THE TURNOVER INTENTION AND JOB HOPPING BEHAVIOUR OF
MUSIC TEACHERS

BY
WONG CHYI FENG
Bachelor of Music
University of Putra Malaysia
SELANGOR DARUL EHSAN
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ABSTRACT

Turnover intention has long been an important topic in research while job hopping is comparatively newer with reports of an increasing rate of the world over.

Previously there were several studies about turnover intention in various industries. They have reported high turnover intention and job hopping among employees. However, this study focuses solely on music teachers. Data was collected from music teachers of different music centers and schools. There were around 100 respondents. The antecedents selected covered aspects of the factors that might influence the music teachers’ turnover intention and job hopping. There included variables like the music teachers’ perceived organisational support, emotional exhaustion, overall job satisfaction and lastly their affective commitment.

As far as the time of searching, it was yet to find a similar topic done on music teachers in this country. Therefore, it was thought that generalisation should be applied in the first time of investigation. Results from the study showed that local music teachers do not intend to leave if they perceived that their organisations are supportive and if they are satisfied and not exhausted with their job. Whereas they would job hop if they are emotionally exhausted and not satisfied with their job and perceived organisational support has no relationship with job hopping behaviour.

The findings of this study should be of interest to the employers or the principal of music schools. They should be concerned about the needs of the music teachers and to improve their current management as music teachers are the vital assets for a music education center.
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Theoretical framework
CHAPTER 1

INTRODUCTION

Music industry has always been neglected in our country, Malaysia. However, music education seemed more concerned if compared to the other music occupations like sound engineer, music composer, music programmer and so forth.

Several local studies have researched on the antecedents of turnover intention specifically in the field of accountancy, hospitality, information technology, and school teachers. To the best of my knowledge, there has been no study on turnover intentions of music teachers in Malaysia. However, issues about music teachers have been researched in the western countries. Kaplan (1966) for example, assessed the condition of community music school throughout the United States while Alexander (1997) examined the relationship between forty community music school programmes and their affiliation with collegiate music schools. Lawrence (2001) on The Application of Hackman and Oldham’s Job Characteristic Model to Perceptions Community Music School Faculty Have Towards Their Job. It focused on three aspects, namely the core job characteristics of the teachers, their personal and work outcomes of satisfaction and motivation and the need for professional growth.

Besides turnover intention, this study also examines the antecedents of job hopping behaviour among music teachers. According to Aquent Star Biz Weekly (October, 2006) the average staff turnover rate is 23 per cent in Malaysia. Turnover rates are highest in the fields of Public Relation or communications, media and creative, where
71 per cent, 40 per cent and 50 per cent of employers respectively report turnover rates of over 20 per cent. Moreover, Khatri, Budhwar, Pawan, and Chong (1999) has also done a research on the job hopping behaviour of Singaporean, which has almost the same culture as Malaysian and therefore, it is presumed to have the same influence on the unemployment rate in Malaysia.

A total of three factors were used in this study, namely the perceived organisational support, emotional exhaustion and overall job satisfaction. These three were used as to cover different aspects of the factors that influence a music teachers leaving behaviour. Perceived organisational support examines the music teachers’ view towards their organisation (music schools), while emotional exhaustion and overall job satisfaction examine on the music teachers themselves and their view on their job respectively.

In the context of the present study, “music schools” will be used to represent music centers, music schools, as well as public and private schools that offer their students music as one of their music subjects.
1.1 Objectives of the Study

A study of music teachers was conducted in the Klang Valley in Malaysia, to investigate issues facing them while at work. The specific objectives were:

• to identify if affective commitment mediates the relationship between perceived organisational support, emotional exhaustion and overall job satisfaction, and turnover intention and job hopping behaviour;
• to identify the responses of the music teachers towards the variables; and
• to find out their future planning if they leave.

1.2 Significance of the Study

Results from the study would benefit the owners of music schools in Malaysia. Currently, most of the music schools in Malaysia are growing large as compared to a few years’ ago whereby they operated in the homes of music teachers. The management at large music schools today, therefore, have to reorganise their methods of operation as well as in managing their employees such as their music teachers and others. Music teachers are the main assets of the music schools. Without the teachers, a music school cannot have students.
1.3 **Organisation of the Study**

This study consists of five chapters. Chapter 1 provides a background of this study. It also consists of the introduction, objectives and significance of the research. Chapter 2 reports a review of literature on the research constructs and the relationships among them. The constructs include: turnover intention, perceived organisational support, emotional exhaustion, overall job satisfaction, affective commitment, and turnover intention, and job hopping. Chapter 3 explains the research methodology. It includes a discussion on the research instrument, sample design, data collection procedure and data analysis techniques and selection of measures. The data analysis techniques and research findings of this study are reported in Chapter 4. Finally, Chapter 5 consists of a discussion based on the research results, the result implications, limitations of the study, and recommendations for future research. The last chapter concludes with an overview of the study.
CHAPTER 2

LITERATURE REVIEW

There are a few studies done on the music education industry. Lawrence (2001) did a study in *The Application of Hackman and Oldham’s Job Characteristic Model to Perceptions Community Music School Faculty Have Towards Their Job*. He focused on the core job characteristics of the teachers on skill variety, task identity, task significance, autonomy, and feedback, critical psychological states (experienced meaningfulness, experienced responsibility, and knowledge of results); personal and work outcomes of satisfaction and motivation; need for professional growth.

