of trust in the workforce. As a result, they will develop their dissatisfaction and increase the likelihood of leaving the current organisation.

Ha5: There is a significant relationship between fringe benefits for the job and turnover intention among preschool teachers in the Klang Valley.

Moreover, there is a moderately significant negative relationship between fringe benefits for the job and turnover intention. Fringe benefits impact an individual's job satisfaction level (Neha Vashistha & Khan, 2020). There are numerous types of fringe benefits such as medical pay, employee discounts, vacation pay and more. These numerous well-being benefits will help to increase productivity, enhance engagement, and reduce absenteeism and presenteeism of preschool teachers (K, 2024; Raj & Maurya, 2023). When preschools feel supported by fringe benefits, they tend to be more motivated, loyal, focused, and committed to their jobs, in line with Maslow's theory (Grace & Ndeto, 2021; Han & Yin, 2016). Preschool teachers will develop a sense of security, safety and value when their employers fulfil their physiological needs and safety needs. Conversely, the absence of fringe benefits will lead to dissatisfaction that aligns with hygiene factors. As a result, preschool teachers who feel undervalued are more likely to experience turnover (Azah et al., 2019). Therefore, attractive benefits will develop job satisfaction and reduce turnover among preschool teachers.

Ha6: There is a significant relationship between contingent rewards for the job and turnover intention among preschool teachers in the Klang Valley.

Based on the findings, the result revealed a moderately significant negative relationship between fringe benefits for the job and turnover intention. Extrinsic rewards have a significant influence on both affective and normative commitment, which are negatively correlated with turnover (Nazir et al., 2016). There are various types of contingent rewards, including bonuses, performance-based pay, and more. Preschool teachers who get group-based merit pay are more satisfied with their jobs and less likely to quit (Ryu & Jinnai, 2020). Preschool teachers will

develop a desire for greater involvement in individualised recognition (Fadli, 2024). The personalised rewards will help build a strong connection of enthusiasm among preschool teachers toward their job. According to Maslow's theory, fringe benefits fall under the category of esteem needs. Preschool teachers tend to develop their motivation and performance when they feel recognised, as fringe benefits act as a reward for their contributions to the organisation (Adebayo et al., 2022). A moderate correlation indicates that preschool teachers feel valued and recognised, resulting in a decrease in their turnover intention, which aligns with the motivator factors (Niloofar Solati, 2019). Hence, organisations should set fair and transparent rewards for their staff. As a result, preschool teachers will develop their job satisfaction and reduce the likelihood of turnover as they receive sufficient contingent rewards that recognise their efforts in the workforce (Aprison et al., 2021).

Ha7: There is a significant relationship between operating conditions of the job and turnover intention among preschool teachers in the Klang Valley.

Additionally, the findings reveal a moderate and significant negative relationship between operating conditions and both job satisfaction and turnover intention. The results indicate that fair and efficient procedures contribute to increased job satisfaction and reduce the likelihood of employees leaving. Leadership and organisational elements are negatively correlated with turnover intention among childcare teachers (Yuna Yaoa & Wu, 2024). Leaders play important roles in setting clear goals with a powerful vision, as well as in organisational design and systems (Xenikou, 2019). In line with this, transformational relationships emphasise the importance of inspiring and motivating employees to achieve shared goals through effective, vision-driven leadership (Mokogwu et al., 2024).

Additionally, clear instructional guidance for teachers is associated with higher organisational commitment, as it boosts teachers' confidence, reinforces student success, and fosters a supportive work environment (Park et al., 2025). A well-structured system within an organisation enhances transparency, which in turn helps to develop teacher satisfaction, work engagement, and commitment (Grant et al., 2019). Clear job conditions and competent leadership will bring a sense of security and value to teachers, aligning with the safety needs of Maslow's theory and the hygiene factors in Herzberg's Two-Factor Theory. When preschool teachers meet the safety and hygiene needs, as well as the factors of supportive leadership and fair policies, their job satisfaction tends to be higher, and their turnover intention is lower, as these factors foster a stable foundation for their motivation and professional growth. As a result, clear instructions and excellent management will lead to higher organisational commitment and develop job satisfaction among preschool teachers.

Ha8: There is a significant relationship between coworkers at work and turnover intention among preschool teachers in the Klang Valley.

Surprisingly, coworkers at work have a weak, significant positive relationship with turnover intention in this study. Employee turnover is based on the traditional model of turnover, which draws on the concept of March and Simon (1958) (Rajapakshe, 2021). In the context of this model, turnover decisions are shaped by rational cost-benefit evaluation and social-psychological dynamics, which means the turnover decision is not made based solely on one factor (March & Simon, 1958). In this study, the results indicate that even if preschool teachers have good relationships with their colleagues, they still have a likelihood of leaving the job. The result is consistent with the model in which teacher turnover will still increase when their coworkers normalise dissatisfaction and provide emotional support for leaving the

organisation. As a result, it can be suggested that coworkers will provide strong emotional support; however, this does not necessarily impact turnover decisions. Thus, other factors, such as pay, fringe benefits, and contingent rewards, have the strongest relationship with turnover intention in this study.

Ha9: There is a significant relationship between the nature of work and turnover intention among preschool teachers in the Klang Valley.

Unexpectedly, the nature of work showed a weak and non-statistically significant relationship with turnover intention among preschool teachers in the Klang Valley. There is no direct effect from meaningful work to turnover intention among preschool teachers (Van Vonderen, 2016). Based on the research, the researcher noted that meaningful work has a direct impact on teachers' motivation, but it does not directly influence their decision to leave. This is because it offers a sense of purpose, which makes preschool teachers more engaged and committed to their roles; however, other factors also drive turnover. In this study, most respondents had 1-5 years of teaching experience, comprising a total of 44 individuals (73.3%). Most participants involved in this study are in the early stages of their careers. Early-career teachers encounter “Practice Shock,” a stage in the adaptation and learning process where they apply the knowledge they have learned during lectures to the actual classroom (Wilfried Admiraal et al., 2023). During this stage, they may experience overwhelming or negative emotions, such as stress and pressure, that do not align with their expectations. For instance, they will often encounter emotional burnout and classroom management challenges during the early career stage (Hogan & White, 2021). Therefore, the nature of work during the early career does not have long-lasting impacts on job satisfaction once the teacher has become adapted to it.

The findings suggest that most preschool teachers have not yet reached their self-actualization needs or are still addressing unmet lower-level needs, including physiological needs, esteem needs, and others. Similarly, Herzberg's theory suggests that meaningful work enhances satisfaction; however, people tend to leave primarily due to poor pay, job insecurity, or unfavourable work conditions. As a result, the findings suggest that other factors may be more essential in determining the turnover.

Ha10: There is a significant relationship between communication at work and turnover intention among preschool teachers in the Klang Valley.

Finally, communication at work has a weak, significant negative relationship with turnover intention. The result indicates that good communication practices within an organisation are associated with lower turnover among preschool teachers. This result aligns with a previous study, which found that staff communication with one another contributed to a reduction in turnover intention in the early childhood industry (Bryant et al., 2023). Based on the study, effective communication encourages openness, participation and favourable opinions. Preschool teachers who have two-way communication, along with open and transparent communication, can build trust, foster collaboration, and promote positive connections and participation within the school community (Okokoyo Isabella Ezinwa, 2024). They will feel valued and develop a sense of belonging when their advice has been accepted by the listener (Wei et al., 2022). As a result, good communication will assist them to meet their belonging needs. Nevertheless, poor communication within the organisation will lead to confusion, frustration, conflict, and disengagement, which aligns with the hygiene factors (Musheke & Phiri, 2021). Hence, preschool teachers who have good communication within the organisation are more likely to develop their job satisfaction and decrease their turnover as they feel connected and participate in the organisation.

Implications

The findings suggest that pay is strongly correlated with turnover intention among preschool teachers. Higher salaries are frequently found in private preschools that provide high-quality services to fulfil varying demands (Liu et al., 2022). Preschool teachers in Klang Valley earn between RM 2,182 and RM 3,446 per month, with those who work in Kuala Lumpur typically receive higher pay to maintain an acceptable standard of living, whereas teachers in Shah Alam or Kajang may earn less, even for similar roles (Indeed, 2025). Urban residents, including those in the Klang Valley, will spend more on their basic needs due to higher living costs (Ismail et al., 2022). Therefore, school administrators should increase the salary level to reduce teacher turnover, as finance plays a significant role in fulfilling teachers' basic needs and sustaining their lives. As a result, preschool teachers receive adequate and competitive pay, which helps them develop job satisfaction and reduce turnover (Totenhagen et al., 2016).

Similarly, underfunding and inequity in public benefit systems prevent many early educators from receiving necessary benefits (NAEYC, 2024). School administrators play a vital role in providing comprehensive benefits packages and benefit systems to improve fringe benefits and contingent rewards. This may include EPF/SOCSO contribution, health insurance, paid leave, recognition award, and year-end bonus. For instance, preschool management implements awards such as the "Teacher Appreciation Award" and "Excellence in Teaching Award" to develop teachers' confidence. A mixed compensation system is more effective in recognising a teacher's contributions (Li, 2014). The incentives and benefits can help them increase their creativity and work engagement (Abankina & Rodina, 2017; Pek-Greer et al., 2016). As a result, preschool teachers are more likely to feel valued when receiving the benefits and rewards. Therefore, it helps to decrease their job satisfaction.

Additionally, the findings indicate that operating procedures are moderately correlated with turnover intention among preschool teachers. Poor work conditions and organisational issues are the key factors that contribute to stress and turnover (Clipa & Boghean, 2015). As a result, school administrators should reduce the paperwork to minimise teacher burnout (Jana et al., 2023). Additionally, implementing well-structured routines and clear rules can create a more manageable and positive work environment, which helps lower teacher turnover (Rizky Yolanda et al., 2025). To complement the promotion factors, preschool management has to develop structured career pathways and offer career guidance and mentorship to preschool teachers (Azah et al., 2019). A well-defined career pathway, mentorship, and opportunities for career advancement are crucial for maintaining motivation, enhancing competence, and reducing turnover intentions among preschool teachers (Mohamad Rasli et al., 2021). Hence, these implementations not only support the developmental needs of teachers but also help to support career growth and reduce the turnover intention among preschool teachers.

Furthermore, the inferential findings reveal a significant relationship between supervision, coworkers, and communication, suggesting that strong social and supervisory support can effectively reduce turnover among preschool teachers. Preschool management can conduct continuous development training or one-to-one meetings between supervisors and staff to build competent supervisors (Shavega, 2024). Competent and supportive supervisors offer guidance and motivation, which help teachers to build trust and encourage participation (Abd Kaiyom et al., 2021). As a result, preschool teachers tend to develop greater confidence, communicate effectively, and apply their professional knowledge and skills efficiently in real-world classroom settings (Okokoyo Isabella Ezinwa, 2024).

