

Running head: JOB SATISFACTION AND TURNOVER INTENTION AMONG
PRESCHOOL TEACHERS IN KLANG VALLEY

A Study of The
Relationship between Job Satisfaction
and Turnover Intention Among
Preschool Teachers in Klang Valley
Wong Jack Lee

A Research Project
Submitted In
Partial Fulfilment of the Requirements For
The Bachelor of Early Childhood Education (Hons)
Faculty of Education
Universiti Tunku Abdul Rahman

June 2025

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Acknowledgement

I would like to express my deepest gratitude to those who have supported me throughout the completion of this research study. First and foremost, my heartfelt appreciation goes to my supervisor, Ms Yip Chan Ling from Universiti Tunku Abdul Rahman (UTAR), for her invaluable guidance, constructive feedback, and continuous encouragement. Her expertise and patience have been instrumental in shaping this study and helping me overcome challenges along the way.

I am also sincerely grateful to my family and friends for their unwavering support, understanding, and encouragement throughout this journey. Their constant motivation and belief in me have given me the strength and determination to persevere.

Last but not least, I would like to extend my sincere thanks to all the participants who took part in this study. Their cooperation and willingness to share their valuable time and insights made this research possible. To everyone who has contributed, whether directly or indirectly, I am truly thankful. Your support has played a vital role in the successful completion of this research.

WONG JACK LEE

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Declaration

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

Name: WONG JACK LEE

Student ID: 21UTB05819

Signed:



Date: 26th September 2025

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Approval Form

This research paper attached here to, entitled “The Relationship between Job Satisfaction and Turnover Intention Among Preschool Teachers in Klang Valley” prepared and submitted by Wong Jack Lee in partial fulfilment of the requirements for the Bachelor of Early Childhood Education (Hons) is hereby accepted.

elaine

Date: 26/9/25

Supervisor

Ms Yip Chan Ling

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Abstract

The profession of early childhood education (ECE) teaching is both physically and emotionally demanding, which often leads to high turnover rates among preschool teachers. This issue highlights the critical role of job satisfaction in sustaining a stable and effective workforce. In Malaysia, particularly in the Klang Valley, the potential relationship between job satisfaction and turnover intention among preschool teachers has received limited empirical attention, despite its significant implications for workforce stability and the quality of early education. Guided by Maslow's hierarchy of needs theory, this study investigated the relationship between job satisfaction and turnover intention among preschool teachers in Klang Valley. A quantitative correlational research design was employed, and data were collected through structured questionnaires using the Job Satisfaction Survey (JSS) and the Turnover Intention Scale (TIS-6). A total of 82 preschool teachers participated in the study and jamovi was used for data analysis. The findings revealed a strong and significant negative correlation between job satisfaction and turnover intention ($r = -0.714$, $p < .001$), confirming that higher job satisfaction is associated with a lower intention to leave the profession. These results are consistent with both local and international literature, emphasizing that factors such as salary, workload, recognition, and professional growth opportunities play pivotal roles in shaping teachers' intentions to remain in or exit the field. The study underscores the importance for preschool administrators and policymakers to enhance teachers' job satisfaction as a strategic measure to reduce attrition and improve educational quality. Limitations such as the reliance on online surveys and a relatively small sample size suggest that future research should adopt larger and more representative sampling, alongside physical survey methods, to improve reliability and depth of insights.

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

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Table of Contents

	Page
Abstract	i
Table of Contents	ii
List of Tables	iv
List of Figures	v
List of Abbreviations	vi
Chapter	
I Introduction	
Introduction	1
Background of Study	1
Problem Statement	3
Research Objective	6
Research Question	6
Research Hypothesis	6
Significance of Study	7
Definition of Terms	8
Conclusion	10
II Literature Review	
Introduction	11
Subtopics	11
Theoretical Framework	17
Conceptual Framework	20
Conclusion	21
III Research Methodology	

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Introduction	22
Research Design	22
Sampling and Respondents	23
Research Instruments	25
Data Analysis Methods	27
Research Procedures	28
Conclusion	31
IV Findings and Analysis	
Introduction	32
Descriptive Statistics and Analysis	32
Inferential Statistics and Analysis	42
Summary	43
Conclusion	43
V Discussion and Conclusion	
Introduction	44
Descriptive Analysis and Discussion	44
Inferential Analysis and Discussion	47
Implication	48
Limitation	51
Recommendation	52
Conclusion	53
References	54
Appendices	75

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

List of Tables

Tables		Page
1	Respondents' Gender	32
2	Respondents' Age	33
3	Respondents' Race	34
4	Respondents' Educational Level	35
5	Respondents' Years of Teaching Experience in ECE Industry	36
6	Respondents' Working Days Per Week	37
7	Respondents' Working Hours Per Day	38
8	Respondents' Personal Income	39
9	Descriptive Statistics of Total JSS and Total TIS	40
10	Descriptive Statistics of Turnover Intention Scale (TIS)	41
11	Correlation between Job Satisfaction and Turnover Intention	42
12	Summary of Findings	43

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

List of Figures

Figures		Page
1	Maslow's Hierarchy of Needs	17
2	Conceptual Framework of the Study	20
3	Flow Chart of Research Procedures	29
4	Flow Chart of Data Collection	30

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

List of Abbreviations

ECE	Early Childhood Education
JSS	Job Satisfaction Survey
TIS	Turnover Intention Scale

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Chapter I

Introduction

1.1 Introduction

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

1.2 Background of Study

Early childhood education (ECE) is widely recognized as the foundation of a child's holistic development. According to Daelmans et al. (2017), the brain develops most rapidly between birth and age eight which builds the basis for future cognitive, social, emotional, and physical development. In order to develop these basic skills which have a long-term effect on a child's future academic performance and entire life direction, high-quality early childhood education programs are essential. International organizations like the Organisation for Economic Co-operation and Development (OECD) have repeatedly emphasized the value of investing in strong ECE systems as a result of this knowledge. Quality early childhood education (ECE) not only helps children's school readiness but also acts as a powerful tool for enhancing social equity by giving all children, regardless of their backgrounds, a good start in life, according to the OECD's "Starting Strong" reports (OECD, 2017).

In Malaysia, the government's commitment to increasing access to and raising the standard of ECE reflects this worldwide objective. The objective of the Malaysia Education Blueprint 2013–2025 is to guarantee that every child has access to high-quality preschool education (Ministry of Education Malaysia, 2013). The blueprint is aimed at high enrolment,

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

standardized curriculum, and teacher qualifications nationally. Even though there have been a lot of improvements made, there are still challenges with how these policies are being implemented in practice, especially when it comes to recruiting and keeping qualified ECE staff members (Sharim et al., 2023). A child's educational experience is greatly influenced by the quality and consistency of their relationships with a qualified and compassionate teacher; thus, the stability of this workforce is essential.

Job satisfaction is a key concept in organizational psychology which is defined as a person's pleasant or positive emotional state based on by their evaluation of their work or work-related experiences (Spector, 1997). This construction is made up of several aspects that can be classified into intrinsic and extrinsic factors. Internal rewards and the nature of the job itself are examples of intrinsic factors. For early childhood educators, this covers opportunities for personal development, a sense of professional achievement, the joy of working with children, and a sense of personal fulfilment. Teachers are more intrinsically satisfied and more motivated to their work when they find meaning and pride in what they do.

On the other hand, extrinsic factors are outside of the work itself and are connected to the workplace and its positive effects (Muñoz-Fernández et al., 2025). These consist of material components like pay and benefits, as well as working conditions, job promotion opportunities, and the standard of leadership and supervision. Studies have repeatedly shown that low job satisfaction among teachers is significantly influenced by both poor working conditions and inadequate salary (Toropova et al., 2020). On the other hand, a friendly and cooperative workplace, productive leadership, and equitable promotion practices can all serve as strong extrinsic motivators (Ong et al., 2019). Understanding how these internal and external factors interact is vital for determining an individual's level of job satisfaction as well as whether they intend to stay in their position.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

In the area of human resource management, the relationship between job satisfaction and turnover intention is one of the most widely researched topics. The majority of research continuously shows a strong inverse relationship: low intention to leave the company is associated with high job satisfaction, and vice versa. Turnover intention is known as an employee's purposeful and conscious desire to leave their current job (Septriyana Orpina et al., 2022). A high teacher turnover rate can be particularly harmful for early childhood education (ECE) because it interferes with the continuity of care and the growth of important teacher-child relationships which are essential for the emotional and academic development of children (Bostic et al., 2023).

Additionally, high turnover has negative impacts on the ECE programs themselves. It may result in higher training and recruitment costs as well as the loss of institutional expertise. The remaining employees are also subject to higher stress, possibly having to cope with heavier workloads and a sense of instability at work (Bryant et al., 2023). Therefore, examining the relationship between preschool teachers' job satisfaction and their turnover intention is not merely a theoretical pursuit; it is a practical necessity for sustaining a stable and high-quality educational environment.

1.3 Problem Statement

High-quality early childhood education (ECE) is undoubtedly acknowledged as an essential investment in a country's future as it creates the framework for a child's cognitive, social, and emotional development (Britto & Sherr, 2016; OECD, 2017). The educators who run the classrooms have a direct impact on the quality of ECE. As a result, a strong ECE system cannot be built without a stable and satisfying teaching workforce (Varmuza et al., 2021). Nevertheless, the ECE industry faces a worldwide problem with high teacher turnover, which interferes with the continuity of learning for children, lowers program quality, and imposes a

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

significant financial and operational burden on educational institutions (Liu et al., 2023). A major concern for stakeholders and governments looking to improve educational outcomes is teacher attrition, especially in major urban areas. The overall relationship between job satisfaction and employee retention is widely known but less is known about the particular dynamics within the Malaysian ECE setting, particularly among preschool teachers in a major urban area like the Klang Valley (Ngadni & Sammy, 2025).

A notable gap in the local literature is the unequal emphasis of current research on the various levels of the Malaysian education system. Several local academic studies thoroughly investigated the factors that affect teachers in primary, secondary, and higher education institutions' job satisfaction, stress at work, and intention to leave (Muhammad Amiruddin Azizi Salleh et al., 2025; Muhammad Madi Abdullah et al., 2009; Septriyana Orpina et al., 2022). For instance, studies conducted on teaching staff at private universities in the Klang Valley have looked at how things like pay, job autonomy, and supervisor support affect their intentions to leave (Foo et al., 2023). In addition, research on secondary school teachers in areas like Johor and Sabah has brought insight into their job satisfaction levels as well as the connection between work stress and their teaching settings (Marmut et al., 2022; Muhammad Madi Abdullah et al., 2009).

In contrast, empirical research focusing specifically on preschool teachers remains limited. This gap is significant because early childhood educators face a set of unique challenges that differ from other educational levels, such as implementing play-based curricula, managing close parent-child interactions, and balancing substantial non-teaching duties alongside classroom responsibilities (Phillips et al., 2016; Jeon et al., 2014). These distinct demands may influence their job satisfaction and turnover intentions in ways that are not adequately captured by studies centered on primary, secondary, or tertiary educators. While a relevant study on Malaysia's scarcity of qualified ECE teachers points out low pay, long

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

working hours, heavy workloads, and difficult parent relations as primary factors of displeasure and attrition, this study also emphasizes the need for further thorough study in this little-researched field (Balakrishnan et al., 2025). Research in Kuala Lumpur shows job strain and insecurity substantially increase depressive symptoms among preschool care-providers, with supervisor support being an important buffer (Tham et al., 2025). The findings underline the need for more focused empirical work on preschool teacher experiences, especially in major urban settings like the Klang Valley, to fully understand how these unique stressors affect turnover and retention.

Additionally, although there are a few local ECE-focused research, they often focus on similar but distinct dimensions rather than directly examining the relationship between job satisfaction and turnover intention among preschool teachers (Tayama et al., 2018). For instance, studies on the relationship between teacher-child relationships, stress, and job satisfaction among private preschool teachers in Johor Bahru have provided insightful but disjointed findings (Jayaraja & Mohamed, 2024). A further relevant study on Selangor preschool teachers examined the relationship between teacher stress and intention to leave (Chiang, 2024). Although these studies are necessary for knowing the preschool teaching environment, they are lacking in a clear and comprehensive analysis of the precise ways in which an educator's general job satisfaction affects their cognitive purpose to quit (Kim et al., 2020). As a result, there is a lack of thorough understanding regarding the direct relationship between job satisfaction and the intention to leave this particular professional group in Malaysia (Zumrah et al., 2022). Thus, this study is required to fill in these gaps by offering strong empirical data that may guide practical strategies for developing a workforce of preschool teachers in the Klang Valley that are stable, content, and extremely productive.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

1.4 Research Objective

This study aimed to investigate the preschool teachers' job satisfaction and their turnover intention in Klang Valley:

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

1.5 Research Question

To achieve the objective stated above, the following research question has been developed:

- Is there any significance relationship between job satisfaction and turnover intention among preschool teachers in Klang Valley?

1.6 Research Hypothesis

The research hypothesis is shown below:

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

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

1.7 Significance of Study

This study looks at the relationship between preschool teachers' job satisfaction and their turnover intention in Klang Valley which may significantly impact on the three fundamental areas of theory, practice, and policy. By fulfilling the identified research gaps, the study will offer helpful data that will improve academic literature, have a direct effect on ECE centers and their staff members as well as guide future government initiatives to stabilize and professionalize Malaysia's ECE workforce.

The research will offer ECE administrators and center operators a data-driven insight into the main factors influencing job satisfaction and, on the other hand, the teaching staff members intend to leave. Rather than relying on assumptions, the administrators could apply evidence-based approaches to strengthen key areas shown to influence teacher satisfaction and retention, such as opportunities for professional growth, supportive leadership, and fair workload management. Administrators could give priority to providing appropriate training programs, for instance, if data shows that professional growth is a solid predictor of satisfaction. This is especially important because better child outcomes and higher program quality are closely correlated with a consistent teaching workforce (Allen et al., 2015). Eventually, by using these insights, ECE centers may reduce the high operational and financial expenses of hiring and training new employees as well as creating a more effective and long-lasting educational setting (Armstrong & Taylor, 2020).

Additionally, the study enables preschool educators to express their goals and concerns in the workplace by providing them with a formal forum. The study also can validate their experiences and emphasize the significance of their professional well-being by determining the factors that influence their work satisfaction and intention to leave. The results can be utilized as a tool for teachers to advocate for improved working conditions, equitable pay, and increased professional recognition in positive conversations with administrators and policymakers (Kong,

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

2023). As a result of this procedure, preschool educators may eventually experience a more encouraging and pleasant working environment which will increase their passion and a sense of professional identity in the industry (Kwon et al., 2025).

Future academic research on ECE in Malaysia will draw from this study as a basic resource. The data, methodology, and findings will serve as an essential framework for comparison studies, especially considering the lack of research in this particular area of study. Future researchers can use the findings to examine the relationship between job satisfaction and turnover intention across Malaysian regions, compare public and private preschools or investigate the impact of other factors like leadership styles or organizational culture (Alias, 2022). As a result, there will be a deeper and holistic understanding of the ECE workforce, which will strengthen academic discussion on an important national issue (Creswell & Creswell, 2018).

1.8 Definition of terms

1.8.1 Conceptual Definition

Job satisfaction. According to one conceptual definition, job satisfaction is the positive or pleasurable emotional state that an employee encounters as a result of their evaluation of their work and duties at work (Spector, 1997). It represents an emotive response to one's employment, including overall feelings about the work as well as particular aspects like satisfaction with benefits, promotion, supervision, and coworkers. Job satisfaction is an important measure of an employee's general well-being and involvement since it is a psychological state that is impacted by both extrinsic (like working conditions and pay) and intrinsic (like personal fulfilment from the work itself) factors.