Others like Kaplan (1966) and Arts, Evans, Klein, and Delgado (1992) pointed out on the working condition of the music schools throughout the United States. They studied about administrative and academic issues and also the compensation and benefits of the music teachers at that time. The teachers were paid by hours and improvements were recommended after their studies to implement full time pay and also add in fringe benefits for them.

### 2.1 Turnover Intention

A thorough search into the literature on turnover reviewed that turnover behaviour; irrespective of actual turnover or turnover intention has been extensively conducted since 1900’s. They are mainly on industries like accountants, nurses and information
technology staff, as well as the top management officers. However it was yet to be found any that did on music teachers.

This study focuses on turnover intention instead of the actual turnover. Turnover intention is defined as the cognitive process of thinking, planning, and desiring to leave a job (Mobley, Griffeth, Hand, & Meglino, 1979). Previous researchers have confirmed that turnover intention is an appropriate dependent variable because it is linked with actual turnover (Shore & Martin, 1989). Bluedorn (1982), and Price and Mueller (1981) even recommended the use of turnover intention over actual turnover because actual turnover is more difficult to predict than intentions as there are many external factors that affect turnover behavior. As noted by Mitchell, MacKenzie, Styve, and Gover (2000), it is easier to measure turnover intention than voluntary turnover because administrative records may be unavailable, incomplete, or inaccurate.

According to prior work, intention is more likely to lead to actual turnover. Even though turnover intention and actual turnover were measured separately, but turnover intention has generally been recognised as the final cognitive step in the decision making process of voluntary turnover and most importantly is that cognitive variable has an immediate causal effect on actual turnover (Mobley, Horner, & Hollingsworth, 1978). Past studies have indicated that turnover intentions are the strongest predictors of turnover (Tett & Meyer, 1993). The intention to leave occurs immediately before one actually either leaves the current position or stays (Mobley, 1977).
Even Lambert (2001) stated that turnover intent is the best predictor of voluntary turnover. Based upon his preceding literature and non-criminal justice turnover literature, he proposed a model of correctional staff voluntary turnover. In his study, he argued that turnover intent immediately preceded the actual event of voluntary turnover. Therefore intention to leave one’s position, or turnover intention, is a good predictor of actual turnover.

In an analysis of occupational turnover, Dalessio, Silverman, and Schuck (1986) stated, more attention should be given to the direct and indirect influences of variables on intention to quit as opposed to the actual act of turnover. From the employer’s standpoint, intention to quit may be a more important variable then the actual act of turnover. If the precursors to intention to quit are better understood, the employer could possibly institute changes to affect this intention. However, once an employee has quit, there is little the employer can do except assume the expense of hiring and training another employee. Additionally, when measured appropriately, turnover intentions can be placed on a quantitative, or near continuous scale, whereas actual turnover is dichotomous and subject to a base rate deflation in its relationship with other variables when the proportions in the dichotomy are values other than .50 and .50 (Cohen & Cohen, 1983, p. 66-67).

Regardless of the type of organisation, voluntary turnover is disruptive and harmful to the organisation. Turnover is particularly costly for correctional organisations as they rely so heavily on the human factor (Stohr, Self, & Lovrich, 1992). This problem is the same to music schools too as the most important asset of a music school is the music teachers (human factor).
Based on the analysis of turnover intentions reported by individuals, it is expected that turnover intentions will also provide an accurate view of the potential turnover in the music education industry.

There are many reasons why employees may leave a firm. However, this study tested on the variables such as perceived organisational support, emotional exhaustion and overall job satisfaction, as well as affective commitment (mediator). These variables were reported to affect the school teachers in their leaving behaviour.

2.2 Job Hopping

In the research on job hopping, Ghiselli (1974) was found to be the earliest that has done on job hopping behaviour. She observed that some workers possess internal impulses to migrate from one job to another irrespective of better alternatives or other apparently rational motives. She suggested that this concept is called the "hobo syndrome" and define it as “…the periodic itch to move from a job in one place to some other job in some other place” (p.81). The workers most likely to leave their current job are those who have demonstrated signs of the hobo syndrome by leaving jobs often in the past.

Viega (1981), in his study also found a similar result as Ghiselli’s study. Viega found that mobile managers desire to move from one job to another job for apparently instinctive reasons.
In the study of Judge and Watanabe (1992) that tested the validity of the hobo syndrome using a national longitudinal sample of young workers, the results indicated that turnover depends on the number of times an individual has left his or her job in the past.