To address the factors of coworkers and communication, preschool management can implement peer mentoring programs where experienced teachers guide new or less experienced

colleagues. This structured support system is a practical mentoring approach that enables experienced teachers to provide guidance, share knowledge, and support the development of preschool teachers, helping them build confidence, capacity, self-reflection, and leadership skills (Kupila & Karila, 2018; Rose, n.d.). As a result, it helps teachers recognise that peer mentoring can contribute to increased job satisfaction. Meanwhile, preschool teachers should foster open, supportive, positive, directive, and democratic communication within the organisation (De Nobile & Bilgin, 2022). Preschool management can enhance this by offering workshops on conflict resolution, active listening and practical communication skills to develop the interpersonal skills of preschool teachers. Effective communication in the workplace can reduce conflict, increase productivity, and enhance the engagement of preschool teachers (Jolaoso, 2024). Thus, strong communication can help to reduce turnover intention and enhance harmony within the organisation.

Limitations

Firstly, the major limitation of this study is the sampling method. This study employs purposive sampling, which relies on data saturation. The researcher stops selecting respondents when they no longer reveal any new patterns or information (Ahmed, 2025). Unlike this method, probability sampling employs statistical power analysis to guarantee that the sample accurately represents the population (Etikan et al., 2016; Wiedmaier, 2025). Although increasing the total number of respondents may enhance the richness of the data, it will not completely mitigate the limitations of non-random sampling. As a result, the findings may not accurately represent the current population, potentially leading to bias and compromising the validity of the results.

Additionally, this study is limited by its small sample size. A small sample size increases the risk of drawing false conclusions and weakens both the internal and external

validity (Andrade, 2020). In this study, a total of 60 private preschool teachers participated. The small sample size (N = 60) restricts the range of viewpoints represented in the study. It does not fully reflect the variety of experiences, viewpoints, and working environments present among Malaysia's overall preschool teachers (Creswell, 2015). Consequently, this study has limited the generalizability of its findings, making it difficult to generalise to a broader population.

Finally, this study employed a quantitative research method, which focuses on collecting numerical data and generalising findings (Asenahabi, 2019). One key limitation is the lack of in-depth information. This occurs because closed-ended questions do not allow respondents to elaborate on their views on the study (Chukwuemeka, 2021). As a result, this study is limited to capturing their personal experiences and actual factors that influence their turnover intention.

Recommendations

To address the issue of non-probability sampling, future studies should employ cluster sampling, a type of probability sampling, to ensure more accurate results. In cluster sampling, the researcher divides the population into groups or clusters and randomly selects from those groups (Rahman et al, 2022). For instance, the research can survey preschool teachers across diverse preschools in Klang Valley to better reflect a broader population. This method offers high external validity, accurately reflecting the study population, and allows researchers to study a large population (Simkus, 2022). As a result, the findings will be more widely applicable, less biased, and reliable.

Next, future studies should employ sample size determination by using the Krejcie and Morgan (1970) table to address the limitations of sample sizes. This table provides a credible benchmark for determining the appropriate sample size. In Malaysia, there are approximately 22,000 preschool teachers (Zahiid, 2023). However, only half of them (11,000) hold a Diploma in Early Childhood Care and Education (ECCE), and 73% work in the private sector (Zahiid, 2023). Based on these numbers, there are approximately 16,060 private preschool teachers and around 8,030 hold a Diploma in ECCE. According to Krejcie and Morgan's (1970) table, a sample size of 384 is ideal for large populations. For instance, if approximately 8,030 teachers have the diploma, the recommended sample size is 367 respondents. The appropriateness of sample size supports the adequacy of the sample and improves the validity of the findings (Krejcie & Morgan, 1970).

To address the limitations of quantitative research, future studies should employ a mixed-methods approach by combining both quantitative and qualitative methods. This method provides a more robust description and data interpretation (Harvard Catalyst, 2022). Additionally, it provides more in-depth statistical results with contextual information, enabling researchers to interpret findings more clearly and produce more credible results (Ahmed et al., 2024). Therefore, it enables researchers to gain deeper insights into the underlying factors associated with turnover intention among preschool teachers. Overall, a mixed-methods approach can provide richer insights and enhance the validity and reliability (Ahmed et al., 2024).

Conclusion

To summarise, this study examines the relationship between preschool teachers' job satisfaction and various factors, including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, communication, and turnover intention, in the Klang Valley area. Herzberg's Two-Factor Theory of Motivation-Hygiene and Maslow's Hierarchy of Needs are utilised to understand and investigate the relationship between teachers' job satisfaction and their turnover intention. This quantitative correlational study employed the Job Satisfaction Scale (JSS), developed by Paul E. Spector (1985), and the Turnover Intention Scale (TIS-6), developed by G. Roodt. Both scales have been used in data collection from the 60 respondents. Overall, most of the findings show a moderately significant negative relationship with turnover intention. However, coworkers exhibit a weak, yet statistically significant, positive relationship, and the nature of work shows no significant relationship with turnover intention in this study. All the findings align with prior studies, which demonstrate an association between job satisfaction and turnover intention among preschool teachers. In addition, the current study has several limitations, including a small sample size, which may limit the generalizability of the results without further validation. Meanwhile, quantitative research often lacks in-depth information. To complement these limitations, the recommendation for future studies is to employ probability sampling, thereby increasing the applicability of the findings and enhancing both validity and reliability. Additionally, another recommendation is to employ a sample size determination using the Krejcie and Morgan (1970) table to address the limitations of sample size. Lastly, a mixed-methods approach was used to gain deeper insights into the factors associated with both variables.

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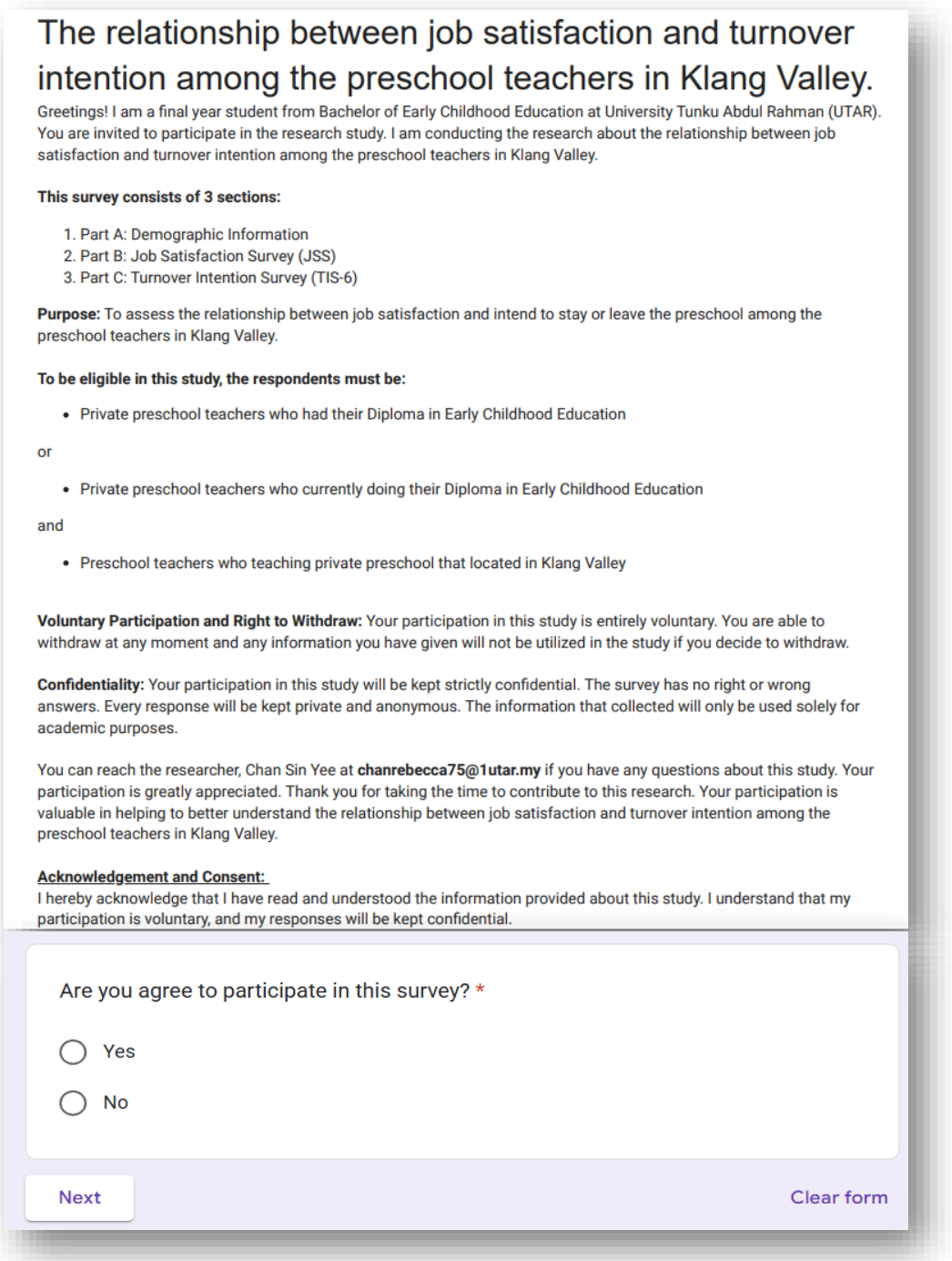
Appendices

Appendix A: Questionnaire

Figure 4

Questionnaire – Informed Consent Letter



The relationship between job satisfaction and turnover intention among the preschool teachers in Klang Valley.

Greetings! I am a final year student from Bachelor of Early Childhood Education at University Tunku Abdul Rahman (UTAR). You are invited to participate in the research study. I am conducting the research about the relationship between job satisfaction and turnover intention among the preschool teachers in Klang Valley.

This survey consists of 3 sections:

1. Part A: Demographic Information
2. Part B: Job Satisfaction Survey (JSS)
3. Part C: Turnover Intention Survey (TIS-6)

Purpose: To assess the relationship between job satisfaction and intend to stay or leave the preschool among the preschool teachers in Klang Valley.

To be eligible in this study, the respondents must be:

- Private preschool teachers who had their Diploma in Early Childhood Education

or

- Private preschool teachers who currently doing their Diploma in Early Childhood Education

and

- Preschool teachers who teaching private preschool that located in Klang Valley

Voluntary Participation and Right to Withdraw: Your participation in this study is entirely voluntary. You are able to withdraw at any moment and any information you have given will not be utilized in the study if you decide to withdraw.

Confidentiality: Your participation in this study will be kept strictly confidential. The survey has no right or wrong answers. Every response will be kept private and anonymous. The information that collected will only be used solely for academic purposes.

You can reach the researcher, Chan Sin Yee at **chanrebecca75@1utar.my** if you have any questions about this study. Your participation is greatly appreciated. Thank you for taking the time to contribute to this research. Your participation is valuable in helping to better understand the relationship between job satisfaction and turnover intention among the preschool teachers in Klang Valley.