Turnover intention. Turnover intention is an employee's intentional and conscious decision to leave their current organization (Mobley, 1977). It is a major attitudinal

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

characteristic that directly predicts real turnover and is a more accurate indicator of employee attrition than the other factors that are related (Wong & Cheng, 2019). This cognitive intention is an important stage for an employee's decision to leave an organization and is frequently brought on by dissatisfaction with several aspects of the job and workplace.

Preschool teachers. Preschool teachers are early childhood educators with professional qualifications who are in charge of the teaching and holistic development of children, usually ranging in age from three to six. Their main responsibilities go beyond providing basic care; they also implement an appropriate curriculum that help children develop their physical, social, emotional, and cognitive skills in order to get them ready for the move to formal primary schools (Phang et al., 2021). These educators work in a variety of ECE environments, such as private and government-subsidized schools.

1.8.2 Operational definition

Job satisfaction. In this study, job satisfaction will be operationally defined as the total score obtained by preschool teachers on the Job Satisfaction Survey (JSS), developed by Spector (1997). The JSS is a 36-item questionnaire designed to measure satisfaction with nine facets of the job: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. A higher total score on this instrument indicates a higher level of job satisfaction among the respondents, whereas a lower score indicates a lower level of job satisfaction.

Turnover intention. For this study, individual turnover intention was measured using the Turnover Intention Scale (TIS-6). The instrument, which is a six-item instrument developed and validated by Gert Roodt in 2004, determines the possibility that an employee may think about quitting their job eventually. The scale uses a five-point Likert scale which 1 indicates Never and 5 indicates Always. A higher mean score on this scale will be interpreted as a higher

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

intention to leave the current preschool, while a lower mean score will indicate a lower intention to leave (Bonds, 2017).

Preschool teachers. For the purpose of this research, preschool teachers are operationally defined as all full-time educators who are currently employed in either private or government-subsidized preschools and kindergartens within the Klang Valley, Malaysia.

1.9 Conclusion

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

Chapter II

Literature Review

2.1 Introduction

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

2.2 Subtopics

Job Satisfaction

Job satisfaction, which is defined as an employee's positive or pleasant emotional state that results from an evaluation of their job and work experiences, is a key and well researched construct in organizational psychology and human resource management (Spector, 1997). This complex idea is an outcome of a person's emotional and cognitive responses to their work, rather than a single occurrence (Slavkovic et al., 2023). It includes both an overall feeling about one's employment and a more detailed assessment of several factors, including satisfaction with pay, possibilities for promotion, supervision, coworkers, and the nature of the work itself. Overall job satisfaction is an important effect on an individual's motivation, output, and loyalty to the company which makes it a crucial measure of their engagement and well-being (Mardanov, 2020).

In general, the factors that affect job satisfaction may be divided into two major groups: extrinsic and intrinsic. According to Abdullah et al. (2023), intrinsic factors are linked with the content of the job itself which include elements like a sense of accomplishment, recognition for one's efforts, a level of responsibility, and chances for personal development and advancement. These motivators are frequently seen as strong boosters of long-term satisfaction since they meet higher-level psychological demands (Goetz et al., 2012). Extrinsic factors, on

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

the opposite hand, are related to the workplace and include income, job security, working conditions, and organizational rules (Furnham et al., 2021). While a lack of these extrinsic elements might lead to dissatisfaction, their presence does not necessarily guarantee a high level of job satisfaction, since their effect is frequently dependent on individual views and expectations.

Job Satisfaction among Educators

Job satisfaction in education is differently formed by a combination of general and professional specific characteristics. A significant intrinsic influence is the strong sense of purpose and success that comes from encouraging children's development and having a concrete, beneficial impact on their lives. According to the research (Narandaran, 2018) on Malaysian school teachers found that a strong feeling of personal success and strong relationships with students are key motivators and sources of professional fulfilment. In the same way, a supportive school culture, interpersonal connections among staff, and a sense of autonomy in the classroom are frequently mentioned as key factors that affect the teacher's work happiness.

Nevertheless, teachers also encounter additional difficulties that might make them less satisfied, especially those working in the early childhood education (ECE) field. Extrinsic challenges like lower salaries, fewer chances for advancement, and heavy workloads made worse by administrative responsibilities are frequently connected to a core issue (Ngadni & Sammy, 2025). Umi Anugerah Izzati et al. (2024) conducted research on early childhood educators and determined that a general lack of professional recognition and pay dissatisfaction were major concerns. In addition, a global study by the OECD (2017) emphasizes that poor working conditions such as big class sizes and limited resources are significant causes of

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

dissatisfaction for ECE teachers who may feel underappreciated and unsupported in their essential duties.

Turnover Intention

An employee's conscious and intentional consideration of leaving their present company is known as turnover intention, and it is a crucial attitudinal component in organizational behavior (Belete, 2018). It is a key sign of real turnover behavior and an important turning point in an employee's choice to leave a company. Making the choice to quit a job is rarely made on an impulsive basis of the moment; rather, it is the result of a series of steps that include feeling dissatisfied, considering resigning, and then looking for other work (Alam & Asim, 2019). Since turnover intention gives an immediate sign of underlying problems in an organization before they result in expensive staff attrition, it is frequently a more useful variable to monitor for research purposes than actual turnover.

Turnover Intention among Educators

Turnover intention has received substantial attention in educational research because it is considered the most immediate predictor of actual turnover and is strongly linked to the stability and quality of educational institutions. A growing body of evidence highlights that low job satisfaction, emotional exhaustion, and workplace stressors are key antecedents of teachers' intentions to leave (Madigan & Kim, 2021a; Li & Yao, 2022; Hu, 2020). Meta-analytic findings further emphasize that teachers who experience high levels of burnout or feel unsupported by administrators are significantly more likely to report a desire to exit the profession (Rajendran et al., 2020). Factors such as heavy workload, limited career advancement opportunities, and low professional recognition also contribute consistently across studies (Kim & Kao, 2014). In early childhood education (ECE) settings, preschool teachers face distinctive challenges,

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

including work–family conflict, high administrative demands, and emotional strain from managing young children, which increase their vulnerability to turnover intentions compared to other teacher groups (Oke et al., 2016; Zhou et al., 2020). These findings collectively show that turnover intention among educators is shaped by both individual well-being and structural workplace conditions.

In Malaysia, research also points to similar concerns, but contextual nuances deepen the problem within the local ECE workforce. For instance, Umi Anugerah Izzati et al. (2024) found that preschool teachers frequently report dissatisfaction with salaries and professional recognition, which directly heightens their turnover intentions. Another Malaysian study by Shah et al. (2024) revealed that excessive workload and limited professional development opportunities were strong predictors of preschool teachers' stress and eventual desire to leave. These findings are consistent with international evidence, but they also underscore the systemic challenges in Malaysia, such as inadequate policy support and inconsistent standards across ECE centers. Addressing these challenges is essential, as high turnover not only raises recruitment and training costs but also disrupts teacher–child relationships, which are critical for young children's learning and socio-emotional development. Thus, reducing turnover intention among educators, particularly in ECE, requires targeted interventions at both organizational and policy levels to ensure workforce stability and sustainable program quality.

The Association between Job Satisfaction and Turnover Intention

Job satisfaction has long been identified as a significant predictor of turnover intention, with dissatisfied employees being more likely to consider leaving their jobs. In the education sector, this relationship has been consistently confirmed across different contexts. Recent studies highlight that low levels of job satisfaction directly contribute to teachers' intentions to leave their current institutions or even the profession (Jogi et al., 2024; Li & Yao, 2022).

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Teachers who perceive their work environments as supportive, rewarding and fulfilling tend to demonstrate greater commitment and lower attrition rates, while dissatisfaction with pay, workload and recognition often leads to higher turnover intention (Wang et al., 2024). These findings underscore that enhancing job satisfaction is not only vital for individual well-being but also for maintaining institutional stability and ensuring quality teaching.

A growing body of meta-analytic evidence further reinforces this association. Wartenberg et al. (2023), in their large-scale review, found that job satisfaction and turnover intention are consistently and negatively correlated across educational settings, with job satisfaction emerging as one of the strongest predictors of teacher retention. Similarly, Madigan and Kim (2021b) note that teachers with higher job satisfaction levels experience lower emotional exhaustion, reducing the likelihood of considering departure from the profession. Such results align with the Job Demands-Resources (JD-R) model, which posits that satisfaction derived from adequate resources such as autonomy, recognition and professional development can buffer the negative effects of high job demands, thereby lowering turnover intention (Russell et al., 2020).

Moreover, recent international studies provide further insight into this relationship. For instance, there are longitudinal studies by Zhao et al. (2022) and Xu et al. (2023) on Chinese preschool teachers demonstrated a significant negative correlation ($p < 0.01$) between job satisfaction and turnover intention, emphasizing that teachers with higher satisfaction levels were more likely to remain committed to their roles. Similarly, a study of early childhood educators in Indonesia confirmed that compensation satisfaction and organizational commitment were significant predictors of reduced turnover intention (Hidayah & Tobing, 2018). These findings suggest that both intrinsic motivators such as recognition and meaningful work and extrinsic factors such as pay and benefits are crucial in shaping satisfaction, which in turn influences teachers' decisions about whether to stay or leave.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

In Malaysia, empirical findings also point toward the same conclusion. Rashid et al. (2025) reported that preschool teachers experiencing higher stress and lower satisfaction with professional development opportunities demonstrated greater turnover intention. More recently, Umi Anugerah Izzati et al. (2024) highlighted that lack of recognition and dissatisfaction with pay are among the most influential factors linking job satisfaction to turnover intention among Malaysian early childhood educators. These studies suggest that the Malaysian ECE context faces unique challenges, where structural issues such as low salaries, limited career pathways, and heavy administrative workloads directly undermine satisfaction and, in turn, increase turnover risks. Addressing these factors can significantly reduce attrition and help stabilize the ECE workforce.

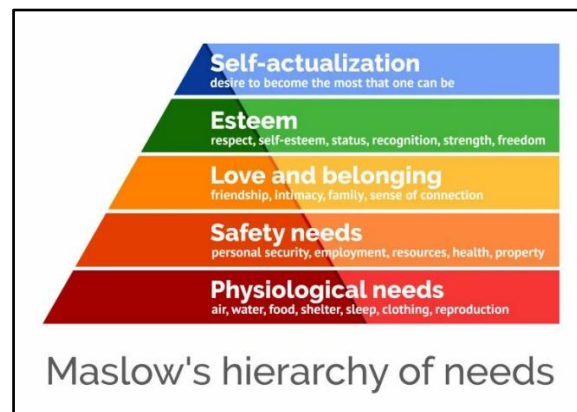
Taken together, these studies confirm a strong and negative relationship between job satisfaction and turnover intention in both international and local settings (Li & Yao, 2022; Lei et al., 2024; Saad et al., 2022). When teachers' psychological and professional needs are met, they are more likely to remain in the profession, while dissatisfaction accelerates their intention to leave. For the Klang Valley preschool context, where teacher attrition remains a pressing concern, understanding this relationship provides an important empirical foundation for developing targeted interventions that enhance satisfaction, reduce turnover, and ultimately improve the quality of early childhood education.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

2.3 Theoretical Framework

Figure 1

Maslow's Hierarchy of Needs



Note. Source from Simply Psychology

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

Maslow's Hierarchy of Needs remains one of the most influential theories in understanding human motivation, and it has been widely applied in educational and organizational research to explain employee satisfaction and retention. The model is structured into five levels which range from basic physiological needs to higher-level self-actualization (Maslow, 1943). Contemporary research supports the relevance of Maslow's theory in the workplace, highlighting that unmet needs at lower levels can hinder satisfaction and increase turnover intentions (Jerome, 2013; Nurjanah & Suherman, 2022).

At the most fundamental level, physiological needs refer to basic survival requirements such as food, shelter, and rest. In an employment context, this may translate into adequate wages and fair compensation that allow teachers to meet their daily living needs (Raza et al., 2015; Adeoye, 2021). Next, safety needs encompass job security, stable employment, and safe working conditions. For preschool teachers, these include manageable workloads, supportive policies, and assurance of contract continuity (Durmus, 2024). The third level, love and belonging needs, involves interpersonal relationships and a sense of community. Within ECE

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

settings, positive relationships with colleagues, supportive supervisors, and collaborative teamwork play a central role in fulfilling these social needs (Jerome, 2013).

Moving up, esteem needs are related to recognition, respect, and professional value. Teachers often derive esteem from being recognized for their contributions, opportunities for career advancement, and acknowledgment of their professional expertise (Heerden & Naicker, 2025). Finally, at the top of the hierarchy, self-actualization needs to relate to achieving one's full potential and experiencing personal growth. For ECE teachers, this includes opportunities for professional development, autonomy in curriculum delivery, and the ability to make a meaningful impact on children's lives (Dyment et al., 2013). Fulfillment at this level fosters intrinsic motivation and long-term commitment to the teaching profession.

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

Maslow's Hierarchy of Needs offers a comprehensive framework for analyzing how preschool teachers' satisfaction with their work influences their intention to remain or leave the profession. At the physiological level, fair wages and adequate working conditions are essential. In the Klang Valley, where the cost of living is comparatively high, low salaries and limited salary progression directly undermine teachers' ability to meet their basic needs, which in turn fuels dissatisfaction and a stronger intention to quit (Garcia & Weiss, 2019; Atika et al., 2025). Safety needs also hold significant importance as teachers who feel secure in their jobs and supported with manageable workloads are more likely to report higher satisfaction, whereas job insecurity and excessive administrative demands heighten stress and turnover risks (Toropova et al., 2020; Imaroh & Sudiro, 2023). This reflects Maslow's argument that unmet lower-order needs create barriers to higher-level fulfillment and are strongly tied to turnover-related decisions.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Moving beyond basic needs, Maslow highlights the central role of belongingness and esteem in shaping individuals' motivation. For preschool teachers, collegial support, positive relationships with supervisors and collaborative teamwork foster a sense of belonging that strengthens job satisfaction and reduces attrition risk (Idowu & Ndidiamaka, 2018; Umi Anugerah Izzati et al., 2024). Conversely, strained professional relationships or limited recognition of teachers' contributions can erode morale and increase turnover intention. Esteem needs, such as professional respect, recognition of effort and clear career progression are also critical. When educators feel undervalued or perceive limited opportunities for growth, dissatisfaction rises, making them more likely to consider leaving the profession (Ostad et al., 2019; Toropova et al., 2020).