Acknowledgement and Consent:
I hereby acknowledge that I have read and understood the information provided about this study. I understand that my participation is voluntary, and my responses will be kept confidential.

Are you agree to participate in this survey? *

Yes

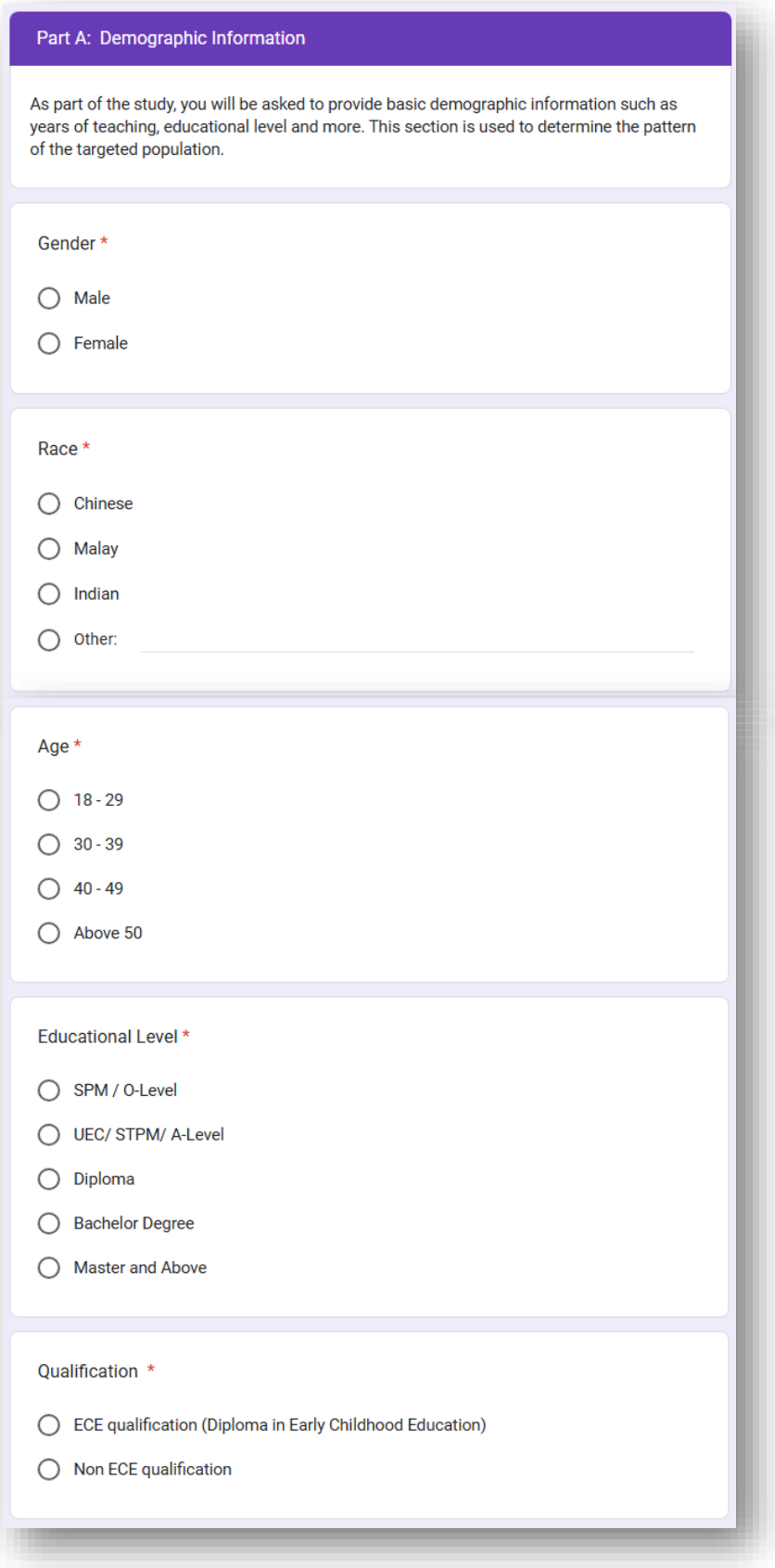
No

Next

Clear form

Figure 5

Questionnaire – Google Form (1)



Part A: Demographic Information

As part of the study, you will be asked to provide basic demographic information such as years of teaching, educational level and more. This section is used to determine the pattern of the targeted population.

Gender *

- Male
- Female

Race *

- Chinese
- Malay
- Indian
- Other:

Age *

- 18 - 29
- 30 - 39
- 40 - 49
- Above 50

Educational Level *

- SPM / O-Level
- UEC/ STPM/ A-Level
- Diploma
- Bachelor Degree
- Master and Above

Qualification *

- ECE qualification (Diploma in Early Childhood Education)
- Non ECE qualification

Figure 6

Questionnaire – Google Form (2)

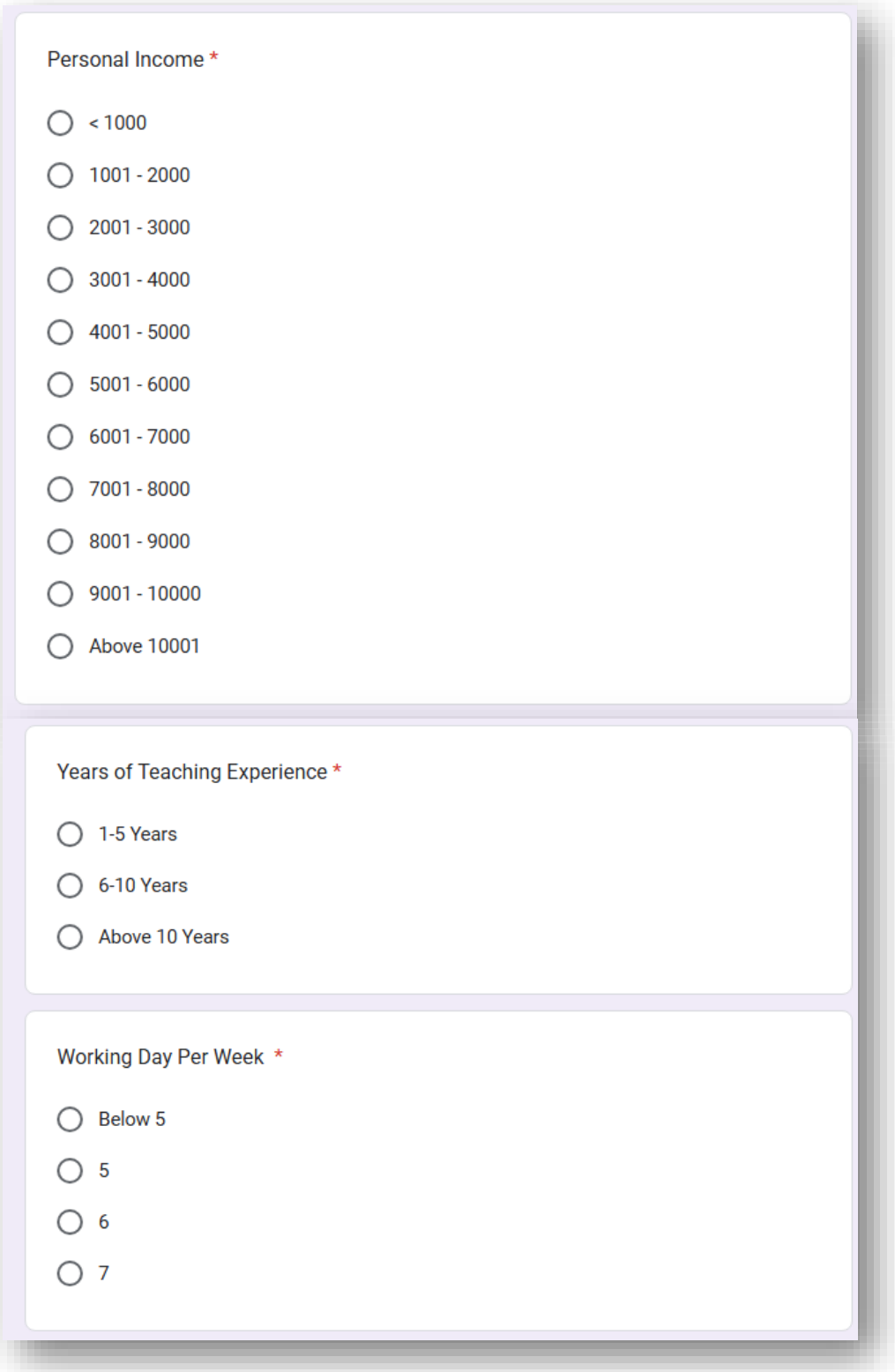


Figure 7

Questionnaire – Google Form (3)

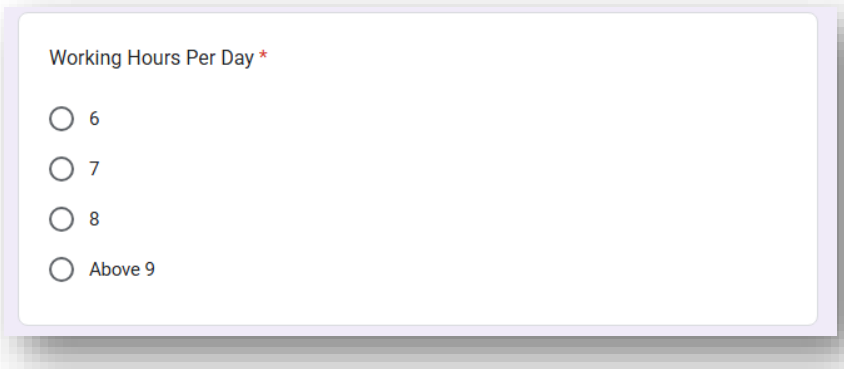


Figure 8

Questionnaire – Google Form (4)