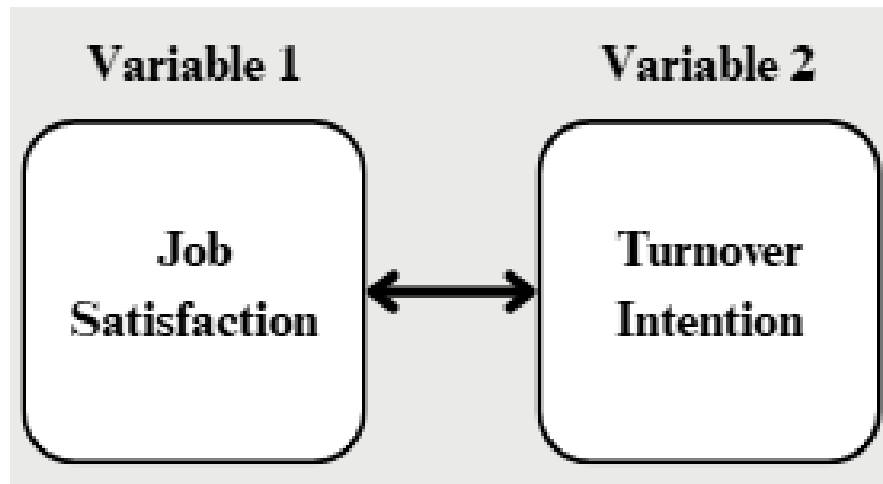
At the highest level, self-actualization represents opportunities for personal growth and fulfillment. In the preschool context, this translates into meaningful professional development, autonomy in teaching and the chance to make a lasting impact on children's learning. Teachers who perceive that their work supports their personal and professional aspirations are more likely to remain satisfied and committed to their roles, thereby lowering turnover intention (Xia et al., 2022; Yeon & Park, 2023). Thus, applying Maslow's framework allows this study to conceptualize job satisfaction as a multi-dimensional construct where deficits at any level of need can weaken motivation and strengthen the intention to leave. By linking these hierarchical needs to job satisfaction and turnover intention, the framework provides an essential theoretical foundation for understanding preschool teachers' experiences in Klang Valley.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

2.4 Conceptual Framework

Figure 2

Conceptual Framework of the Study



The conceptual model for this study posits that job satisfaction is directly associated with turnover intention, such that higher job satisfaction corresponds to lower intention to leave, and vice versa. This relationship has been empirically validated in recent longitudinal and cross-sectional studies. For example, a recent longitudinal study of early childhood teachers found a reciprocal relationship between job satisfaction, school climate and turnover intention, indicating that not only does satisfaction help reduce turnover intention, but turnover intention can also subsequently erode job satisfaction over time (Lei et al., 2024). Moreover, in rural kindergarten teachers, organizational trust was shown to reduce turnover intention via enhanced job satisfaction and teaching efficacy (Zhao et al., 2022). Drawing on these studies, the present research frames job satisfaction as a variable influencing turnover intention among preschool teachers in Klang Valley. The conceptual framework thus guides the hypothesis formation where job satisfaction is negatively associated with turnover intention.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

2.5 Conclusion

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

Chapter III

Research Methodology

3.1 Introduction

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

3.2 Research Design

This study adopts a quantitative research design to examine the relationship between preschool teachers' job satisfaction and their turnover intention within the Klang Valley area. Quantitative research is suitable for this study because it emphasizes systematic data collection and statistical analysis, which enables a precise and objective examination of relationships between variables (Creswell & Creswell, 2018). The main purpose of this design is to measure teachers' attitudes and perceptions and generalize the results from the selected sample to a wider population of preschool teachers in Malaysia.

More specifically, a correlational research design is employed, which is a non-experimental method that investigates the association between two or more variables without manipulation or control by the researcher (Putri et al., 2025). This design is appropriate because it allows the study to explore whether job satisfaction significantly predicts turnover intention, as well as the strength and direction of this relationship (Curtis et al., 2016). Correlational designs are especially relevant in organizational and educational research as they provide insights into psychological and behavioral phenomena in real-world professional contexts

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

where experimental manipulation would be impractical or unethical (Schoonenboom & Johnson, 2017).

There are several key reasons for the application of correlational research design in this study. First of all, it provides the opportunity to study the natural relationship between job satisfaction and turnover intention among preschool teachers without altering their working environment. This non-invasive method is suited for researching complex psychological concepts in the context of their daily duties (Guthrie, 2023). Furthermore, this design allows the researcher to employ a cross-sectional approach, in which the information from a sample of preschool educators would be collected all at once. This is an effective and efficient way to give a brief summary of the variables' current relationship (Etikan & Bala, 2017).

Finally, the use of correlational design allows for the application of Pearson's correlation coefficient, which produces measurable outcomes such as the correlation coefficient (r -value) and the level of statistical significance (p -value). These statistical indicators provide a robust basis for determining the presence, strength, and direction of the relationship between job satisfaction and turnover intention (Pallant, 2020). By applying this design, the study not only tests the hypotheses but also generates evidence-based insights that can guide policymakers and preschool administrators in addressing workforce challenges in Malaysia's early childhood education sector. In this way, correlational research design serves as an effective tool for linking theoretical constructions to practical implications in the context of teacher retention.

3.3 Sampling & Respondents

Sampling is the process of selecting a subset of individuals from a larger population in order to make inferences about the entire group (Creswell & Creswell, 2018). In research, different sampling methods are generally classified into two categories: probability sampling,

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

where every individual in the population has an equal chance of being selected, and non-probability sampling, where the selection is based on specific criteria or researcher judgment (Etikan & Bala, 2017). Probability sampling is often used for studies aiming at broad generalization, while non-probability sampling is more suitable for exploratory and applied research where the focus is on particular groups with relevant characteristics (Daniel, 2012). For this study, a non-probability purposive sampling method was chosen, as it allows the researcher to deliberately select respondents who meet specific inclusion criteria directly related to the research question.

The target population of this study consists of full-time preschool teachers employed in registered preschools across Malaysia's Klang Valley area. This group was chosen because preschool educators possess firsthand experience of the factors being investigated—job satisfaction and turnover intention—making them the most suitable respondents. The Klang Valley was selected as the study location because it represents Malaysia's primary urban and economic hub and hosts a high density of preschools and professional educators (Tey & Lai, 2022). Its accessibility and diversity provide a rich pool of potential participants which ensure both feasibility and relevance for exploring the dynamics of the ECE workforce.

Within this target population, purposive sampling was applied to ensure that respondents met key inclusion criteria: they must be full-time preschool teachers with at least one year of teaching experience in their current preschool. This criterion was established to ensure that participants had sufficient exposure to the work environment to form informed opinions about their levels of job satisfaction and their potential turnover intentions. Purposive sampling is particularly effective in ECE-related research, as it allows for context-specific insights into a clearly defined professional group, even though it does not guarantee statistical generalization to the entire population (Etikan et al., 2016; Johari & Yunus, 2019).

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

For this study, the minimum sample size is set at 60 preschool teachers. This number is supported by previous methodological guidance which suggests that sample sizes of 50–100 respondents are generally sufficient to detect significant associations in correlational analyses when investigating relationships between psychological and workplace factors (Liu et al., 2023; Hair et al., 2019). Such a sample size balances practical feasibility with statistical rigor and ensures that the study achieves adequate statistical power while remaining manageable within the scope of research. This approach increases the reliability of findings and enhances the contribution of the study toward understanding job satisfaction and turnover intention among preschool teachers in Malaysia's Klang Valley.

3.4 Research Instruments

In this study, a self-administered questionnaire was created as the main tool for gathering data by adopting a quantitative research approach. The effectiveness of this approach in obtaining standardized data from a large number of participants which is a crucial component of a correlational study and led to its implementation (Creswell & Creswell, 2018). The questionnaire was divided into three different parts which are Section A, Section B, and Section C to ensure that the information flowed clearly and methodically. The questionnaire was distributed using Google Forms, an online platform that improved accessibility and shortened the data collection process, in order to make it easier to collect data from preschool educators within Klang Valley.

The questionnaire section A was created to record the respondents' demographic information. The aim of this section was to gather relevant information that may serve as a basis for describing the sample. This section includes the following demographic variables: age, gender, race, years of teaching experience in the ECE industry, highest level of education, working days per week, working hours per day and personal income. This information is

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

essential for a thorough comprehension of the sample's characteristics and provides the basis for descriptive analysis before hypothesis testing.

The Job Satisfaction Survey (JSS) created by Paul E. Spector (1985), was used in Section B of the questionnaire to assess the variable of job satisfaction. The JSS with 36 items in total and 4 items per subscale is a reliable and popular tool for measuring employee satisfaction with the following nine important subscales of a job: pay (items 1, 10, 19, 28), promotion (items 2, 11, 20, 33), supervision (items 3, 12, 21, 30), fringe benefits (items 4, 13, 22, 29), contingent rewards (items 5, 14, 23, 32), operating procedures (items 6, 15, 24, 31), coworkers (items 7, 16, 25, 34), nature of work (items 8, 17, 27, 35), and communication (items 9, 18, 26, 36). The Job Satisfaction Survey (JSS) employs a 6-point Likert scale which allows the respondents to express their level of agreement with each statement. The scale ranges from 1 to 6 with 1=Disagree very much, 2= Disagree moderately, 3= Disagree slightly, 4= Agree slightly, 5= Agree moderately, and 6= Agree very much. There are 19 items in the JSS that are reverse scored including items 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, 36. The method to calculate the total job satisfaction score is to sum the scores for all items. The total score can range from 36 to 216. In this research instrument, a general scoring interpretation was used where lower scores refer to lower job satisfaction and higher scores refer to higher job satisfaction. The overall Cronbach's alpha for the JSS reaching 0.91 (Tsounis & Sarafis, 2018). The implementation of this established scale with its known reliability and validity, ensures the psychological validity of the data which providing a meaningful measure of work satisfaction within the Malaysian ECE environment (Voon et al., 2011).

Section C of the questionnaire was created to assess the variable of turnover intention. This section used the Turnover Intention Scale (TIS-6) which is a six-item instrument that was created and validated by Gert Roodt in 2004. TIS-6 is a well-known measure that evaluates an employee's cognitive intent to quit their organization and is a strong predictor of actual turnover

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

behaviors. The participants were asked to rate how much they agreed with statements about their decision to look for a new job or leave their current position on a 5-point Likert scale ranging from 1= never to 5= always, from 1= totally dissatisfying to 5= very satisfying, from 1= highly unlikely to 5= highly likely. The higher scores represent a higher intention to leave the job while the lower scores represent a lower intention to leave the job. For example, the median value for the scale is 18. A total score of less than 18 shows an intention to stay, while a total score of more than 18 shows an intention to leave. Furthermore, the Cronbach's alpha of the Turnover Intention Scale (TIS-6) is 0.91 which suggests good internal consistency and reliability (Bothma & Roodt, 2013). The use of TIS-6 as a research instrument promotes the study's credibility in science by offering a standardized and solid approach for assessing an important attitudinal variable.

3.5 Data Analysis Methods

This study used both descriptive and inferential analysis methods to systematically analyze the data collected. Initially, descriptive analysis was used to describe the basic characteristics of the data, such as respondent demographics and key variables. This is an essential initial step before doing more complicated statistical tests (Sarmiento & Costa, 2017). This included computing the variables' scores for measures of central tendency, such as the mean, and measures of dispersion, such as the standard deviation. Frequency distributions were also utilized to show the demographic attributes of the preschool teachers such as age, gender, education level, years of experience, working hours, and personal income. This descriptive method offers an overview of the sample's characteristics by presenting the data set in an orderly and understandable manner.

Inferential analysis was conducted after the descriptive analysis to assess the study's hypotheses and draw conclusions about the overall preschool educator population. The Pearson

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

correlation coefficient was the main inferential method used. The strength and direction of the linear relationship between the continuous variables of job satisfaction and turnover intention were evaluated using the Pearson correlation coefficient, indicated by the symbol r (Pallant, 2020). The value of r ranges from -1 to $+1$, where a perfect positive relationship is represented by a value of $+1$, a perfect negative relationship by a value of -1 , and no linear relationship by a value of 0 . The magnitude of the r value was used to interpret the relationship's strength.

In addition, the correlation coefficients' statistical significance was assessed by computing the p -value, or probability value. According to Akoglu (2018), to be considered statistically significant, a p -value of less than equal 0.05 ($p \leq 0.05$) was determined, meaning that the relationship seen is unlikely to have happened by accident. On the other hand, the relationship is not statistically significant if the p -value is 0.05 or above ($p > 0.05$). Both p -values and correlation coefficients were used to provide a thorough evaluation of the relationship between the study's variables which offer a strong basis for conclusion.

3.6 Research Procedures

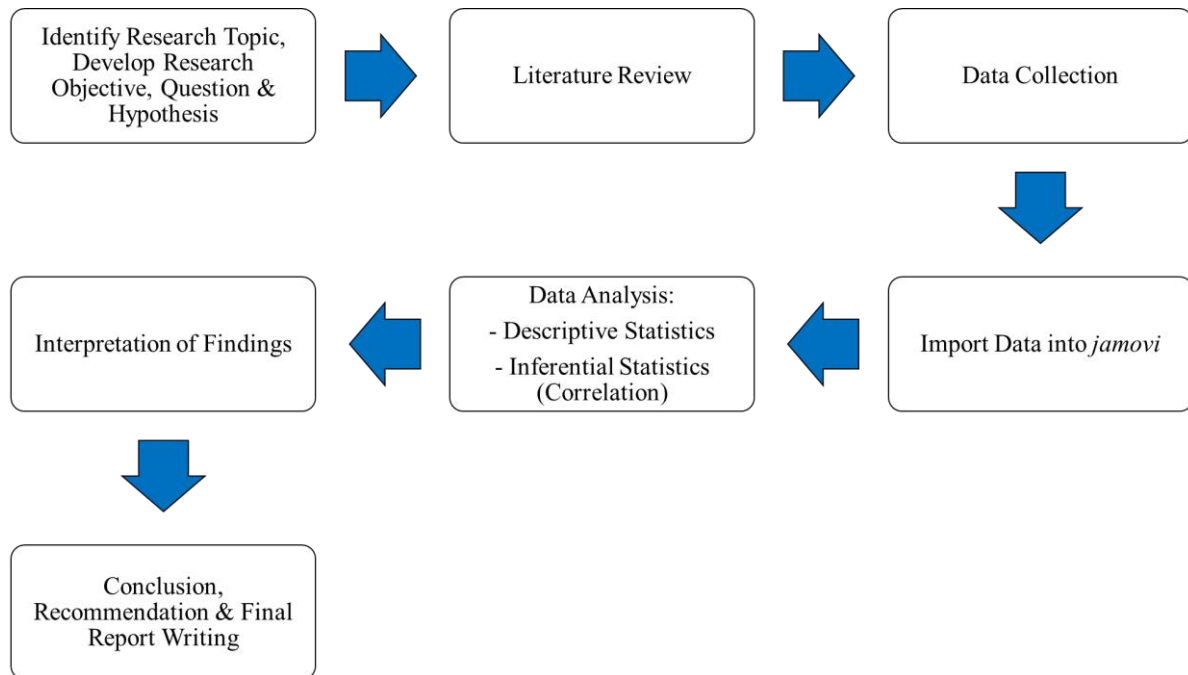
The research was conducted using a methodical and multi-stage process which started with the identification of a specific research topic and the development of the study's goals, questions, and hypotheses based on a thorough evaluation of the body of existing literature. After the conceptual stage, the method of quantitative research was chosen by using a structured questionnaire as the main tool for data collection. The questionnaire was distributed to respondents via a Google Form link. After distributing the questionnaire to the targeted preschool teacher population, the data was collected and systematically recorded then imported into the jamovi. In order to examine the developed hypotheses and clarify the research questions, the data analysis phase included both descriptive statistics to provide an overview of the sample's characteristics and inferential statistics, such regression analysis and correlation.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

The study's conclusions, suggestions and eventual preparation of this final report were all based on the interpretation of these statistical results.