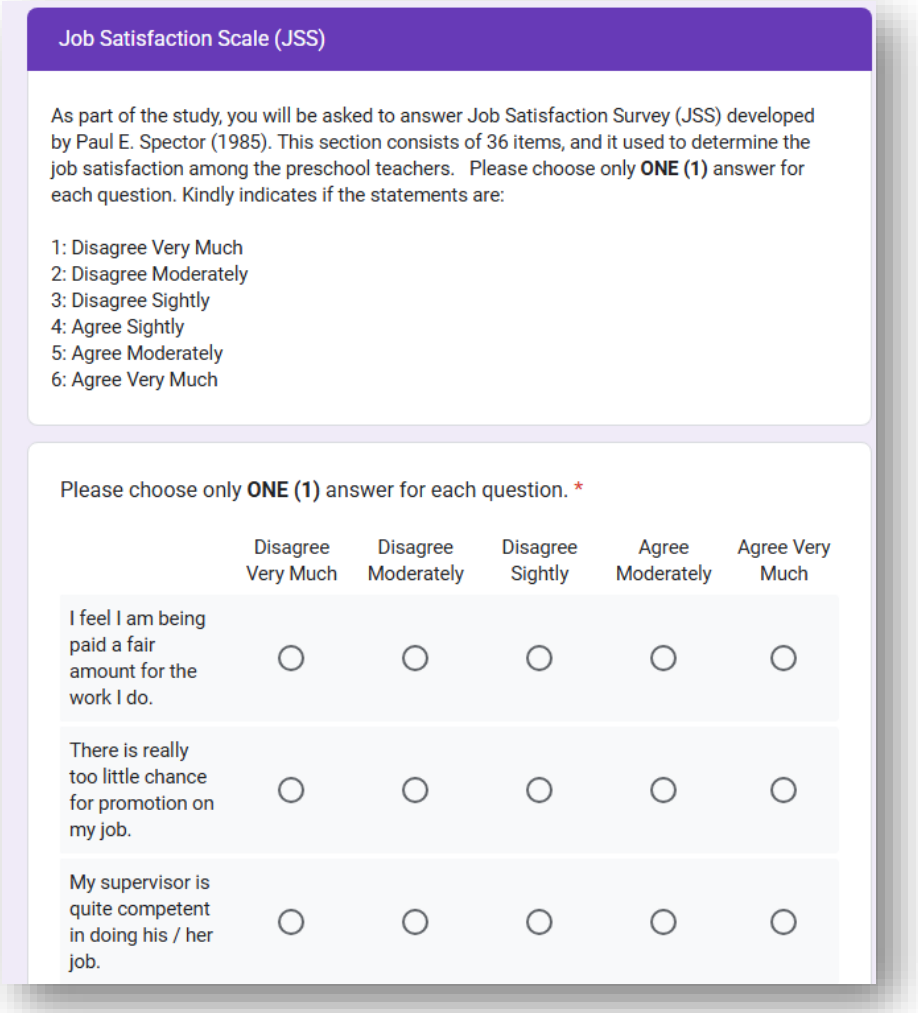


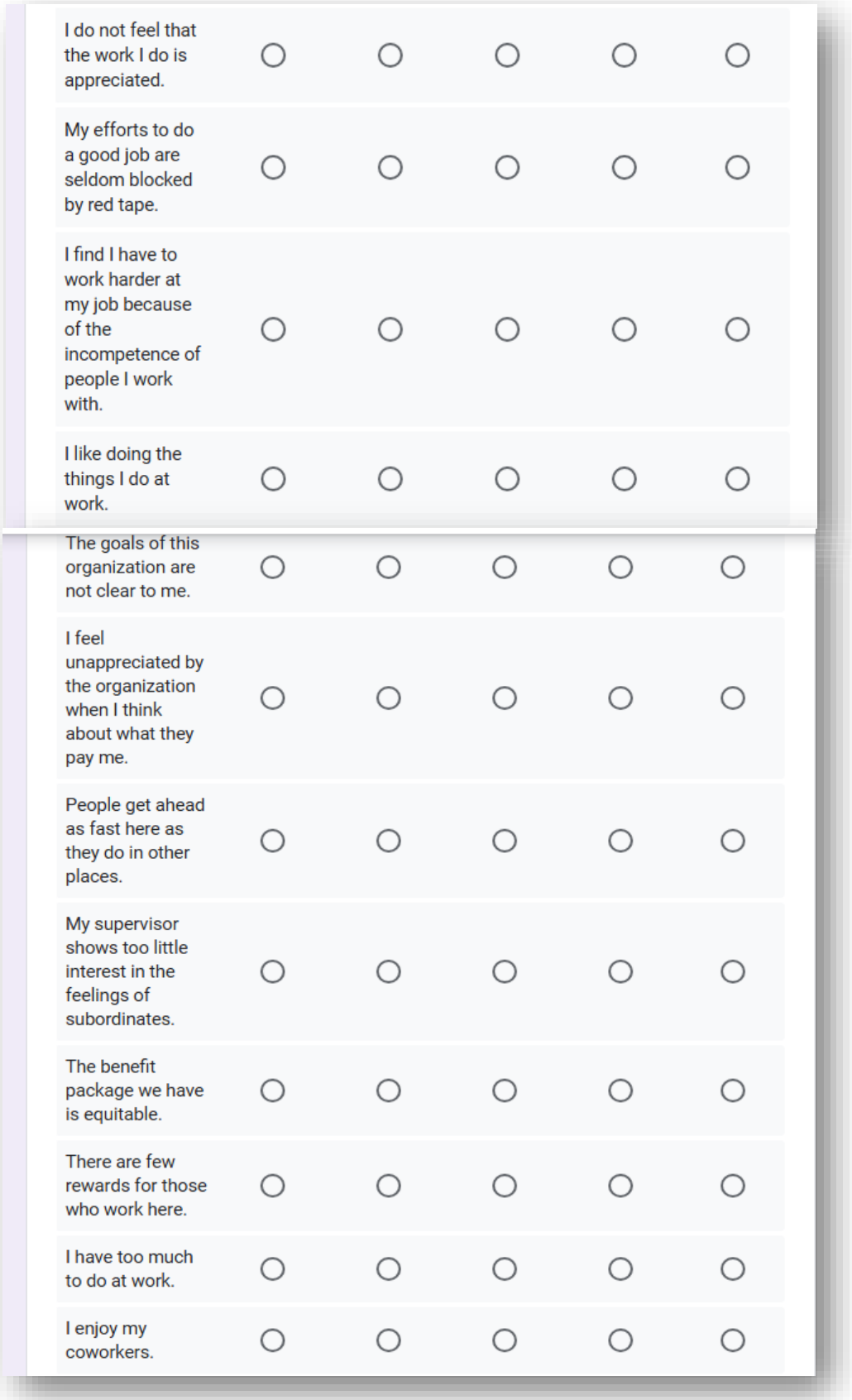
Figure 9

Questionnaire – Google Form (5)

I am not satisfied with the benefits I receive.	○	○	○	○	○
When I do a good job, I receive the recognition for it that I should receive.	○	○	○	○	○
Many of our rules and procedures make doing a good job difficult.	○	○	○	○	○
I like the people I work with.	○	○	○	○	○
I sometimes feel my job is meaningless.	○	○	○	○	○
Communications seem good within this organization.	○	○	○	○	○
Raises are too few and far between.	○	○	○	○	○
Those who do well on the job stand a fair chance of being promoted.	○	○	○	○	○
My supervisor is unfair to me.	○	○	○	○	○
The benefits we receive are as good as most other organizations offer.	○	○	○	○	○

Figure 10

Questionnaire – Google Form (6)



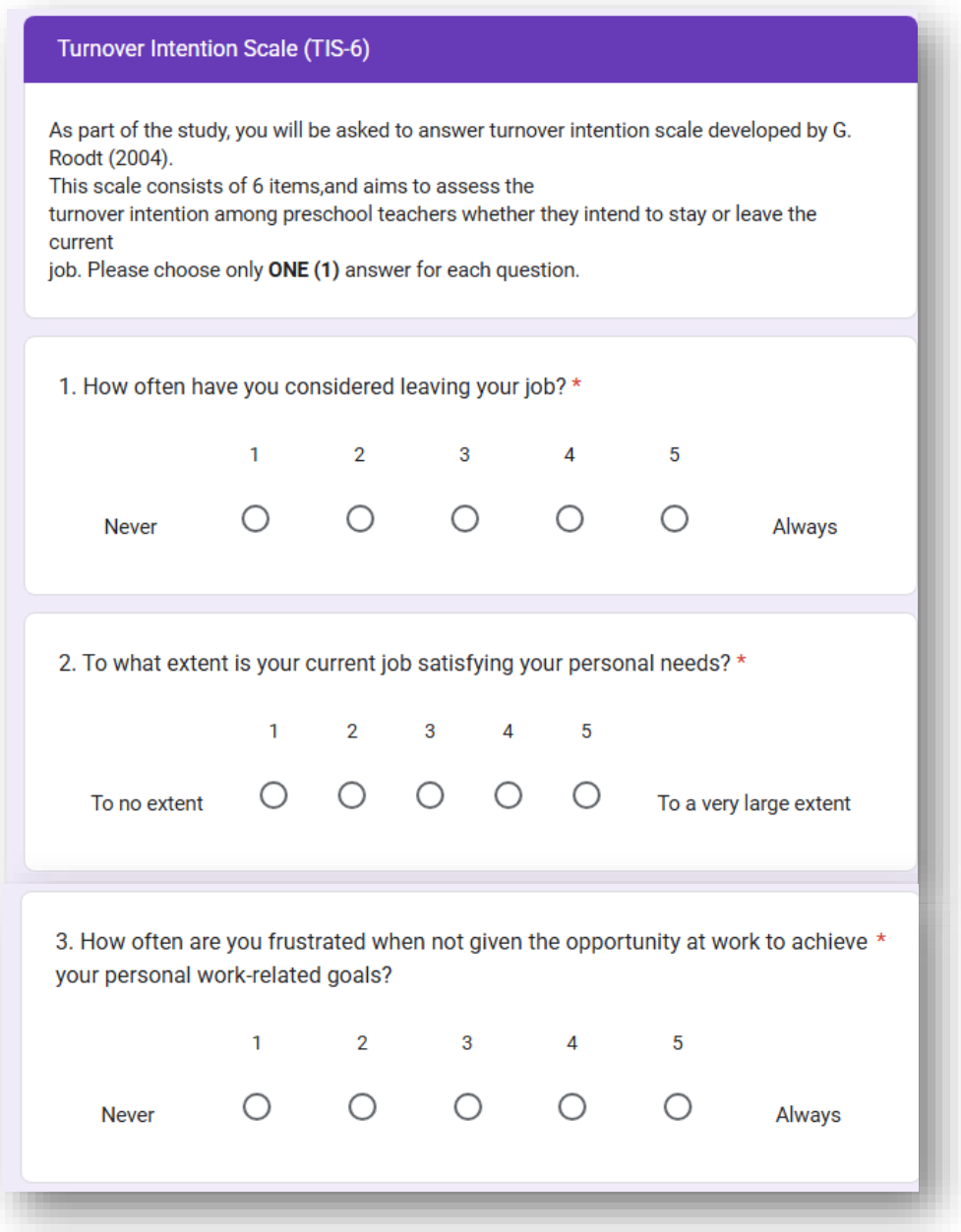
I do not feel that the work I do is appreciated.	○	○	○	○	○
My efforts to do a good job are seldom blocked by red tape.	○	○	○	○	○
I find I have to work harder at my job because of the incompetence of people I work with.	○	○	○	○	○
I like doing the things I do at work.	○	○	○	○	○
The goals of this organization are not clear to me.	○	○	○	○	○
I feel unappreciated by the organization when I think about what they pay me.	○	○	○	○	○
People get ahead as fast here as they do in other places.	○	○	○	○	○
My supervisor shows too little interest in the feelings of subordinates.	○	○	○	○	○
The benefit package we have is equitable.	○	○	○	○	○
There are few rewards for those who work here.	○	○	○	○	○
I have too much to do at work.	○	○	○	○	○
I enjoy my coworkers.	○	○	○	○	○

Figure 11

Questionnaire – Google Form (7)

Figure 12

Questionnaire – Google Form (8)



Turnover Intention Scale (TIS-6)

As part of the study, you will be asked to answer turnover intention scale developed by G. Roodt (2004).
This scale consists of 6 items,and aims to assess the
turnover intention among preschool teachers whether they intend to stay or leave the current
job. Please choose only **ONE (1)** answer for each question.

1. How often have you considered leaving your job? *

	1	2	3	4	5	
Never	○	○	○	○	○	Always

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

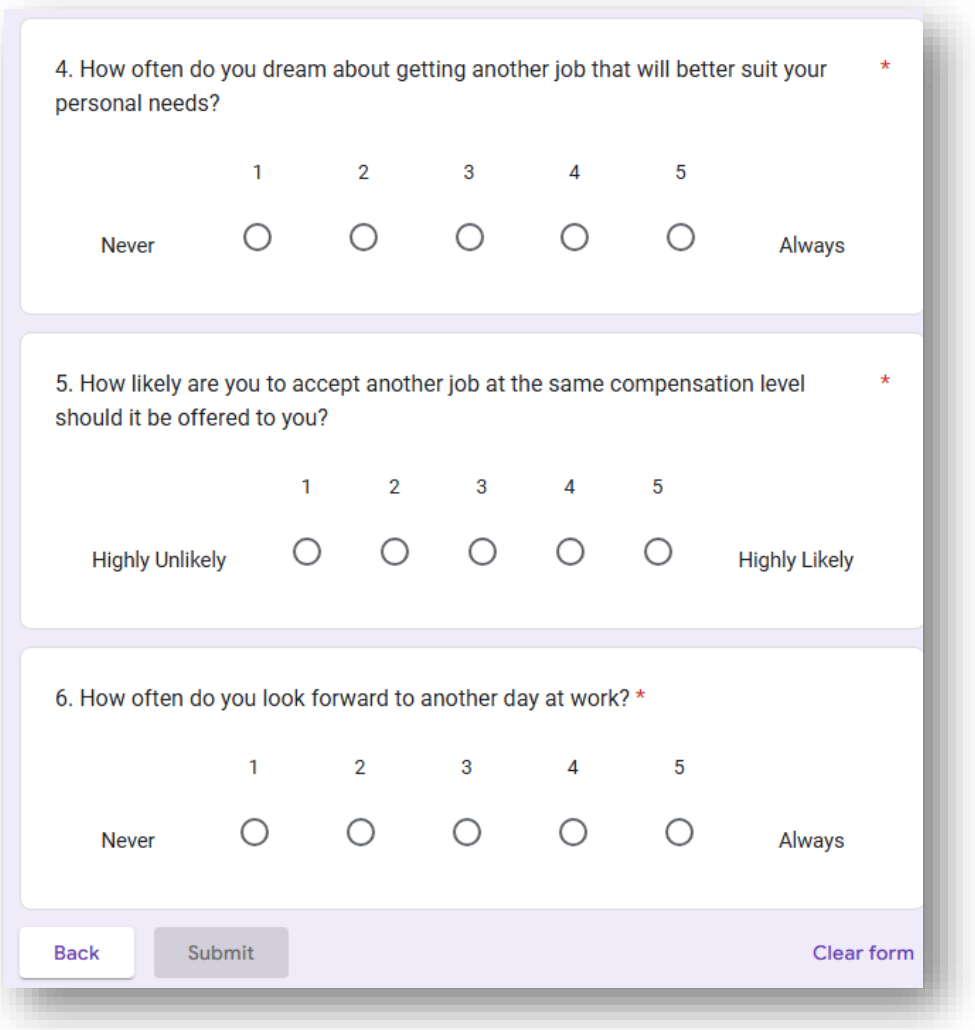
	1	2	3	4	5	
To no extent	○	○	○	○	○	To a very large extent

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

	1	2	3	4	5	
Never	○	○	○	○	○	Always

Figure 13

Questionnaire – Google Form (9)



Appendix B: Original Data

Figure 14

SPSS Output of Descriptive Statistics – Respondents' Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	51	85.0	85.0	85.0
	Male	9	15.0	15.0	100.0
	Total	60	100.0	100.0	

Figure 15

SPSS Output of Descriptive Statistics – Respondents' Races

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	55	91.7	91.7	91.7
	Malay	2	3.3	3.3	95.0
	Indian	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

Figure 16

SPSS Output of Descriptive Statistics – Respondents' Age Ranges

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 29	41	68.3	68.3	68.3
	30 - 39	15	25.0	25.0	93.3
	40 - 49	2	3.3	3.3	96.7
	4	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

Figure 17

SPSS Output of Descriptive Statistics – Respondents' Educational Level

Educational Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	12	20.0	20.0	20.0
	Bachelor Degree	45	75.0	75.0	95.0
	Master and Above	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

Figure 18

SPSS Output of Descriptive Statistics – Respondents' Educational Qualification

Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ECE qualification (Diploma in Early Childhood Education)	60	100.0	100.0	100.0

Figure 19

SPSS Output of Descriptive Statistics – Respondents' Income Ranges

Personal Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1001 - 2000	9	15.0	15.0	15.0
	2001 - 3000	27	45.0	45.0	60.0
	3001 - 4000	15	25.0	25.0	85.0
	4001 - 5000	6	10.0	10.0	95.0
	5001 - 6000	1	1.7	1.7	96.7
	6001 - 7000	1	1.7	1.7	98.3
	8001 - 9000	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Figure 20

SPSS Output of Descriptive Statistics – Years of Teaching Experience

Years of Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 Years	44	73.3	73.3	73.3
	6-10 Years	15	25.0	25.0	98.3
	Above 10 Years	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Figure 21

SPSS Output of Descriptive Statistics – Working Days Per Week

Working Day Per Week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 5	5	8.3	8.3	8.3
	5	53	88.3	88.3	96.7
	6	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

Figure 22

SPSS Output of Descriptive Statistics – Working Hours Per Day

Working Hours Per Day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	9	15.0	15.0	15.0
	7	14	23.3	23.3	38.3
	8	27	45.0	45.0	83.3
	Above 9	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

Figure 23

SPSS Output of Descriptive Statistics – Mean and Standard Deviation of Job Satisfaction Scale (JSS), its subscales and Turnover Intention (TIS-6)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pay	60	7.00	14.00	10.6500	1.77387
Promotion	60	8.00	16.00	11.9500	1.74108
Supervision	60	5.00	19.00	13.3667	2.78596
FringeBenefits	60	4.00	20.00	11.9667	2.67421
ContingentRewards	60	5.00	19.00	11.3833	2.96929
OperatingProcedures	60	4.00	19.00	9.9333	3.08560
Coworkers	60	8.00	20.00	13.2333	2.12624
Communication	60	6.00	17.00	12.0500	2.11071
TotalTIS	60	12.00	27.00	19.7333	3.59315
NatureofWork	60	11.00	18.00	14.4500	1.57765
TotalJSS	60	81.00	137.00	108.9833	11.43959
Valid N (listwise)	60				

Appendix C: Result

Figure 24

SPSS Output of Inferential Statistics – Shapiro-Wilk Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TotalTIS	.113	60	.055	.966	60	.097
TotalJSS	.113	60	.056	.972	60	.185
Pay	.128	60	.016	.959	60	.041
Promotion	.141	60	.005	.967	60	.109
Supervision	.145	60	.003	.947	60	.011
FringeBenefits	.155	60	.001	.963	60	.067
ContingentRewards	.118	60	.038	.967	60	.105
OperatingProcedures	.169	60	<.001	.956	60	.029
Coworkers	.169	60	<.001	.946	60	.010
Communication	.176	60	<.001	.944	60	.009
NatureofWork	.186	60	<.001	.943	60	.007

a. Lilliefors Significance Correction

Figure 25

SPSS Output of Inferential Statistics – Result of Skewness and Kurtosis Values

Statistics

		TotalJSS	Pay	Promotion	Supervision	FringeBenefits	ContingentRewards	OperatingProcedures	Coworkers	Communication	NatureofWork	TotalTIS
N	Valid	60	60	60	60	60	60	60	60	60	60	60
	Missing	0	0	0	0	0	0	0	0	0	0	0
Std. Deviation		11.43959	1.77387	1.74108	2.78596	2.67421	2.96929	3.08560	2.12624	2.11071	1.57765	3.59315
Skewness		.040	-.199	.139	-.617	-.200	.396	.620	.483	-.404	-.360	-.304
Std. Error of Skewness		.309	.309	.309	.309	.309	.309	.309	.309	.309	.309	.309
Kurtosis		.559	-.493	-.405	1.300	1.330	.494	.482	.803	1.143	-.313	-.324
Std. Error of Kurtosis		.608	.608	.608	.608	.608	.608	.608	.608	.608	.608	.608

Figure 26

SPSS Output of Inferential Statistics – Box Plots of Job Satisfaction Scale (JSS)

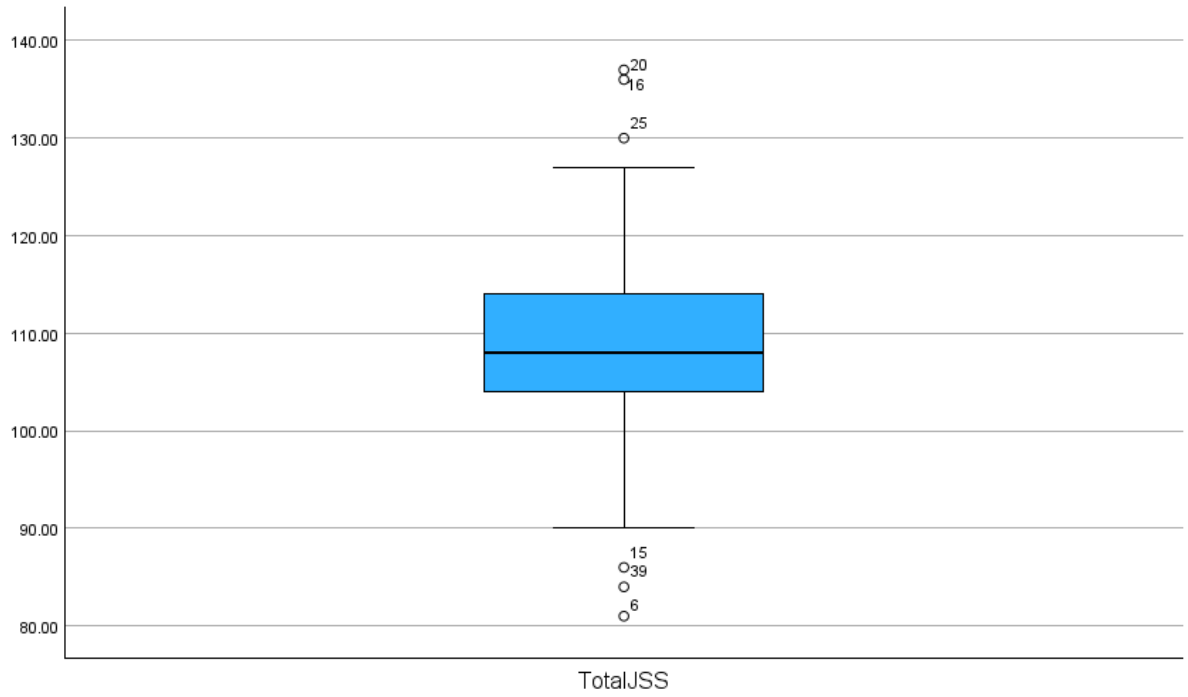


Figure 27

SPSS Output of Inferential Statistics – Box Plots of Turnover Intention Scale (TIS)