Figure 3

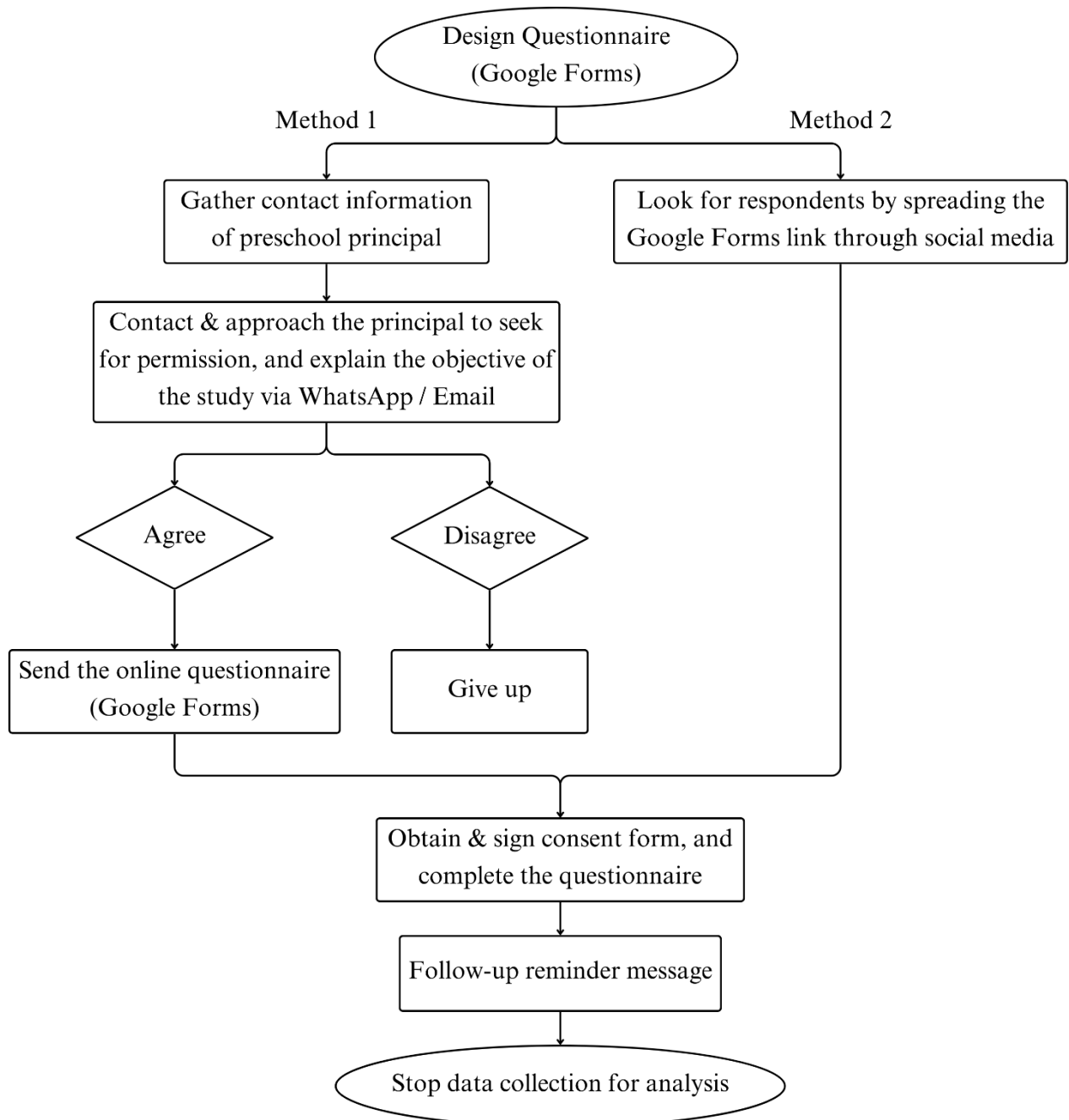
Flow Chart of Research Procedures



JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Figure 4

Flow Chart of Data Collection



JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

3.7 Conclusion

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

Chapter IV**Findings and Analysis****4.1 Introduction**

In Chapter 4, it shows both descriptive and inferential statistics and summary of the research findings. The results align with the study's objective which investigated overall job satisfaction among preschool teachers and turnover intention. Besides that, jamovi was utilized for data analysis.

4.2 Descriptive Statistics and Analysis

The demographic information of 82 respondents includes their gender, age, race, level of education, year of teaching experience, working days per week, working hours per day and personal income.

Table 1*Respondents' Gender*

	Frequency (N)	Percentage (%)
Male	8	9.8
Female	74	90.2
Total	82	100

Table 1 shows the gender distribution of respondents. Out of 82 preschool teachers, 74 (90.2%) were female, while only 8 (9.8%) were male. This indicates that the majority of the teaching workforce in this study is dominated by females.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Table 2

Respondents' Age

	Frequency (N)	Percentage (%)
< 20 years old	2	2.4
21 - 30 years old	54	65.9
31 - 40 years old	20	24.4
41 - 50 years old	-	-
> 50 years old	6	7.3
Total	82	100

Table 2 presents the age distribution of respondents. The largest group was aged 21–30 years, with 54 respondents (65.9%). This was followed by 20 respondents (24.4%) aged 31–40 years. A smaller number of respondents were below 20 years old (2 respondents, 2.4%) and above 50 years old (6 respondents, 7.3%). No respondents were in the 41–50 age group.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Table 3

Respondents' Race

	Frequency (N)	Percentage (%)
Malay	5	6.1
Chinese	73	89
Indian	3	3.7
Iban	1	1.2
Total	82	100

Table 3 displays the racial background of respondents. The majority were Chinese, with 73 respondents (89%). This was followed by Malay (5 respondents, 6.1%), Indian (3 respondents, 3.7%), and Iban (1 respondent, 1.2%).

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Table 4

Respondents' Educational Level

	Frequency (N)	Percentage (%)
Secondary education (SPM)	4	4.9
Post-secondary education or pre-university (STPM/Matriculation certificate/University Foundation)	-	-
Diploma	12	14.6
Bachelor's degree	60	73.2
Master's degree / PhD	6	7.3
Total	82	100

Table 4 shows the educational level of respondents. Most held a bachelor's degree (60 respondents, 73.2%), while 12 respondents (14.6%) had a Diploma and 6 respondents (7.3%) had a master's degree or PhD. A small number completed only secondary education (4 respondents, 4.9%), while none reported post-secondary or pre-university education.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Table 5

Respondents' Years of Teaching Experience in ECE Industry

	Frequency (N)	Percentage (%)
< 1 year	12	14.6
1 - 5 years	48	58.5
6 -10 years	12	14.6
11 - 15 years	8	9.8
16 - 20 years	2	2.4
> 20 years	-	-
Total	82	100

Table 5 illustrates the years of teaching experience in the ECE industry. The majority had 1–5 years of experience (48 respondents, 58.5%). This was followed by those with less than 1 year (12 respondents, 14.6%) and 6–10 years (12 respondents, 14.6%). Smaller groups had 11–15 years (8 respondents, 9.8%) and 16–20 years (2 respondents, 2.4%) of experience. No respondents reported more than 20 years of teaching experience.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Table 6

Respondents' Working Days Per Week

	Frequency (N)	Percentage (%)
< 5 days	8	9.8
5 days	70	85.4
> 5 days	4	4.9
Total	82	100

Table 6 shows the number of working days per week. Most respondents worked 5 days (70 respondents, 85.4%), while 8 respondents (9.8%) worked less than 5 days, and 4 respondents (4.9%) worked more than 5 days.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Table 7

Respondents' Working Hours Per Day

	Frequency (N)	Percentage (%)
< 6 hours	10	12.2
6 hours	6	7.3
7 hours	8	9.8
8 hours	26	31.7
9 hours	16	19.5
> 9 hours	16	19.5
Total	82	100

Table 7 presents the respondents' daily working hours. The highest proportion worked 8 hours per day (26 respondents, 31.7%). This was followed by 16 respondents (19.5%) each for 9 hours and more than 9 hours. Meanwhile, 10 respondents (12.2%) worked less than 6 hours, 6 respondents (7.3%) worked 6 hours, and 8 respondents (9.8%) worked 7 hours.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Table 8

Respondents' Personal Income

	Frequency (N)	Percentage (%)
≤ 1500	6	7.3
1501 - 2500	32	39
2501 - 3500	30	36.6
3501 - 4500	12	14.6
4501 - 5500	-	-
≥ 5500	2	2.4
Total	82	100

Table 8 displays the respondents' personal income. The largest group earned between RM1501–RM2500 (32 respondents, 39%), followed by RM2501–RM3500 (30 respondents, 36.6%). A smaller proportion earned RM3501–RM4500 (12 respondents, 14.6%) and \leq RM1500 (6 respondents, 7.3%). Only 2 respondents (2.4%) reported earning \geq RM5500, while none earned between RM4501–RM5500.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Table 9

Descriptive Statistics of Total JSS and Total TIS

	Mean (M)	Standard Deviation (SD)
Total JSS	130.2	20.62
Total TIS	20.3	3.06

Table 9 presents the mean (M) scores and standard deviations (SD) for total job satisfaction and total turnover intention. The sample size for the study is N=82. The mean score for Job Satisfaction Scale (JSS) was M=130.2 with a standard deviation of SD=20.62, while the mean score for Turnover Intention Scale (TIS) was M=20.3 with a standard deviation of SD=3.06.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Table 10

Descriptive Statistics of Turnover Intention Scale (TIS)

	Frequency (N)	Percentage (%)
Below 18	12	14.6
Above 18	70	85.4
Total	82	100

Table 10 shows the distribution of turnover intention scores. The majority (70 respondents, 85.4%) scored above 18, indicating higher turnover intention, while only 12 respondents (14.6%) scored below 18.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

4.3 Inferential Statistics and Analysis

The responses from 82 preschool teachers in the Klang Valley area were analyzed using the Pearson correlation coefficient to test the research's hypothesis.

Table 11

Correlation between Job Satisfaction and Turnover Intention

	N	r	p
Total JSS	82		
Total TIS	82	-0.714***	< .001

The correlation analysis as shown in Table 11 was conducted to examine the relationship between job satisfaction and turnover intention among preschool teachers. Results show a significant negative correlation between the Job Satisfaction Scale (JSS) and the Turnover Intention Scale (TIS), with $r = -0.714$, $p < .001$, and $N = 82$. This indicates that as job satisfaction increases, turnover intention decreases among the respondents.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

4.4 Summary

Table 12

Summary of Findings

Hypothesis Assumption	Result	Decision
There is a significant relationship between job satisfaction and turnover intention among preschool teachers in Klang Valley	$r = -0.714, N = 82, p = < .001$	Accepted

The hypothesis stated that there is a significant relationship between job satisfaction and turnover intention among preschool teachers in Klang Valley. Based on the findings, this assumption was supported. The results revealed a strong and significant negative relationship between the two variables ($r = -0.714, p < .001$). Therefore, the hypothesis was accepted, confirming that higher job satisfaction is linked to lower turnover intention.

4.5 Conclusion

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

Chapter V

Discussion and Conclusion

5.1 Introduction

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

5.2 Discussion

Descriptive Analysis & Discussion

The findings of this study reveal that low salary and limited salary growth are among the strongest contributors to job dissatisfaction and turnover intention among preschool teachers in Klang Valley. With most of the respondents earning between RM1,501 and RM3,500, financial strain becomes particularly acute given that the cost of living in Klang Valley has risen by about 6.7 % between 2022 and 2024 which making it Malaysia's most expensive region (Ang, 2024). For example, a single person using public transportation in the Klang Valley is estimated to require at least RM1,930 per month to cover basic expenses such as housing, food, utilities, while those owning cars may need upwards of RM2,600 (Lim, 2023). Given these high basic living costs, younger teachers who are aged 21 to 30 years old in this study make up the majority of respondents are under increased pressure where they may have fewer savings, larger proportions of their income eaten up by rent and transportation, and fewer opportunities for salary negotiation or growth. This demographic vulnerability compounds the effects of low pay which aligns with Maslow's Hierarchy of Needs, where unmet physiological and safety needs such as financial security hinder the movement toward belonging, esteem, and self-actualization (Maslow, 1943). When the wages do not keep pace with inflation and increasing living expenses, dissatisfaction escalates, leading to stronger turnover intention.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Similar studies confirm that inadequate compensation and cost-of-living mismatches are central drivers of attrition, particularly among early childhood educators (McDonald et al., 2018; Liu et al., 2023; Ngadni & Singh, 2024). Therefore, addressing salary levels and growth trajectories is essential not only to fulfill basic needs but also to support the long-term retention of younger preschool teachers in Klang Valley.

The results further demonstrate that long working hours and heavy workloads significantly intensify emotional exhaustion which erodes job satisfaction and strengthen turnover intentions among preschool teachers (Farewell et al., 2021). In this study, the majority of respondents worked 8 hours per day (31.7%), followed by those working 9 hours or more than 9 hours per day (39.0%)., with many stating that this includes additional workload beyond formal teaching hours, such as administrative tasks and lesson planning during off-school hours (Sandmeier et al., 2022). Such extended hours often bring pressure, as teachers must manage classroom duties, paperwork, parent communication, and school-based obligations that extend past instructional time (Harper et al., 2025). The combination of high workload and overlapping responsibilities contributes to fatigue, feelings of unfairness, and diminished well-being (Grant et al., 2019). This situation reflects Maslow's Hierarchy of Needs where once the basic physiological need for rest and adequate recovery is unmet, and safety in terms of fair treatment and predictable work hours is compromised, it becomes difficult for teachers to meet higher-order needs such as belonging, esteem, and self-actualization (Maslow, 1943; Anand et al., 2023). There are empirical evidence supports these dynamics, for example, the Malaysia qualitative study by Ngadni and Sammy (2025) identifies long working hours and staff-child ratios as sources of extrinsic stress among preschool teachers which lead to lowered satisfaction. Similarly, the case study by Roseli and Isa (2023) shows that extended classroom hours and non-teaching duties exacerbate stress and increase turnover intention. These findings in line with international research on workload and hours suggest that for preschool teachers,

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

especially younger or less experienced ones, the burden of long hours is particularly detrimental. Thus, addressing workload balance, clarifying job duties and improving the work environment are crucial steps in enhancing job satisfaction and reducing turnover intention in the ECE sector.

Another notable finding of this study is that a majority of respondents (58.5%) reported having only one to five years of teaching experience. Early childhood education teachers are particularly vulnerable because they often have yet to solidify a strong professional identity, accumulate effective coping strategies for stressors such as heavy workload and child-management demands or benefit from substantial rewards for their effort (Lipscomb et al., 2021). From Maslow's standpoint, at this stage teachers' belonging and esteem needs are especially salient where they require relational support, recognition and opportunities for growth to feel valued and competent (Fu et al., 2020). When new teachers do not receive mentorship, regular feedback or chances for self-development such as training, promotions, or responsibilities matching their skills, they may experience dissatisfaction more acutely, heightening their intention to leave (Ingersoll & Strong, 2011; Wator et al., 2025). Li and Yao (2022) found that younger teachers with lower intrinsic motivation and fewer professional growth opportunities are significantly more likely to exhibit greater turnover intention compared to their more experienced counterparts. Similarly, according to Bryant et al. (2023), we can determine that having more years of education or professional credentials did not buffer turnover intention as expected when support such as mentoring, recognition or opportunities for self-improvement were weak (Sun et al., 2022; Markowitz et al., 2024). Thus, in the Klang Valley context, attention to programs offering structured mentoring, recognition of achievements, and clear promotion or self-development pathways may be especially effective in reducing turnover intention among less experienced preschool teachers.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Inferential Analysis & Discussion

Finally, the inferential analysis showed a strong negative correlation between job satisfaction and turnover intention ($r = -0.714$, $p < .001$), thereby supporting the hypothesis that higher levels of job satisfaction among preschool teachers are reliably associated with lower intentions to leave their positions. This result aligns with longitudinal evidence such as Lei et al. (2024), which showed that declines in job satisfaction over time predict subsequent increases in turnover intention even after accounting for external stressors and changes in school climate. Likewise, in a study of preschool teachers in China, Zhang et al. (2024) found that hindrance stressors had a significant positive association with turnover intention, mediated by decreases in work engagement which affirming that the negative pathway between satisfaction and intention is robust in ECE settings. That is, when teachers perceive constraints such as excessive demands or limited institutional support, their commitment is diminished and their desire to leave rises.

The strength of the observed relationship suggests that when preschool teachers feel valued, supported in their roles, and satisfied with key aspects of their job such as compensation, recognition, supervision, autonomy and workload, they are more likely to remain committed to their teaching (Skaalvik & Skaalvik, 2011; Collie, 2024). In contrast, when unmet needs accumulate whether in the form of dissatisfaction with pay, lack of advancement, absence of promotion paths, insufficient feedback or perceptions of unfairness, the teachers' morale declines which can gradually erode motivation, self-esteem and ultimately increase turnover risk (Zhang et al., 2024; Liu et al., 2023). In essence, teachers may gradually shift from being satisfied and engaged to feeling undervalued and depleted. From the perspective of Maslow's Hierarchy of Needs, this finding underline that satisfying both the lower level of needs such as physiological and safety stability and the higher level of needs such as love and belonging,

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

esteem, and opportunities for self-actualization is essential, while deficits in any of these levels can weaken the commitment and elevate the desire to exit (Maslow, 1943).

For the Klang Valley preschool context, the strong negative relationship between the two variables highlights that satisfaction is not only a predictor but also a protective factor against teacher attrition. When educators feel that their compensation, recognition, professional development and workload management are aligned with their expectations, they are more motivated to remain in the profession. Conversely, dissatisfaction undermines teachers' psychological well-being, increases stress and accelerates burnout which directly heightens the likelihood of leaving (Collie, 2024; Liu et al., 2023). The strength of this relationship can also be explained by the emotional investment inherent in early childhood education. The teachers who feel unsupported may not only lose professional commitment but also experience diminished personal fulfillment, intensifying their desire to exit (Zhang et al., 2024). From Maslow's perspective, unmet needs at both lower and higher levels can create cumulative dissatisfaction which compounds turnover risks. Therefore, improving job satisfaction is not a peripheral concern but a core strategy for stabilizing the ECE workforce, reducing turnover and safeguarding the quality of preschool education in Klang Valley.

5.3 Implication

The findings of this study carry significant implications for practice, policy and academic research in early childhood education (ECE). At the practical level, the results confirm that job satisfaction is a crucial determinant of teacher retention. A large proportion of respondents (75.6%) reported earning between RM1,501 and RM3,500 per month which is relatively low given the high living costs in Klang Valley. Additionally, almost 39% of teachers worked more than eight hours per day, with 19.5% working nine hours and another 19.5% exceeding nine hours daily. These conditions coupled with limited recognition opportunities,

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

intensify dissatisfaction and turnover intention. The Turnover Intention Scale (TIS-6) mean score of 20.3 which is above the threshold of 18, further indicates that many preschool teachers intend to leave their positions. These results underscore the urgency for preschools to adopt equitable compensation structures, redistribute workload and implement recognition mechanisms to sustain teacher motivation and commitment (Bryant et al., 2023; Vicente et al., 2024; Sergi et al., 2025). Research consistently shows that supportive work environments marked by fair pay, manageable duties and collegial support can reduce attrition and strengthen workforce stability (Lipscomb et al., 2021; Harper et al., 2025). If left unaddressed, persistent dissatisfaction may not only destabilize staffing but also disrupt teaching continuity which undermines the central goals of ECE in Klang Valley.

At the policy level, the study highlights systemic shortcomings in workforce support for Malaysian preschool teachers. Over half of respondents (58.5%) had only one to five years of experience, and this concentration of relatively inexperienced teachers reflects a workforce vulnerable to dissatisfaction and attrition. The lack of standardized professional development pathways, limited career progression and absence of structured mentoring contribute to high turnover risks. Policymakers should therefore introduce national frameworks that establish minimum salary standards, mandate continuous professional development and embed mentorship systems for early career teachers (Hur et al., 2022; Sharim et al., 2023; Chua, 2024). International evidence demonstrates that governments which invest in teacher retention policies achieve greater workforce stability and improved educational quality (OECD, 2024; Jiang et al., 2025). In Klang Valley specifically, where most of the teachers are young who are aged between 21 and 30 years old (65.9%) and concentrated in mid-to-low income brackets, the consequences of inadequate systemic support are magnified. Policies that improve working conditions and provide growth opportunities would therefore not only reduce turnover but also

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

elevate the quality and equity of Malaysia's ECE sector (Cheng et al., 2023; Shahidin & Mustafa, 2024).

At the academic level, this study addresses a critical gap in the Malaysian literature on the relationship between job satisfaction and turnover intention among preschool teachers. While existing research has examined similar dynamics in primary, secondary, and higher education settings, however the unique demands of ECE such as play-based curriculum delivery, extensive non-teaching responsibilities and parent-teacher engagement remain underexplored (Syazreena et al., 2024). By empirically confirming a strong and statistically significant negative correlation between job satisfaction and turnover intention ($r = -0.714$, $p < .001$), this study provides robust evidence that dissatisfaction strongly predicts preschool teacher attrition in Klang Valley. Furthermore, the descriptive findings that nearly 59% of teachers are early in their careers and that many report long working hours reinforce the urgency of further investigation. Future research should expand sample sizes, employ probability-based sampling and adopt mixed-method designs to capture both quantitative relationships and qualitative insights into teachers lived experiences (Tan & Jamil, 2024). Such advancements would enrich theoretical understanding and generate more comprehensive evidence to guide interventions in practice and policy.

In conclusion, the implications of this study demonstrate that improving job satisfaction is essential to addressing turnover among preschool teachers in Klang Valley. Coordinated actions across practice, policy, and research are needed to stabilize the workforce, safeguard educational quality and ensure consistent and enriching learning environments for children (Heilala et al., 2023; Wartenberg et al., 2023).

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

5.4 Limitation

This study is subject to several limitations that should be acknowledged when interpreting the findings. First, the use of a purposive sampling method places certain constraints on the generalizability of results. Since the participants were deliberately chosen based on predetermined criteria—specifically, full-time preschool teachers working in Klang Valley—the findings may not be representative of preschool teachers in other states or rural areas of Malaysia, where working conditions, cultural settings, and institutional support may differ significantly (Andrade, 2021; Borodovsky, 2022). Consequently, while the study provides valuable insights into the urban ECE workforce, the results must be interpreted with caution in terms of their broader applicability across diverse contexts. Furthermore, purposive sampling introduces the risk of selection bias, as the chosen sample may not capture the full spectrum of demographic and professional diversity among preschool teachers. This could potentially skew results by overemphasizing the experiences of certain subgroups, while underrepresenting others (Kekkonen et al., 2015).

Another limitation lies in the online mode of data collection used in this study. Collecting responses via online surveys introduces potential response bias, as some preschool teachers may have been reluctant to participate due to concerns about data security, fraud, or the legitimacy of the survey platform (Andrade, 2020). Such hesitation could result in the exclusion of individuals who may hold different perspectives, thereby reducing the representativeness of the sample (Lavidas et al., 2022; Reisig et al., 2009). In addition, reliance on online distribution occasionally led to delays in data collection, since persuading participants to engage in the survey required repeated follow-ups and additional effort to achieve an adequate sample size. These challenges, while manageable, added to the overall duration and complexity of the research process (Odierna & Schmidt, 2011).

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

5.5 Recommendation for Future Research

To address the limitations of sampling method in this study and to improve future research, it is recommended that subsequent studies employ probability sampling techniques such as simple random sampling or stratified random sampling. These methods give every eligible preschool teacher an equal chance of selection which improves sample representativeness and strengthens external validity (Bacher et al., 2019). For example, stratified random sampling can ensure that respondents from different suburbs, ethnic backgrounds, or teaching experience levels are proportionally represented, mitigating selection bias (Peter, 2019; Iliyasu & Etikan, 2021). Additionally, increasing the sample size beyond the minimum thresholds commonly used in correlation studies will enhance the statistical power and generalizability of results (Faber & Fonseca, 2014). Empirical work suggests that studies with larger participant pools yield more stable correlation coefficients and reduced margin of error, which builds confidence in inferring associations between job satisfaction and turnover intention (Varoquaux, 2018; Williams & Williams, 2020).

In terms of data collection, future researchers should consider complementing online surveys with face-to-face data collection methods to bolster trust, response rates, and data richness. Comparing modes of survey administration, studies have found that while online methods offer convenience, face-to-face interactions tend to foster deeper respondent engagement and greater disclosure, especially in sensitive topics such as job dissatisfaction or turnover intentions (Sperber et al., 2023). Physical presence allows for immediate clarification of questions, better explanation of purpose, and reassurance regarding confidentiality, all of which reduce participants' skepticism regarding legitimacy and fear of fraud (Davies et al., 2020). Ensuring informed consent is clearly communicated and visible credentials or institutional affiliations are highlighted can further build trust (Lavidas et al., 2022). In sum,

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

mixed-mode data collection strategies which include online and face-to-face may deliver more balanced and credible data, thus improving both data quality and the robustness of findings.

5.6 Conclusion

In conclusion, this study examined the relationship between preschool teachers' job satisfaction and their turnover intention within Klang Valley by addressing a gap in the local literature where most prior studies have focused on other educational levels such as primary, secondary and higher education or other industries. By employing a quantitative correlational design using the Job Satisfaction Survey (JSS) and Turnover Intention Scale (TIS-6), the research provided empirical evidence that job satisfaction is significantly and negatively correlated with turnover intention which indicates that as job satisfaction decreases, the likelihood of turnover increases. These findings highlight critical factors influencing the early childhood education workforce and emphasize that improving aspects such as compensation, recognition, workload management, and professional support could reduce turnover among preschool teachers in this region. While the study contributes meaningful insights to the field of early childhood education, its limitations, including the purposive sampling method and reliance on online data collection, restrict the generalizability of the results. Therefore, future research is encouraged to employ larger and more representative samples, along with mixed methods of data collection, to capture a deeper and more comprehensive understanding of job satisfaction and turnover intention among preschool teachers in Malaysia.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

References

- Abdullah, T., Khan, M. I., Shah, S. M. U., & Ullah, S. (2023). Intrinsic and Extrinsic Factors Affecting Job Satisfaction: A Comparative Study of Public and Private Primary School Teachers. *Journal of Education and Social Studies*, 4(2), 348–358. <https://doi.org/10.52223/jess.2023.4211>
- Adeoye, M. A. (2021). Explanatory Remarks on Maslow's Theory of Motivation. *Indonesian Journal of Multidisciplinary Research*, 2(2), 469–476. <https://doi.org/10.17509/ijomr.v2i2.50507>
- Akoglu, H. (2018). User's Guide to Correlation Coefficients. *Turkish Journal of Emergency Medicine*, 18(3), 91–93. <https://doi.org/10.1016/j.tjem.2018.08.001>
- Alam, A., & Asim, M. (2019). Relationship Between Job Satisfaction And Turnover Intention. *International Journal of Human Resource Studies*, 9(2), 163–194. <https://doi.org/10.5296/ijhrs.v9i2.14618>
- Alias, A. (2022). Transformational Leadership style Among Kindergarten and Nursery Administrator. *Jurnal Pendidikan Awal Kanak-Kanak Kebangsaan*, 11(2), 41–47. <https://doi.org/10.37134/jpak.vol11.2.4.2022>
- Allen, L., Kelly, B. B., Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, Board on Children, Youth, and Families, Institute of Medicine, & National Research Council. (2015). *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*. National Academies Press (US). <https://doi.org/10.17226/19401>
- Anand, A., Dalmasso, A., Vessal, S. R., Parameswar, N., Rajasekar, J., & Dhal, M. (2023). The effect of job security, insecurity, and burnout on employee organizational commitment. *Journal of Business Research*, 162, 113843. <https://doi.org/10.1016/j.jbusres.2023.113843>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

- Andrade, C. (2020). The Limitations of Online Surveys. *Indian Journal of Psychological Medicine*, 42(6), 575–576. <https://doi.org/10.1177/0253717620957496>
- Andrade, C. (2021). The Inconvenient Truth about Convenience and Purposive Samples. *Indian Journal of Psychological Medicine*, 43(1), 86–88. <https://doi.org/10.1177/0253717620977000>
- Ang, M. V. (2024, December 13). *EPF: Klang Valley Residents Face 6.7% Rise In Cost Of Living*. SAYS. <https://says.com/my/news/epf-report-klang-valley-living-costs-rises>
- Armstrong, M., & Taylor, S. (2020). *ARMSTRONG'S HANDBOOK OF HUMAN RESOURCE MANAGEMENT PRACTICE I* (13th ed.). Library of Congress Cataloging-in-Publication Data. https://e-uczelnia.uek.krakow.pl/pluginfile.php/604792/mod_folder/content/0/Armstrongs%20Handbook%20of%20Human%20Resource%20Management%20Practice_1.pdf
- Atika, A. N., Yuliati, N., Umami, Y. S., & Supriadi, B. (2025). Study Controlling Turnover Intention Among Early Childhood Education Teachers: The Role of Core Commitment Values and Compensation Satisfaction. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 10(1), 85–99. <https://doi.org/10.14421/jga.2025.101-07>
- Bacher, J., Lemcke, J., Quatember, A., & Schmich, P. (2019). Probability and Nonprobability Sampling: Representative Surveys of hard-to-reach and hard-to-ask populations. Current surveys between the poles of theory and practice. *Survey Methods: Insights from the Field (SMIF)*. <https://doi.org/10.13094/SMIF-2019-00018>
- Balakrishnan, K., Singh, R. K. a/p G., & Rashid, S. I. A. (2025). Understanding The Interplay between Burnout, Job Satisfaction and Motivation: A Study of Preschool Teachers' in Selangor, Malaysia. *International Journal of Academic Research in Progressive Education and Development*, 14(3), 2007–2030. <https://doi.org/10.6007/ijarped/v14-i3/26227>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

- Belete, A. (2018). Turnover Intention Influencing Factors of Employees: An Empirical Work Review. *International Journal of Research in Business Studies and Management*, 5(7), 23–31. <https://doi.org/10.4172/2169-026x.1000253>
- Bonds, A. A. (2017). *Employees' Organizational Commitment and Turnover Intentions*. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=5086&context=dissertations>
- Borodovsky, J. T. (2022). Generalizability and representativeness: Considerations for internet-based research on substance use behaviors. *Experimental and Clinical Psychopharmacology*, 30(4), 466–477. <https://doi.org/10.1037/pha0000581>
- Bostic, B., Schock, N., Jeon, L., & Buettner, C. K. (2023). Early childhood teachers' sense of community and work engagement: Associations with children's social, emotional, and behavioral functioning. *Journal of School Psychology*, 98, 133–147. <https://doi.org/10.1016/j.jsp.2023.02.007>
- Bothma, C. F. C., & Roodt, G. (2013). The validation of the turnover intention scale. *SA Journal of Human Resource Management*, 11(1). <https://doi.org/10.4102/sajhrm.v11i1.507>
- Britto, P. R., & Sherr, L. (2016). A road less travelled: early childhood evidence to investment. *Vulnerable Children and Youth Studies*, 11(3), 193–210. <https://doi.org/10.1080/17450128.2016.1220659>
- Bryant, D., Yazejian, N., Jang, W., Kuhn, L., Hirschstein, M., Hong, S. L. S., & Stein, A. (2023). Retention and turnover of teaching staff in a high-quality early childhood network. *Early Childhood Research Quarterly*, 65, 159–169. <https://doi.org/10.1016/j.ecresq.2023.06.002>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