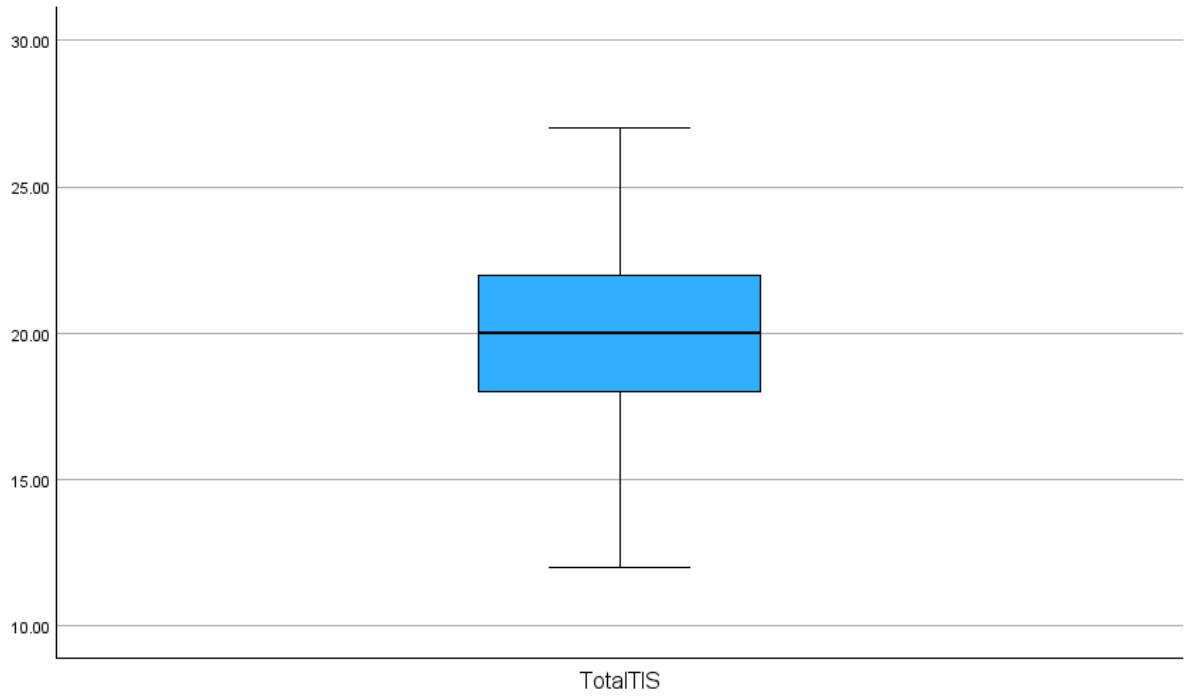


Figure 28

SPSS Output of Inferential Statistics – Box Plots of Pay of the Job

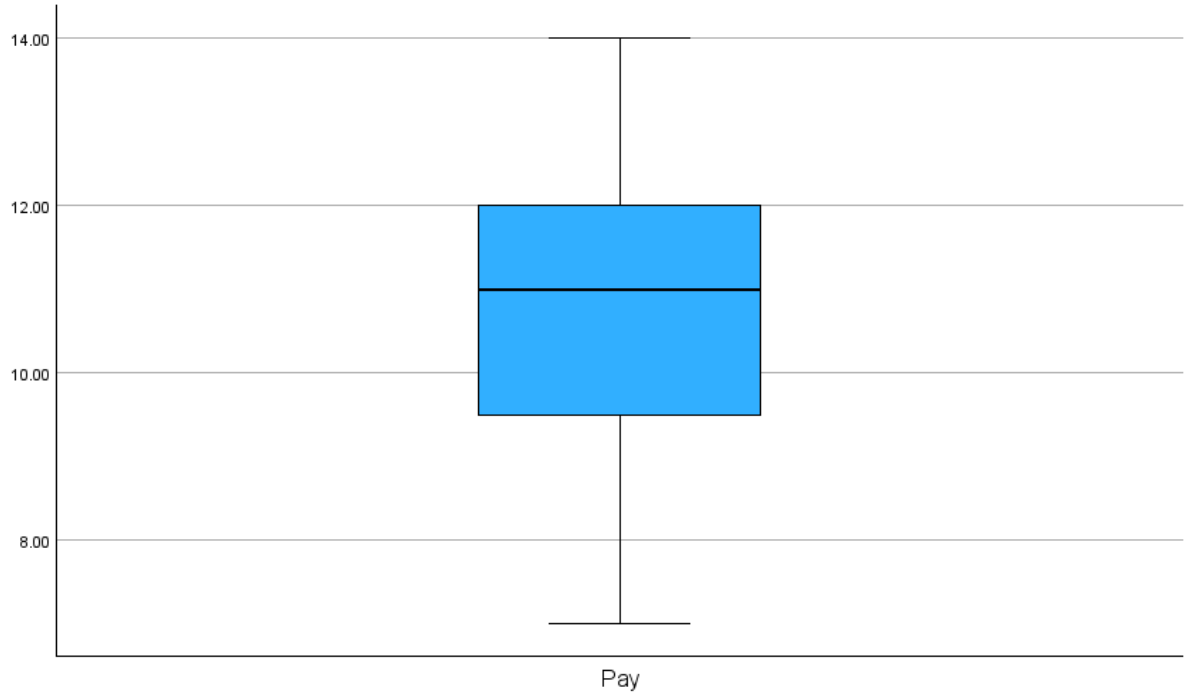


Figure 29

SPSS Output of Inferential Statistics – Box Plots of Promotion of the Job

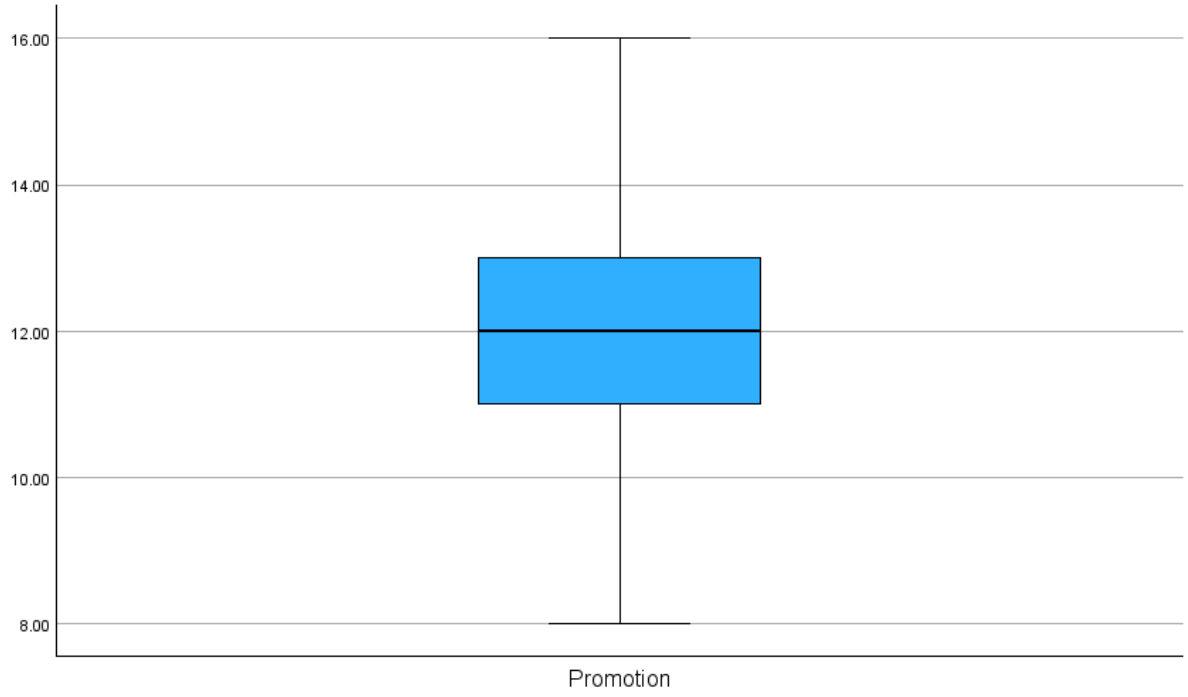


Figure 30

SPSS Output of Inferential Statistics – Box Plots of Supervision of the Job

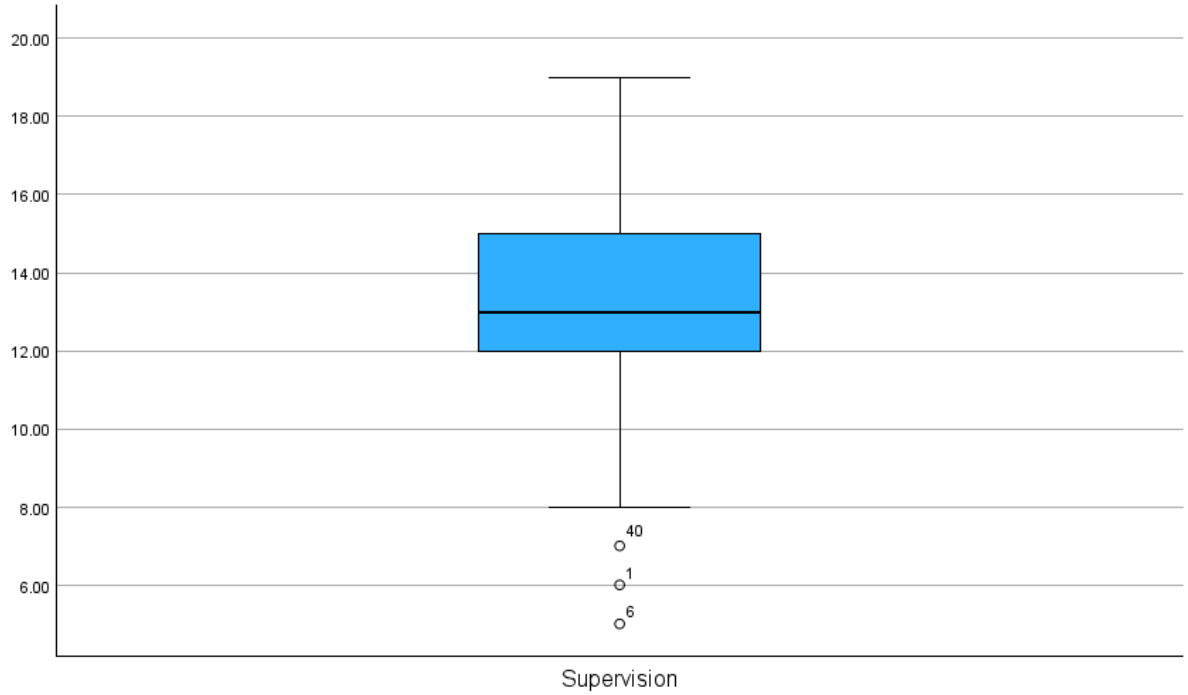


Figure 31

SPSS Output of Inferential Statistics – Box Plots of Fringe Benefits for the Job