- Cheng, C., Diao, Y., & Ding, X. (2023). What motivates rural teachers to retain? A study on Chinese rural teachers' turnover from grounded theory and FsQCA. *Frontiers in Psychology, 13*. <https://doi.org/10.3389/fpsyg.2022.998422>
- Chiang, K. L. (2024). A study of preschool teachers' stress and their turnover intention in Selangor, Malaysia. *UTAR Institutional Repository*. http://eprints.utar.edu.my/7063/1/2105710_FYP.pdf
- Chua, R. (2024, April 30). *Education Ministry to expand preschool classes, develop teachers*. The Star. <https://www.thestar.com.my/news/nation/2024/04/30/education-ministry-to-expand-preschool-classes-develop-teachers?>
- Collie, R. J. (2024). Teacher well-being and turnover intentions: Investigating the roles of job resources and job demands. *British Journal of Educational Psychology, 93*(3), 712–726. <https://doi.org/10.1111/bjep.12587>
- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. In *Google Books* (5th ed.). SAGE Publications. <https://books.google.com.my/books?hl=en&lr=&id=335ZDwAAQBAJ&oi=fnd&pg=PT16&dq=Creswell>
- Curtis, E. A., Comiskey, C., & Dempsey, O. (2016). Importance and use of correlational research. *Nurse Researcher, 23*(6), 20–25. <https://doi.org/10.7748/nr.2016.e1382>
- Daelmans, B., Darmstadt, G. L., Lombardi, J., Black, M. M., Britto, P. R., Lye, S., Dua, T., Bhutta, Z. A., & Richter, L. M. (2017). Early childhood development: the foundation of sustainable development. *The Lancet, 389*(10064), 9–11. [https://doi.org/10.1016/s0140-6736\(16\)31659-2](https://doi.org/10.1016/s0140-6736(16)31659-2)
- Daniel, J. (2012). Sampling Essentials: Practical Guidelines for Making Sampling Choices. *Sage Publications, 103*. <https://doi.org/10.4135/9781452272047>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Davies, L., LeClair, K. L., Bagley, P., Blunt, H., Hinton, L., Ryan, S., & Ziebland, S. (2020).

Face-to-Face Compared With Online Collected Accounts of Health and Illness Experiences: A Scoping Review. *Qualitative Health Research*, 30(13), 2092–2102. <https://doi.org/10.1177/1049732320935835>

Durmus, I. (2024). Organizational Overview of Maslow and Management Research. *Turkish Psychological Counseling and Guidance Journal*, 14(72), 137–152. https://doi.org/10.17066/tpdrd.1332600_10

Dyment, J. E., Davis, J. M., Nailon, D., Emery, S., Getenet, S., McCrea, N., & Hill, A. (2013). The impact of professional development on early childhood educators' confidence, understanding and knowledge of education for sustainability. *Environmental Education Research*, 20(5), 660–679. <https://doi.org/10.1080/13504622.2013.833591>

Etikan, I., & Bala, K. (2017). Sampling and Sampling Methods. *Biometrics & Biostatistics International Journal*, 5(6), 215–217. <https://doi.org/10.15406/bbij.2017.05.00149>

Etikan, I., Sulaiman Abubakar Musa, & Rukayya Sunusi Alkassim. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.3898/175864316818855248>

Faber, J., & Fonseca, L. M. (2014). How Sample Size Influences Research Outcomes. *Dental Press Journal of Orthodontics*, 19(4). <https://pmc.ncbi.nlm.nih.gov/articles/PMC4296634/>

Farewell, C. V., Quinlan, J., Melnick, E., Powers, J., & Puma, J. (2021). Job Demands and Resources Experienced by the Early Childhood Education Workforce Serving High-Need Populations. *Early Childhood Education Journal*, 50(2), 197–206. <https://doi.org/10.1007/s10643-020-01143-4>

Foo, A., Lee, L. M., & Gan, S. W. (2023). Determinants of Turnover Intention amongst Academic Staff in Private Higher Education Institutions in Malaysia. *Proceedings of*

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

*the 11th International Conference on Business, Accounting, Finance and Economics
(BAFE 2023)*, 66–76. https://doi.org/10.2991/978-94-6463-342-9_6

- Fu, W., Pan, Q., Zhang, C., & Cheng, L. (2020). Influencing factors of Chinese special education teacher turnover intention: understanding the roles of subject well-being, social support, and work engagement. *International Journal of Developmental Disabilities*, 68(3), 342–353. <https://doi.org/10.1080/20473869.2020.1780553>
- Furnham, A., MacRae, I., & Tetchner, J. (2021). Measuring work motivation: The facets of the work values questionnaire and work success. *Scandinavian Journal of Psychology*, 62(3), 401–408. <https://doi.org/10.1111/sjop.12723>
- Garcia, E., & Weiss, E. (2019). *The teacher shortage is real, large and growing, and worse than we thought* (p. 19). Economic Policy Institute. <https://eric.ed.gov/?id=ED598211>
- Goetz, K., Campbell, S. M., Broge, B., Dörfer, C. E., Brodowski, M., & Szecsenyi, J. (2012). The impact of intrinsic and extrinsic factors on the job satisfaction of dentists. *Community Dentistry and Oral Epidemiology*, 40(5), 474–480. <https://doi.org/10.1111/j.1600-0528.2012.00693.x>
- Grant, A. A., Jeon, L., & Buettner, C. K. (2019). Relating early childhood teachers' working conditions and well-being to their turnover intentions. *Educational Psychology*, 39(3), 294–312. <https://doi.org/10.1080/01443410.2018.1543856>
- Guthrie, G. (2023, May). *Basic Research Methods: An Entry to Social Science Research (Revised Edition)*. ResearchGate. https://www.researchgate.net/publication/371139159_Basic_Research_Methods_An_Entry_to_Social_Science_Research_Revised_Edition
- Hair, J. F., Page, M., & Brunsveld, N. (2019). *Essentials of Business Research Methods* (4th ed.). Routledge.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

<https://www.taylorfrancis.com/books/mono/10.4324/9780429203374/essentials-business-research-methods-joe-hair-jr-michael-page-niek-brunsveld>

- Harper, E., Wilson, R., & McGrath-Champ, S. (2025). Workload demands, unpaid hours, and concerns about time with children: a survey of Australian early childhood educators. *The Australian Educational Researcher*. <https://doi.org/10.1007/s13384-025-00847-z>
- Heerden, R. V., & Naicker, V. (2025). Revisiting Maslow's hierarchy: the recognition and acknowledgment of greatness in others. *EUREKA Social and Humanities*, 3, 11–17. <https://doi.org/10.21303/2504-5571.2025.003676>
- Heilala, C., Lundkvist, M., Santavirta, N., & Kalland, M. (2023). Work demands and work resources in ECEC – turnover intentions explored. *European Early Childhood Education Research Journal*, 32(3), 481–494. <https://doi.org/10.1080/1350293x.2023.2265597>
- Hidayah, T., & Tobing, D. S. K. (2018). The influence of job satisfaction, motivation, and organizational commitment to employee performance. *International Journal of Scientific and Technology Research*, 7(7), 122-127.
- Hu, S. (2020). Understand the Turnover Intention among Kindergarten Teachers in Chinese Mainland. *Journal of Research, Policy & Practice of Teachers & Teacher Education*, 10(1), 96–110. <https://doi.org/10.37134/jrpptte.vol10.1.7.2020>
- Hur, E. H., Ardeleanu, K., Satchell, T. W., & Jeon, L. (2022). Why are they leaving? Understanding Associations between early childhood program policies and teacher turnover rates. *Child & Youth Care Forum*, 52, 417–440. <https://doi.org/10.1007/s10566-022-09693-x>
- Idowu, A. I., & Ndidiamaka, A. E. (2018). The influence of supervisor/subordinate social support on employee performance in the South African retail sector. *Journal of*

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Business and Retail Management Research, 12(3).

<https://doi.org/10.24052/JBRMR/V12IS03/ART-01>

Iliyasu, R., & Etikan, I. (2021). Comparison of Quota Sampling and Stratified Random Sampling. *Biometrics & Biostatistics International Journal*, 10(1), 24–27.

<https://doi.org/10.15406/bbij.2021.10.00326>

Imaroh, M. F., & Sudiro, A. (2023). The relation of job insecurity and workload toward turnover intentions mediated by work stress. *International Journal of Research in Business & Social Science*, 12(2). <https://doi.org/10.20525/ijrbs.v12i2.2352>

Ingersoll, R. M., & Strong, M. A. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. *Review of Educational Research*, 81(2), 201–233. <https://doi.org/10.3102/0034654311403323>

Jayaraja, A. R., & Mohamed, S. (2024). Job Satisfaction, Stress and Teacher-child Relationship among Private Preschool Teachers in Johor Bahru. *International Journal of Academic Research in Business and Social Sciences*, 14(5). <https://doi.org/10.6007/ijarbss/v14-i5/21296>

Jeon, L., Buettner, C. K., & Snyder, A. R. (2014). Pathways from teacher depression and child-care quality to child behavioral problems. *Journal of Consulting and Clinical Psychology*, 82(2), 225–235. <https://doi.org/10.1037/a0035720>

Jerome, N. (2013). Application of the Maslow's hierarchy of need theory; impacts and implications on organizational culture, human resource and employee's performance. *International Journal of Business and Management Invention*, 2(3), 39–45. <https://share.google/soQWn5mnCi67KE6WZ>

Jiang, J., Yip, S. Y., & Gong, C. (2025). What Affects Teachers' Turnover Intention? Examining the Impact of Teacher Professional Status. *The Asia-Pacific Education Researcher*, 34, 1963–1975. <https://doi.org/10.1007/s40299-025-01021-w>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

- Jogi, S., Vashisth, K. K., Srivastava, S., Alturas, B., & Kumar, D. (2024). Job satisfaction and turnover intention: A comprehensive review of the shared determinants. *Human Systems Management, 44*(3), 1–17. <https://doi.org/10.1177/01672533241303286>
- Johari, F. M. R., & Yunus, F. (2019). Preschool Teachers' Practices in English Early Literacy Instruction: A Case Study. *Creative Education, 10*(12), 2701–2710. <https://doi.org/10.4236/ce.2019.1012196>
- Kekkonen, V., Kivimäki, P., Valtonen, H., Hintikka, J., Tolmunen, T., Lehto, S. M., & Laukkanen, E. (2015). Sample selection may bias the outcome of an adolescent mental health survey: results from a five-year follow-up of 4171 adolescents. *Public Health, 129*(2), 162–172. <https://doi.org/10.1016/j.puhe.2014.11.015>
- Kim, H., & Kao, D. (2014). A meta-analysis of turnover intention predictors among U.S. child welfare workers. *Children and Youth Services Review, 47*, 214–223. <https://doi.org/10.1016/j.chilyouth.2014.09.015>
- Kim, J., Shin, Y., Tsukayama, E., & Park, D. (2020). Stress mindset predicts job turnover among preschool teachers. *Journal of School Psychology, 78*, 13–22. <https://doi.org/10.1016/j.jsp.2019.11.002>
- Kong, K. (2023). Early Childhood Education in Malaysia. *International Handbook on Education in South East Asia*. https://doi.org/10.1007/978-981-16-8136-3_13-1
- Kwon, K. A., Jang, S., Ford, T. G., & Chappell, J. (2025). Developing and Validating a Comprehensive Measure of Early Childhood Teacher Working Conditions and their Associations with Well-Being and Turnover Intent. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-025-01917-8>
- Lavidas, K., Petropoulou, A., Papadakis, S., Apostolou, Z., Komis, V., Jimoyiannis, A., & Gialamas, V. (2022). Factors Affecting Response Rates of the Web Survey with Teachers. *Computers, 11*(9), 127. <https://doi.org/10.3390/computers11090127>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

- Lei, Y., Pan, F., & Guo, Q. (2024). A longitudinal analysis of the reciprocal relationship between teacher job satisfaction, workplace climate, and early childhood teachers' turnover intention. *Acta Psychologica*, 251, 104559. <https://doi.org/10.1016/j.actpsy.2024.104559>
- Li, R., & Yao, M. (2022). What promotes teachers' turnover intention? Evidence from a meta-analysis. *Educational Research Review*, 37, 100477. <https://doi.org/10.1016/j.edurev.2022.100477>
- Lim, I. (2023, June 15). *Spending guide: Klang Valley singles need at least RM2,600 monthly with cars, RM1,930 if on public transport*. Malay Mail. <https://www.malaymail.com/news/malaysia/2023/06/15/spending-guide-klang-valley-singles-need-at-least-rm2600-monthly-with-cars-rm1930-if-on-public-transport/74275>
- Lipscomb, S. T., Chandler, K. D., Abshire, C., Jaramillo, J., & Kothari, B. (2021). Early Childhood Teachers' Self-efficacy and Professional Support Predict Work Engagement. *Early Childhood Education Journal*, 50(4), 675–685. <https://doi.org/10.1007/s10643-021-01182-5>
- Liu, Y., Yu, Y., Zeng, X., & Li, Y. (2023). Linking Preschool Teachers' Pay Equity and Turnover Intention in Chinese Public Kindergartens: The Mediating Role of Perceived Organizational Support and Job Satisfaction. *Sustainability*, 15(17), 13258. <https://doi.org/10.3390/su151713258>
- Madigan, D. J., & Kim, L. E. (2021a). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research*, 105, 101714. <https://doi.org/10.1016/j.ijer.2020.101714>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

- Madigan, D. J., & Kim, L. E. (2021b). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and Teacher Education, 105*, 103425. <https://doi.org/10.1016/j.tate.2021.103425>
- Mardanov, I. (2020). Intrinsic and Extrinsic motivation, Organizational context, Employee contentment, Job satisfaction, Performance and Intention to Stay. *Evidence-Based HRM: A Global Forum for Empirical Scholarship, 9*(3), 223–240. <https://doi.org/10.1108/ebhrm-02-2020-0018>
- Markowitz, A. J., Mateus, D. M. C., & Weisner, K. (2024). Linking early educator wellbeing to classroom interactions and teacher turnover. *Early Childhood Research Quarterly, 67*, 283–294. <https://doi.org/10.1016/j.ecresq.2024.01.008>
- Marmut, F., Rusbadol, N., Panatik, S. A., & Rashid, A. H. A. (2022). Factors Affecting the Job Stress of Female Secondary School Teachers in Johor Bahru. *Atlantis Press, 649*. <https://doi.org/10.2991/assehr.k.220304.026>
- Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review, 50*(4), 370–396. <https://doi.org/10.1037/h0054346>
- McDonald, P., Thorpe, K., & Irvine, S. (2018). Low pay but still we stay: Retention in early childhood education and care. *Journal of Industrial Relations, 60*(5), 647–668. <https://doi.org/10.1177/0022185618800351>
- Ministry of Education Malaysia. (2013). *Malaysian Education Blueprint 2013-2025*. Kementerian Pendidikan Malaysia. <https://online.anyflip.com/detl/buom/mobile/#p=5>
- Mobley, W. H. (1977). Intermediate Linkages in the Relationship between Job Satisfaction and Employee Turnover. *Journal of Applied Psychology, 62*, 237–240. <https://doi.org/10.1037/0021-9010.62.2.237>
- Muhammad Amiruddin Azizi Salleh, Shahrizal Mohd Safri, & Muhammad Syafiq Mohd Salleh. (2025). Job Stress and Job Satisfaction Among Teachers in Public Secondary

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Schools of Johor Bahru, Malaysia. *Asian Journal of Research in Education and Social Sciences*, 7(3), 176–183. <https://doi.org/10.55057/ajress.2025.7.3.15>

Muhammad Madi Abdullah, Uli Jegak, & Balakrishnan Parasuraman. (2009). *Job satisfaction among secondary school teachers*. ResearchGate. https://www.researchgate.net/publication/41757991_Job_satisfaction_among_secondary_school_teachers

Muñoz-Fernández, G. A., Toala-Mendoza, R. D., González-Mohino, M., & Félix-López, M. E. (2025). Unveiling the nexus of teacher commitment and job satisfaction: insights from Ecuador's educational landscape. *BMC Psychology*, 13, 134. <https://doi.org/10.1186/s40359-025-02471-z>

Narandaran, H. R. (2018). *Stress and Job Satisfaction among School Teachers in Malaysia: The Association with the Psychosocial Working Environment and Organizational Justice*. ProQuest. <https://www.proquest.com/openview/1ae2e205981bdd23c1ebe155f4059bab/1?pq-origsite=gscholar&cbl=2026366&diss=y>

Ngadni, I., & Sammy, J. (2025). Understanding the Causes Behind the Shortage of Qualified Early Childhood Educators in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 15(6). <https://doi.org/10.6007/ijarbss/v15-i6/25547>

Ngadni, I., & Singh, G. K. S. (2024). An Insight into the Financial Challenges and Sustainability of Private Early Childhood Education Centres in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 14(8), 1434–1457. <http://dx.doi.org/10.6007/IJARBSS/v14-i8/22257>

Nurjanah, U., & Suherman, E. (2022). MASLOW'S THEORY STUDY: EMPLOYEE WORK MOTIVATION APPROACH. *Enrichment: Journal of Management*, 12(2), 1775–1784. <https://share.google/zMPEntikSpq6b80VQ>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

- Odierna, D. H., & Schmidt, L. A. (2011). The Effects of Failing to Include Hard-to-Reach Respondents in Longitudinal Surveys. *American Journal of Public Health, 99*, 1515–1521. <https://doi.org/10.2105/ajph.2007.111138>
- OECD. (2017). Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care. In *Starting Strong*. OECD Publishing, Paris. <https://doi.org/10.1787/9789264276116-en>
- OECD (2024), *Education Policy Outlook 2024: Reshaping Teaching into a Thriving Profession from ABCs to AI*, OECD Publishing, Paris, <https://doi.org/10.1787/dd5140e4-en>.
- Oke, A. O., Ajagbe, M. A., Ogbari, M. E., & Adeyeye, J. O. (2016). Teacher Retention and Attrition: A Review of the Literature. *Mediterranean Journal of Social Sciences, 7*(2). <https://doi.org/10.5901/mjss.2016.v7n2s1p371>
- Ong, C. H., Faiz, M. A. S., Lim, L. P., Tan, O. K., & Goh, C. F. (2019). Factors Influencing Teacher Job Satisfaction in Malaysia. *International Journal of Academic Research in Business and Social Sciences, 9*(1), 1166–1174. <https://doi.org/10.6007/IJARBSS/v9-i1/5628>
- Ortan, F., Simut, C., & Simut, R. (2021). Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 Educational System. *International Journal of Environmental Research and Public Health, 18*(23), 12763. <https://doi.org/10.3390/ijerph182312763>
- Ostad, S. A., Ghanizadeh, A., & Ghanizadeh, M. (2019). The dynamism of EFL teachers' professional identity with respect to their teaching commitment and job satisfaction. *Cogent Education, 6*(1). <https://doi.org/10.1080/2331186x.2019.1685353>
- Pallant, J. (2020). *SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). Routledge. <https://doi.org/10.4324/9781003117452>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

- Peter, L. (2019). The Advantage and Disadvantage of Implicitly Stratified Sampling. *Methods, Data, Analyses : A Journal for Quantitative Methods and Survey Methodology (Mda)*, 13(2), 253–266. <https://doi.org/10.12758/mda.2018.02>
- Phang , A. W. L., Loh, C. H.-S., Mogana Dhamotharan, & Mazlina Che Mustafa. (2021). Preschool teachers' beliefs and classroom practices of child-centred learning at private preschools in central region, Malaysia. *Southeast Asia Early Childhood Journal*, 10(2), 69–83. <https://doi.org/10.37134/saecj.vol10.2.5.2021>
- Phillips, D., Austin, L., & Whitebook, M. (2016). The Early Care and Education Workforce. *The Future of Children*, 26(2), 139–158. <https://doi.org/10.1353/foc.2016.0016>
- Putri, L., Rezani, M. R., & Hermina, D. (2025). CORRELATIONAL RESEARCH DESIGN. *Jurnal Riset Multidisiplin Edukasi*, 2(6), 306–317. <https://doi.org/10.71282/jurmie.v2i6.456>
- Rajendran, N., Watt, H. M. G., & Richardson, P. W. (2020). Teacher burnout and turnover intent. *The Australian Educational Researcher*, 47, 477–500. <https://doi.org/10.1007/s13384-019-00371-x>
- Rashid, S. I. binti A., Saminder Singh, G. K., & Gernail Singh, R. K. P. (2025). The Impact of Professional Development on Early Childhood Education Teachers. *International Journal of Academic Research in Progressive Education and Development*, 14(2), 1493–1512. <http://dx.doi.org/10.6007/IJARPED/v14-i2/25360>
- Raza, M. Y., Akhtar, M. W., Husnain, M., & Akhtar, M. S. (2015). The Impact of Intrinsic Motivation on Employee's Job Satisfaction. *Management and Organizational Studies*, 2(3). <https://doi.org/10.5430/mos.v2n3p80>
- Reisig, M. D., Pratt, T. C., & Holtfreter, K. (2009). Perceived Risk of Internet Theft Victimization: Examining the Effects of Social Vulnerability and Financial Impulsivity.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Criminal Justice and Behavior, 36(4), 369–384.

<https://doi.org/10.1177/0093854808329405>

Roseli, N. E. binti N., & Isa, S. E. B. M. (2023). Examining The Impact of Stress on Preschool Teachers in Bangi, Malaysia: A Case Study. *International Journal of Academic Research in Business & Social Sciences*, 13(9), 504–512. <http://dx.doi.org/10.6007/IJARBSS/v13-i9/18421>

Russell, M. B., Attoh, P. A., Chase, T., Gong, T., Kim, J., & Liggins, G. L. (2020). Examining Burnout and the Relationships Between Job Characteristics, Engagement, and Turnover Intention Among U.S. Educators. *SAGE Open*, 10(4). <https://doi.org/10.1177/2158244020972361>

Saad, H. S., Jasin, D., Rammilah Hansaram, S. K. H., & Loy, C. K. (2022). FACTORS INFLUENCING TURNOVER INTENTION: A STUDY AMONG PRIMARY SCHOOL TEACHERS IN SELANGOR. *Asian Journal of Social Science Research*, 4(2). <https://doi.org/10.5281/zenodo.8062794>

Sandmeier, A., Baeriswyl, S., Krause, A., & Muehlhausen, J. (2022). Work until you drop: Effects of work overload, prolonging working hours, and autonomy need satisfaction on exhaustion in teachers. *Teaching and Teacher Education*, 118, 103843. <https://doi.org/10.1016/j.tate.2022.103843>

Sarmiento, R., & Costa, V. (2017). Descriptive Analysis. *Comparative Approaches to Using R and Python for Statistical Data Analysis*. <https://doi.org/10.4018/978-1-68318-016-6.ch004>

Scanlan, J. N., & Still, M. (2019). Relationships between burnout, turnover intention, job satisfaction, job demands and job resources for mental health personnel in an Australian mental health service. *BMC Health Services Research*, 19, 62. <https://doi.org/10.1186/s12913-018-3841-z>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Schoonenboom, J., & Johnson, R. B. (2017). How to Construct A mixed Methods Research

Design. *KZfSS Kölner Zeitschrift Für Soziologie Und Sozialpsychologie*, 69(2), 107–131. <https://doi.org/10.1007/s11577-017-0454-1>

Septriyana Orpina, Nurul Iman Abdul Jalil, & Soo, T. T. (2022). Job Satisfaction and Turnover

Intention among Malaysian Private University Academics: Perceived Organisational Support as a Moderator. *The South East Asian Journal of Management*, 16(1), 26–50. <https://doi.org/10.7454/seam.v16i1.1002>

Sergi, K., McCown, J. S., Read-Wahidi, M. R., Yigit, I. H., Poole, C., & Hanna, H. (2025).

Compensation challenges in early childhood education: an analysis of Mississippi's child care workforce. *International Journal of Child Care and Education Policy/International Journal of Child Care and Education*, 19(7). <https://doi.org/10.1186/s40723-025-00145-2>

Shah, S. M., Noranee, S., Munir, Z. A., Noranee, S., Mujanah, S. M., & Shahrudin, S. (2024).

The Influence of Work-Life Balance, Workload and Work Environment on Burnout among Teachers in Melaka Tengah District, Malaysia. *ResearchGate*, 16(1), 137–152. https://www.researchgate.net/publication/393723823_The_Influence_of_Work-Life_Balance_Workload_and_Work_Environment_on_Burnout_among_Teachers_in_Melaka_Tengah_District_Malaysia

Shahidin, S., & Mustafa, L. M. (2024). The Imperative of Professional Development for

Quality Early Childhood Education in Malaysia's Private Kindergartens. *ANP Journal of Social Sciences and Humanities*, 5(2), 73–79. <https://doi.org/10.53797/anp.jssh.v5i2.10.2024>

Sharim, M. A. bin, Ani, S. binti C., Roseli, N. E. binti N., Ghazali, N. H. binti M., & Lim, S.

Y. (2023). Challenges of Professional Development for Preschool Teachers in Selangor.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

International Journal of Academic Research in Business and Social Sciences, 13(8),
891–907. <https://doi.org/10.6007/IJARBSS/v13-i8/17510>

Skaalvik, E. M., & Skaalvik, S. (2011). Teacher Job Satisfaction and Motivation to Leave the Teaching Profession: Relations with School context, Feeling of belonging, and Emotional Exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038. <https://doi.org/10.1016/j.tate.2011.04.001>

Slavkovic, M., Eric, D., Miric, M., & Simonovic, M. (2023). Leveraging a Synergy in Motivation to Effect Job Satisfaction of Healthcare Professionals in Public Blood Bank Units: A Cross-Sectional Study. *Journal of Multidisciplinary Healthcare*, 16, 3203–3214. <https://doi.org/10.2147/jmdh.s433813>

Spector, P. E. (1997). Job Satisfaction: Application, Assessment, Causes, and Consequences. *Job Satisfaction: Application, Assessment, Causes, and Consequences*, 3. <https://doi.org/10.4135/9781452231549>

Sperber, A. D., Bor, S., Fang, X., Bangdiwala, S. I., Drossman, D. A., Ghoshal, U. C., Simren, M., Tack, J., Whitehead, W. E., Dumitrascu, D. L., Fukudo, S., Kellow, J., Okeke, E., Quigley, E. M. M., Schmulson, M., Whorwell, P., Archampong, T., Adibi, P., Andresen, V., & Benninga, M. A. (2023). Face-to-face interviews versus Internet surveys: Comparison of two data collection methods in the Rome foundation global epidemiology study: Implications for population-based research. *Neurogastroenterology & Motility*, 35(6), e14583. <https://doi.org/10.1111/nmo.14583>

Sun, B., Zhu, F., Lin, S., Sun, J., Wu, Y., & Xiao, W. (2022). How Is Professional Identity Associated with Teacher Career Satisfaction? A Cross-Sectional Design to Test the Multiple Mediating Roles of Psychological Empowerment and Work Engagement. *International Journal of Environmental Research and Public Health*, 19(15), 9009. <https://doi.org/10.3390/ijerph19159009>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

- Syazreena, M. B., Suziyani, M., & Syawal, A. M. (2024). Exploring Preschool Teachers' Obstacles in Helping Children Teaching Malay Reading Skills. *International Journal of Learning, Teaching and Educational Research*, 23(10), 207–225. <https://doi.org/10.26803/ijlter.23.10.10>
- Tan, X. X., & Jamil, N. (2024). The Level of Knowledge of Preschool Teachers in Implementing Play-Based Learning Approach in Early Mathematics Education. *Jurnal Pendidikan Awal Kanak-Kanak Kebangsaan*, 13(1), 66–79. <https://doi.org/10.37134/jpak.vol13.1.6.2024>
- Tayama, J., Yoshida, Y., Iwanaga, R., Tokunaga, A., Tanaka, G., Imamura, A., Shimazu, A., & Shirabe, S. (2018). Factors associated with preschool workers' willingness to continue working. *Medicine*, 97(49), e13530. <https://doi.org/10.1097/md.00000000000013530>
- Tey, N. P., & Lai, S. L. (2022). POPULATION REDISTRIBUTION AND CONCENTRATION IN MALAYSIA, 1970-2020. *PLANNING MALAYSIA JOURNAL*, 20(3). <https://doi.org/10.21837/pm.v20i22.1141>
- Tham, S. W., Wong, M. F., Ismail, M. binti, & Ismail Bukhary, N. B. binti. (2025). Psychosocial risks and mental health of preschool care providers in Kuala Lumpur, Malaysia: a cross-sectional study. *BMC Psychology*, 13(1), 25. <https://doi.org/10.1186/s40359-024-02279-3>
- Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, 73(8), 1–27. <https://doi.org/10.1080/00131911.2019.1705247>
- Tsounis, A., & Sarafis, P. (2018). Validity and reliability of the Greek translation of the Job Satisfaction Survey (JSS). *BMC Psychology*, 6. <https://doi.org/10.1186/s40359-018-0241-4>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Umi Anugerah Izzati, Gunarti Dwi Lestari, & Wulan Adiarti. (2024). Job Satisfaction and

Professional Commitment in Early Childhood Education Teachers. *Journal of Nonformal Education*, 10(1), 75–83. <https://doi.org/10.15294/jone.v10i1.1574>

Varmuza, P., Perlman, M., & Falenchuk, O. (2021). How stable is program quality in child care centre classrooms? *International Journal of Child Care and Education Policy*, 15, 15. <https://doi.org/10.1186/s40723-021-00091-9>

Varoquaux, G. (2018). Cross-validation failure: Small sample sizes lead to large error bars. *NeuroImage*, 180(Part A), 68–77. <https://doi.org/10.1016/j.neuroimage.2017.06.061>

Vicente, D., Venegas, M., & Guerrero, A. D. (2024). Turn-over and Retention Among Head Start Educators. *Early Childhood Education Journal*, 53, 1467–1478. <https://doi.org/10.1007/s10643-024-01685-x>

Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organization in Malaysia. *International Journal of Business, Management and Social Sciences*, 2, 24–32. https://www.researchgate.net/publication/215628333_The_influence_of_leadership_styles_on_employees