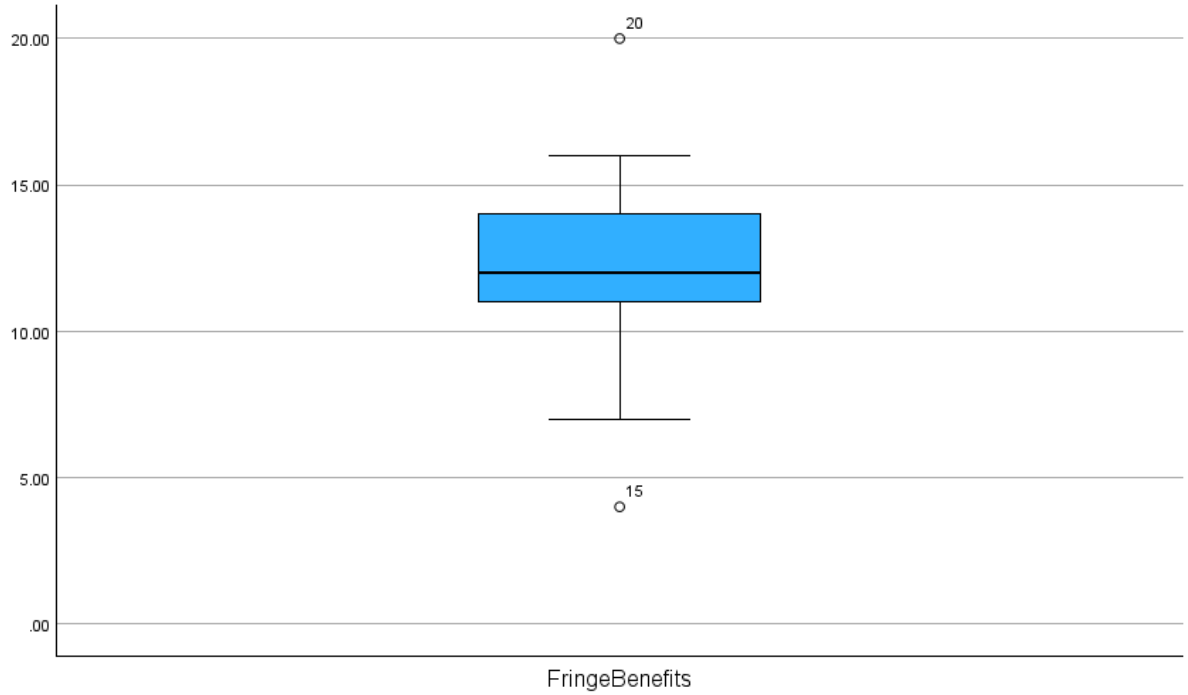


Figure 32

SPSS Output of Inferential Statistics – Box Plots of Contingent Rewards for the Job

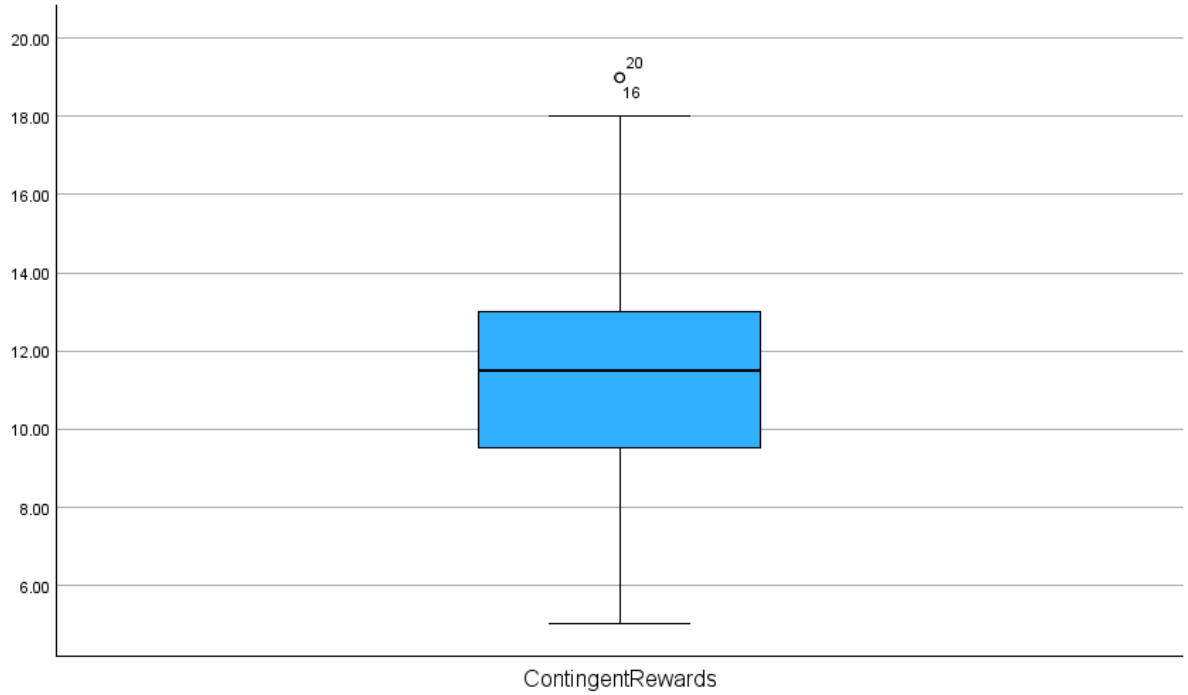


Figure 33

SPSS Output of Inferential Statistics – Box Plots of Operating Procedures of the job

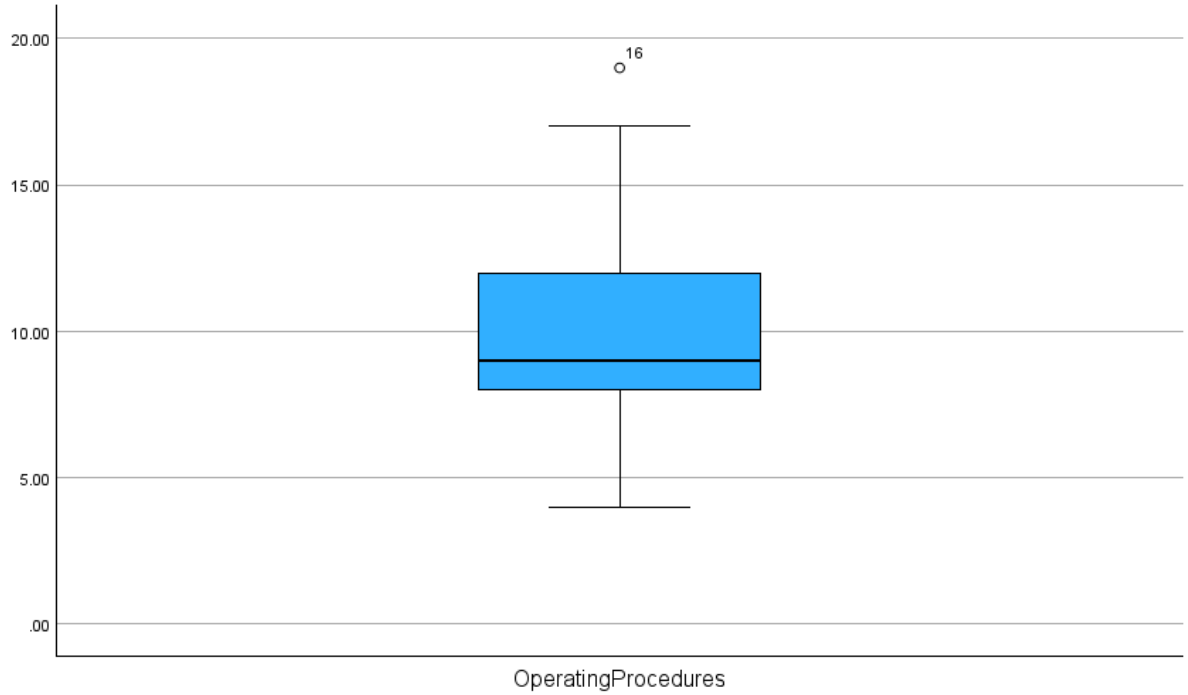


Figure 34

SPSS Output of Inferential Statistics – Box Plots of Coworkers at works

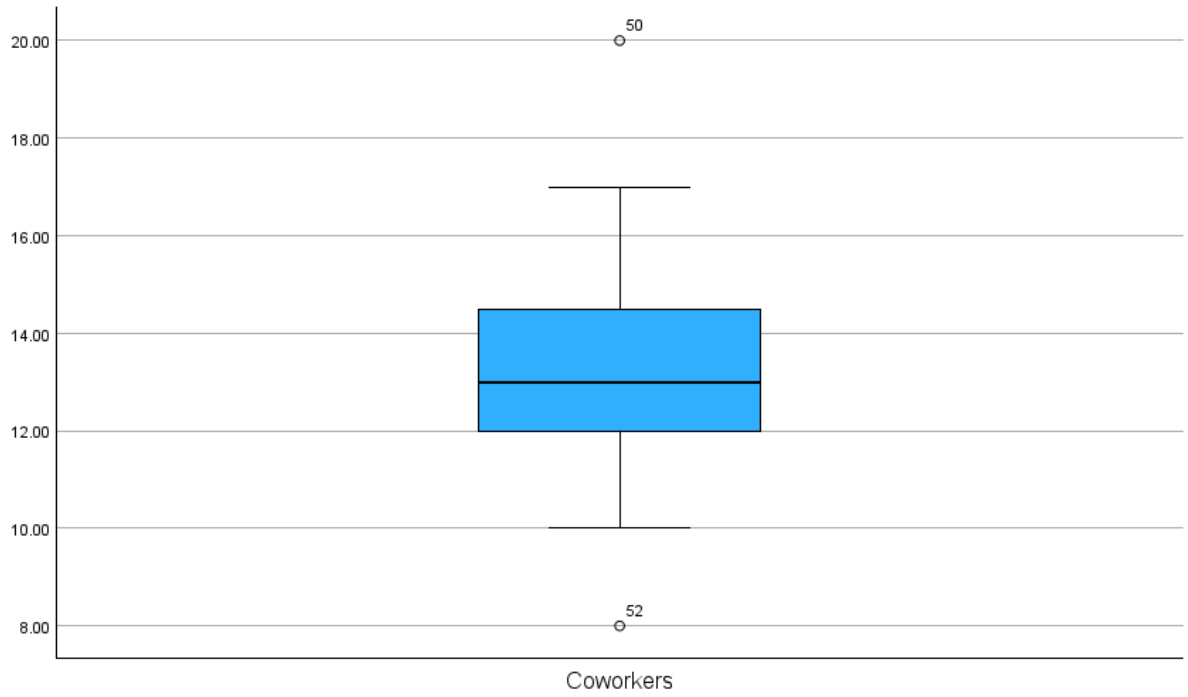


Figure 35

SPSS Output of Inferential Statistics – Box Plots of Nature of Work in Job Satisfaction