Wang, X., Yang, L., Chen, K., & Zheng, Y. (2024). Understanding teacher emotional exhaustion: exploring the role of teaching motivation, perceived autonomy, and teacher–student relationships. *Frontiers in Psychology*, 14, 1342598. <https://doi.org/10.3389/fpsyg.2023.1342598>

Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). Satisfied and High Performing? A Meta-Analysis and Systematic Review of the Correlates of Teachers' Job Satisfaction. *Educational Psychology Review*, 35, 114. <https://doi.org/10.1007/s10648-023-09831-4>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

- Wator, J., Patrick, P., & Yip, S. Y. (2025). Teachers' sense of belonging in school: a scoping review. *The Australian Educational Researcher*. <https://doi.org/10.1007/s13384-025-00897-3>
- Williams, D. N., & Williams, K. A. (2020). Sample Size Considerations: Basics for Preparing Clinical or Basic Research. *Annals of Nuclear Cardiology*, 6(1), 81–85. <https://doi.org/10.17996/anc.20-00122>
- Wong, K. F. E., & Cheng, C. (2019). The turnover intention–behaviour link: A culture-moderated meta-analysis. *Journal of Management Studies*, 57(6), 1174–1216. <https://doi.org/10.1111/joms.12520>
- Xia, J., Wang, M., & Zhang, S. (2022). School culture and teacher job satisfaction in early childhood education in China: the mediating role of teaching autonomy. *Asia Pacific Education Review*, 24, 101–111. <https://doi.org/10.1007/s12564-021-09734-5>
- Xu, X., Jiang, Y., & Chen, L. (2023). A Meta-Analysis of Variables Related to Burnout Among Chinese Preschool Teachers. *SAGE Journals*, 13(4). <https://doi.org/10.1177/21582440231202570>
- Yeon, H. M., & Park, S. Y. (2023). The Effects of Early Childhood Teacher's job satisfaction and work environment on sensitivity. *Taegu Science University Defense Security Institute*, 7(5), 68–78. <https://doi.org/10.37181/jscs.2023.7.5.068>
- Zhang, J., Chen, Y., Xu, Y., & Li, Y. (2024). Hindrance Stress and Turnover Intentions Among Preschool Teachers: The Mediating Role of Work Engagement and the Moderating Effect of Meaningful Work. *Heliyon*, 10(4), e35366. <https://doi.org/10.1016/j.heliyon.2024.e35366>
- Zhao, Y., Lu, Z., Cheng, X., & Li, J. (2022). The Effect of Organizational Trust on Turnover Intention of Rural Kindergarten Teachers: The Mediating Role of Teaching Efficacy

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

and Job Satisfaction. *International Journal of Environmental Research and Public Health*, 19(19), 12403. <https://doi.org/10.3390/ijerph191912403>

Zhou, S., Li, X., & Gao, B. (2020). Family/friends support, work-family conflict, organizational commitment, and turnover intention in young preschool teachers in China: A serial mediation model. *Children and Youth Services Review*, 113, 104997. <https://doi.org/10.1016/j.chilyouth.2020.104997>

Zumrah, A. R., Ali, K., & Mokhtar, A. N. (2022). Job Satisfaction: The Factors That Influence It and Its Impact on Turnover Intention. *Open Journal of Social Sciences*, 10(2), 281–291. <https://doi.org/10.4236/jss.2022.102020>

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Appendices

Appendix A: Questionnaire

Figure 5

Questionnaire – Informed Consent Letter 1

Informed Consent Letter

Dear Participants,

Thank you for considering participating in this important research study that determines the relationship between preschool teachers' job satisfaction and turnover intention in the Early Childhood Education industry. This study is conducted by Wong Jack Lee, a final year student who is pursuing Bachelor of Early Childhood Education at Universiti Tunku Abdul Rahman (UTAR) Sungai Long Campus.

Purpose of Study

This current study aims to determine the relationship between job satisfaction and turnover intention among preschool teachers in Klang Valley.

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

1. Full-time preschool teacher
2. Working in registered preschool
3. With at least one year of teaching experience
4. Teaching within Klang Valley area

Benefits and Risks

In this questionnaire, the information obtained may help to determine the relationship between preschool teachers' job satisfaction and their intention to leave their current workplace. The findings can benefit the teachers by raising awareness about factors that influence their job satisfaction and career decisions. There are minimal risks, but participants may feel slightly uncomfortable reflecting on their job-related feelings. However, participation is entirely voluntary, and all responses will remain confidential and anonymous.

Study Procedures

This questionnaire may take approximately 3 to 5 minutes to complete the questionnaire, and it consists of three sections, which are:

Section A: Demographic Information

Section B: Job Satisfaction Survey (JSS)

Section C: Turnover Intention Scale (TIS-6)

Confidentiality

All the information you have given will be kept private and confidential. Your information will be stored only by code, with personal details kept secured in files and computer with access only by the immediate research team. The final results of this study will be presented in the class and written up in the research report. In this event of publication, no personal identification will be closed.

Voluntary Participation

Your participation in this study is voluntary. You are required to complete this survey within 3 days once you receive this questionnaire. If you decide to take part in this study, you are still free to withdraw at any time and without giving a reason.

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Figure 6

Questionnaire – Informed Consent Letter 2

Contact Information

If you have question at any time about this survey, you may contact the researcher, Wong Jack Lee (2105819@lutar.my/012-6321142)

I sincerely appreciate your participation in this survey,
Wong Jack Lee

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.

Do you agree to continue participating in this survey?

- Agree
- Disagree

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Figure 7

Questionnaire – Google Form 1

The image shows a screenshot of a Google Form questionnaire. It is divided into three distinct sections, each with a light green border. The first section is titled 'Gender *' and contains two radio button options: 'Male' and 'Female'. The second section is titled 'Age *' and contains five radio button options representing age ranges: '< 20 years old', '21 - 30 years old', '31 - 40 years old', '41 - 50 years old', and '> 50 years old'. The third section is titled 'Race *' and contains four radio button options: 'Malay', 'Chinese', 'Indian', and 'Other:'. The 'Other:' option is followed by a horizontal line for text input.

Gender *

Male

Female

Age *

< 20 years old

21 - 30 years old

31 - 40 years old

41 - 50 years old

> 50 years old

Race *

Malay

Chinese

Indian

Other: _____

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Figure 8

Questionnaire – Google Form 2

The image shows a screenshot of a Google Form questionnaire. It consists of two distinct sections, each enclosed in a light green border. The first section is titled 'Highest Educational Level *' and contains six radio button options: 'Secondary education (SPM)', 'Post-secondary education or pre-university (STPM/Matriculation certificate/University Foundation)', 'Diploma / Teacher education at Teacher Training Institutes', 'Bachelor's degree', 'Master's degree / PhD', and 'Other: _____'. The second section is titled 'Years of Teaching Experience in ECE Industry *' and contains six radio button options: '< 1 year', '1 - 5 years', '6 -10 years', '11 - 15 years', '16 - 20 years', and '> 20 years'.

Highest Educational Level *

- Secondary education (SPM)
- Post-secondary education or pre-university (STPM/Matriculation certificate/University Foundation)
- Diploma / Teacher education at Teacher Training Institutes
- Bachelor's degree
- Master's degree / PhD
- Other: _____

Years of Teaching Experience in ECE Industry *

- < 1 year
- 1 - 5 years
- 6 -10 years
- 11 - 15 years
- 16 - 20 years
- > 20 years

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Figure 9

Questionnaire – Google Form 3

The image shows a screenshot of a Google Form questionnaire. It consists of two distinct sections, each enclosed in a light green border. The first section is titled 'Working Days Per Week *' and contains three radio button options: '< 5 days', '5 days', and '> 5 days'. The second section is titled 'Working Hours Per Day *' and contains six radio button options: '< 6 hours', '6 hours', '7 hours', '8 hours', '9 hours', and '> 9 hours'. The form is presented in a clean, white background with a simple, user-friendly layout.

Working Days Per Week *

< 5 days

5 days

> 5 days

Working Hours Per Day *

< 6 hours

6 hours

7 hours

8 hours

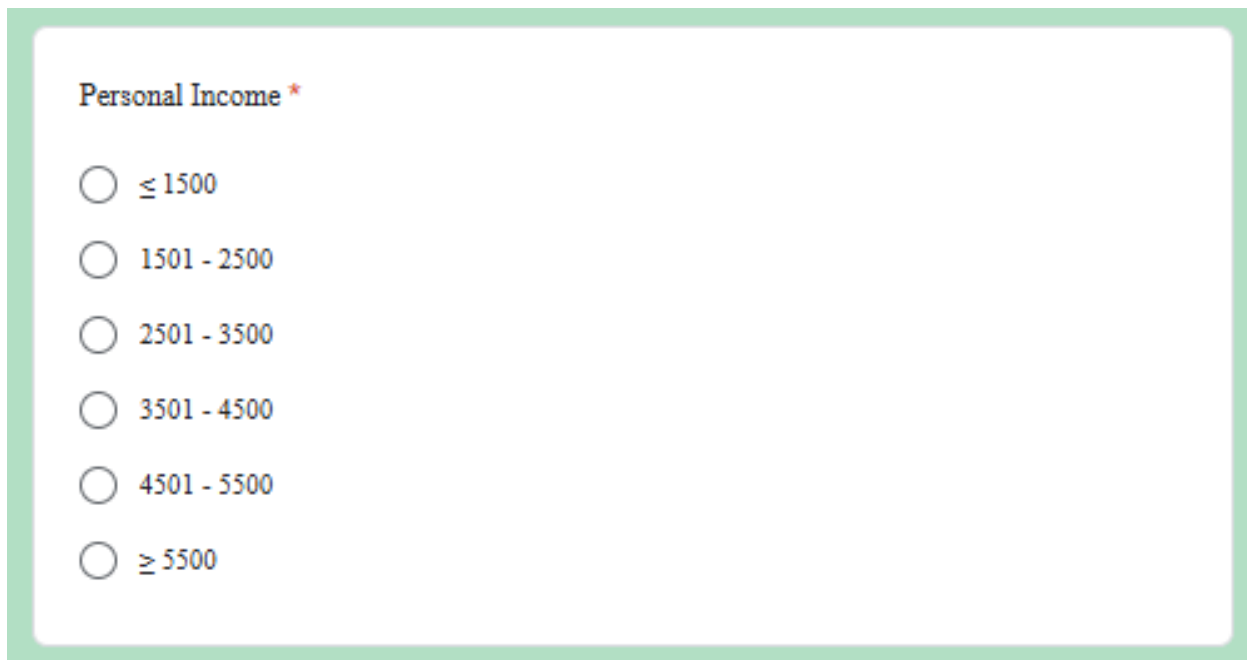
9 hours

> 9 hours

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Figure 10

Questionnaire – Google Form 4



Personal Income *

- ≤ 1500
- 1501 - 2500
- 2501 - 3500
- 3501 - 4500
- 4501 - 5500
- ≥ 5500

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Figure 21

Questionnaire – Google Form 15

Section C: Turnover Intention Scale (TIS-6)

The following section aims to ascertain the extent to which you intend to stay at the organization. Please read each question and indicate your response using the scale provided for each question:

DURING THE PAST 9 MONTHS...

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

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

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

	1	2	3	4	5	
To no extent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Figure 22

Questionnaire – Google Form 16

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

Never 1 2 3 4 5 Always

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

Highly unlikely 1 2 3 4 5 Highly likely

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

Never 1 2 3 4 5 Always

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Appendix B: Original Data

Figure 23

jamovi output of Descriptive Statistics – Respondents' Gender

Gender	Counts	% of Total	Cumulative %
Female	74	90.2 %	90.2 %
Male	8	9.8 %	100.0 %

Figure 24

jamovi output of Descriptive Statistics – Respondents' Age

Age	Counts	% of Total	Cumulative %
21 - 30 years old	54	65.9 %	65.9 %
31 - 40 years old	20	24.4 %	90.2 %
< 20 years old	2	2.4 %	92.7 %
> 50 years old	6	7.3 %	100.0 %

Figure 25

jamovi output of Descriptive Statistics – Respondents' Race

Race	Counts	% of Total	Cumulative %
Chinese	73	89.0 %	89.0 %
Iban	1	1.2 %	90.2 %
Indian	3	3.7 %	93.9 %
Malay	5	6.1 %	100.0 %

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Figure 26

jamovi output of Descriptive Statistics – Respondents' Highest Educational Level

Highest Educational Level	Counts	% of Total	Cumulative %
Bachelor's degree	60	73.2 %	73.2 %
Diploma / Teacher education at Teacher Training Institutes	12	14.6 %	87.8 %
Master's degree / PhD	6	7.3 %	95.1 %
Secondary education (SPM)	4	4.9 %	100.0 %

Figure 27

jamovi output of Descriptive Statistics – Respondents' Years of Teaching Experience in ECE

Industry

Years of Teaching Experience in ECE Industry	Counts	% of Total	Cumulative %
1 - 5 years	48	58.5 %	58.5 %
11 - 15 years	8	9.8 %	68.3 %
16 - 20 years	2	2.4 %	70.7 %
6 -10 years	12	14.6 %	85.4 %
< 1 year	12	14.6 %	100.0 %

Figure 28

jamovi output of Descriptive Statistics – Respondents' Working Days Per Week

Working Days Per Week	Counts	% of Total	Cumulative %
5 days	70	85.4 %	85.4 %
< 5 days	8	9.8 %	95.1 %
> 5 days	4	4.9 %	100.0 %

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL TEACHERS IN KLANG VALLEY

Figure 29

jamovi output of Descriptive Statistics – Respondents' Working Hours Per Day

Frequencies of Working Hours Per Day			
Working Hours Per Day	Counts	% of Total	Cumulative %
6 hours	6	7.3 %	7.3 %
7 hours	8	9.8 %	17.1 %
8 hours	26	31.7 %	48.8 %
9 hours	16	19.5 %	68.3 %
< 6 hours	10	12.2 %	80.5 %
> 9 hours	16	19.5 %	100.0 %

Figure 30

jamovi output of Descriptive Statistics – Respondents' Personal Income

Frequencies of Personal Income			
Personal Income	Counts	% of Total	Cumulative %
1501 - 2500	32	39.0 %	39.0 %
2501 - 3500	30	36.6 %	75.6 %
3501 - 4500	12	14.6 %	90.2 %
≤ 1500	6	7.3 %	97.6 %
≥ 5500	2	2.4 %	100.0 %

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Figure 31

jamovi output of Descriptive Statistics – Mean and Standard Deviation of Job Satisfaction

Survey (JSS) and Turnover Intention Scale (TIS)

Descriptives		
	Mean	SD
Total JSS	130.2	20.62
Total TIS	20.3	3.06

Figure 32

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

Frequencies of Total TIS (2)			
Total TIS (2)	Counts	% of Total	Cumulative %
2	70	85.4 %	85.4 %
1	12	14.6 %	100.0 %

JOB SATISFACTION AND TURNOVER INTENTION AMONG PRESCHOOL
TEACHERS IN KLANG VALLEY

Figure 33

*jamovi output of Inferential Statistics – Pearson Correlation Result for Job Satisfaction and
Turnover Intention*

Correlation Matrix		Total JSS	Total TIS
Total JSS	Pearson's r	—	
	df	—	
	p-value	—	
	N	—	
Total TIS	Pearson's r	-0.714***	—
	df	80	—
	p-value	< .001	—
	N	82	—

Note. * p < .05, ** p < .01, *** p < .001