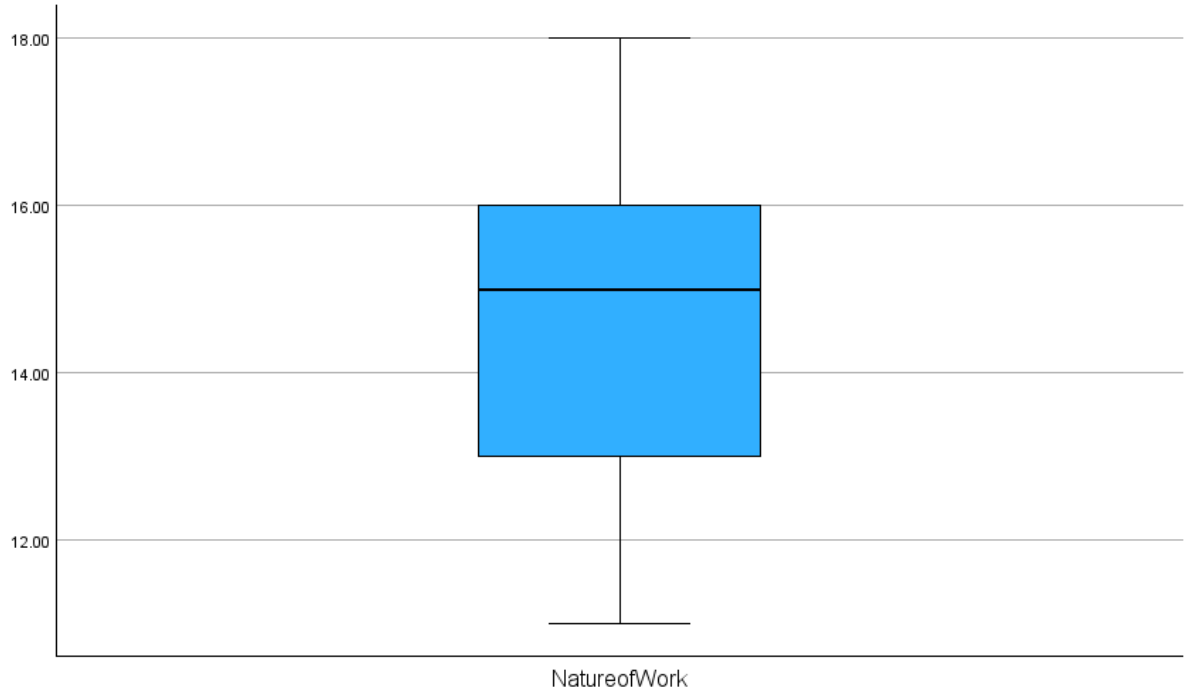


Figure 36

SPSS Output of Inferential Statistics – Box Plots of Communication at work

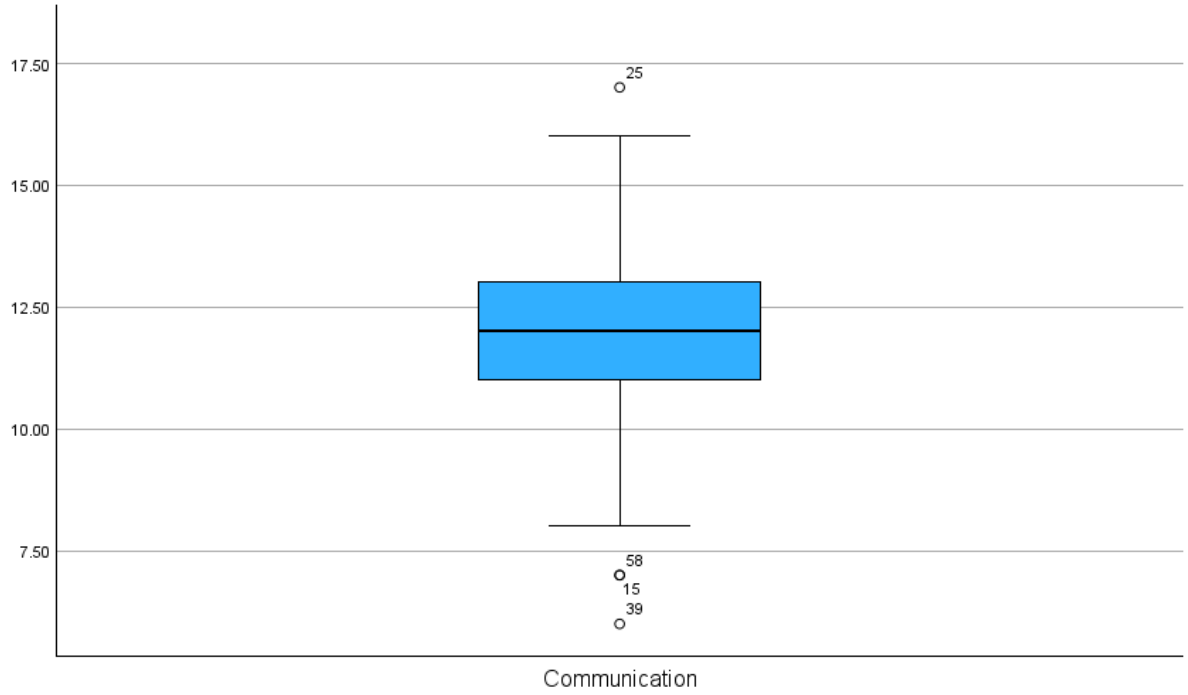


Figure 37

SPSS Output of Inferential Statistics – Spearman Correlation Result for Overall Job Satisfaction Scale (JSS) and Turnover Intention (TIS-6)

Correlations

			TotalTIS	TotalJSS
Spearman's rho	TotalTIS	Correlation Coefficient	1.000	-.484**
		Sig. (2-tailed)	.	<.001
		N	60	60
	TotalJSS	Correlation Coefficient	-.484**	1.000
		Sig. (2-tailed)	<.001	.
		N	60	60

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

Figure 38

SPSS Output of Inferential Statistics – Spearman Correlation Result for Pay of the job and Turnover Intention (TIS-6)

Correlations

			TotalTIS	Pay
Spearman's rho	TotalTIS	Correlation Coefficient	1.000	-.412**
		Sig. (2-tailed)	.	.001
		N	60	60
	Pay	Correlation Coefficient	-.412**	1.000
		Sig. (2-tailed)	.001	.
		N	60	60

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

Figure 39

SPSS Output of Inferential Statistics – Spearman Correlation Result for Promotion of the job and Turnover Intention (TIS-6)

Correlations

			TotalTIS	Promotion
Spearman's rho	TotalTIS	Correlation Coefficient	1.000	-.395**
		Sig. (2-tailed)	.	.002
		N	60	60
	Promotion	Correlation Coefficient	-.395**	1.000
		Sig. (2-tailed)	.002	.
		N	60	60

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

Figure 40

SPSS Output of Inferential Statistics – Spearman Correlation Result for Supervision of the job and Turnover Intention (TIS-6)

Correlations

			TotalTIS	Supervision
Spearman's rho	TotalTIS	Correlation Coefficient	1.000	-.263*
		Sig. (2-tailed)	.	.042
		N	60	60
	Supervision	Correlation Coefficient	-.263*	1.000
		Sig. (2-tailed)	.042	.
		N	60	60

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

Figure 41

SPSS Output of Inferential Statistics – Spearman Correlation Result for Fringe Benefits for the job and Turnover Intention (TIS-6)

Correlations

			TotalTIS	FringeBenefits
Spearman's rho	TotalTIS	Correlation Coefficient	1.000	-.472**
		Sig. (2-tailed)	.	<.001
		N	60	60
	FringeBenefits	Correlation Coefficient	-.472**	1.000
		Sig. (2-tailed)	<.001	.
		N	60	60

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

Figure 42

SPSS Output of Inferential Statistics – Spearman Correlation Result for Contingent Rewards for the job and Turnover Intention (TIS-6)

Correlations

			TotalTIS	ContingentRewards
Spearman's rho	TotalTIS	Correlation Coefficient	1.000	-.469**
		Sig. (2-tailed)	.	<.001
		N	60	60
	ContingentRewards	Correlation Coefficient	-.469**	1.000
		Sig. (2-tailed)	<.001	.
		N	60	60

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

Figure 43

SPSS Output of Inferential Statistics – Spearman Correlation Result for Operating Procedures of the Job and Turnover Intention (TIS-6)

Correlations

			TotalTIS	OperatingProcedures
Spearman's rho	TotalTIS	Correlation Coefficient	1.000	-.453**
		Sig. (2-tailed)	.	<.001
		N	60	60
	OperatingProcedures	Correlation Coefficient	-.453**	1.000
		Sig. (2-tailed)	<.001	.
		N	60	60

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

Figure 44

SPSS Output of Inferential Statistics – Spearman Correlation Result for Coworkers at work and Turnover Intention (TIS-6)

Correlations

			TotalTIS	Coworkers
Spearman's rho	TotalTIS	Correlation Coefficient	1.000	.338**
		Sig. (2-tailed)	.	.008
		N	60	60
	Coworkers	Correlation Coefficient	.338**	1.000
		Sig. (2-tailed)	.008	.
		N	60	60

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

Figure 45

SPSS Output of Inferential Statistics – Spearman Correlation Result for the Nature of Work and Turnover Intention (TIS-6)

Correlations

			TotalTIS	NatureofWork
Spearman's rho	TotalTIS	Correlation Coefficient	1.000	.013
		Sig. (2-tailed)	.	.919
		N	60	60
	NatureofWork	Correlation Coefficient	.013	1.000
		Sig. (2-tailed)	.919	.
		N	60	60

Figure 46

SPSS Output of Inferential Statistics – Spearman Correlation Result for Communication at work and Turnover Intention (TIS-6)

Correlations

			TotalTIS	Communication
Spearman's rho	TotalTIS	Correlation Coefficient	1.000	-.324*
		Sig. (2-tailed)	.	.012
		N	60	60
	Communication	Correlation Coefficient	-.324*	1.000
		Sig. (2-tailed)	.012	.
		N	60	60

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