According to Khatri and colleagues (1999), the definition of job hopping may vary from one country to the other. In their study in Singapore, they define it into two parts. First, people switch jobs because they have an itch to try or simply because it is fun doing so. Second part, job hopping consists of social influences on turnover culture. The second part was supported by Abelson (1993) which defined turnover culture as the shared cognition by organisational members that influences their decision regarding job movement. Turnover culture makes hopping an acceptable behavior. If an employee has not changed his or her job for a long time, he or she feels increasing pressure to do so because of social influence (turnover culture).

Similarly, Chew (1993) noted in his study about the perceptions Singaporeans have of job hopping which stated, “In the past, clerical employees used to look for an alternative job before resigning the current one. Nowadays, they resign from their jobs even before securing another one.”

According to Debrah (1993, 1994), the majority of Singaporeans hold the view that the young and more educated change jobs more often than the old and less educated. Labor shortage and job hopping among the uncontrollable factors stand out in the perceptions of most people as important factors causing turnover.
Malaysian workers have been portrayed as money-oriented and inclined to job hop for better career offers (Kawabe, 1991). Monetary rewards in Malaysia might also have not been as attractive as other knowledge intensive industries in other industrialized countries like Singapore, Hong Kong and Korea, exacerbating the turnover rates in Malaysia.

However, a necessary condition for a test which may provide alternative explanations of the results be controlled experimentally or statistically (James, 1991). For example, some individuals may exhibit a pattern of turnover behavior not due to a desire to job hop per se, but because they have a greater number of labor market alternatives.

2.3 Affective Commitment

In many studies of the past, it has been hypothesized that organisational commitment mediates perceived organisational support, job satisfaction and emotional exhaustion towards turnover intention. Like them, this study also uses affective aspect of the organisational commitment to be the mediator.

Organisational commitment refers in general to the bond or link between an individual and the organisation (Mathieu & Zajac, 1990). It is also generally defined as having the core elements of loyalty to the organisation and identification with the organisation; i.e. pride in the organisation and internalisation of organisational goals (Mowday, Porter & Steers, 1982). They also asserts that organisational commitment is characterised by (a) “a strong belief in and acceptance of the organisation’s goals
and values; (b) a willingness to exert considerable effort on behalf of the organisation; and (c) a strong desire to maintain membership in the organisation” (Mowday et al., 1982, p.27).

With an effort to expand the concept of commitment, it has resulted in the increasing popularity of a tricomponent model, developed by Meyer and Allen (1988). In addition to an affective component similar to that advanced by Mowday and his colleagues (1982), the tricomponent approach maintains that continuance and normative commitment are also part of an overall attitudinal commitment. According to Meyer and Allen (1988), continuance commitment is predicted upon the employer’s pragmatic assessment of the costs and benefits of remaining with a given organisation, and normative commitment is based upon feelings of moral obligation or responsibility vis-a-vis the employing organisation. As Allen and Meyer (1990) have stated “Employees with strong affective commitment remain because they want to, those with strong continuance commitment remain because they need to, and those with normative commitment because they feel they ought to do so” (Allen and Meyer, 1990, p.3)

In the past researches, it has been found that organisational commitment has a significant negative effect on both turnover intent (Robinson, Porporino, & Simourd, 1992) and turnover (Camp, 1994; Robinson, D., Porporino, F., & Simourd, L. 1997; Stohr, et al., 1992). A research on the correctional workers makes an intuitive sense that those who have low commitment will be less inclined to remain within the organisation. Conversely, those who feel bonded with the organisation will have less desire to sever ties with the organisation to which they take pride and wish to be a
member (Lambert, 2001). A meta-analysis of 25 articles by Mor Barak, Nissly, and Levin (2001) which also stated that organisational commitment was found to be significantly related to intention to leave. Research using an affective approach to commitment has also frequently revealed an inverse relationship between commitment and turnover intention (Porter, Steers, Mowday and Boulian, 1974). Based on numerous of literature review there is conclusive evidence to indicate that intention to quit is linked to lack of commitment (Clugston, 2000; Somers & Birnbaum, 2000; Kacmar & Carlson, 1999; Rahim & Afza, 1993; Tett & Meyer, 1993; Chee, 1992; Borg & Riding, 1991). Therefore if technical school teachers have indicated their intention to quit as reported in Chua’s (2001) study, there is little doubt that music teachers will be lowly committed to their jobs as well.

Similarly, in Valerie’s research on professional and organisational commitment on both elementary and secondary teachers, her findings indicated that it was affective commitment that typically exerted a main effect on the turnover intention.

According to some estimates from the western researches, 50 per cent of the teachers leave the profession within five years (Colbert & Wolff, 1992; Odell & Ferrano, 1992; Cetron & Gayle, 1991) and if the teacher was employed in an urban area, the likelihood increased to 75 per cent (Cetron & Gayle, 1991). In Borg and Riding’s (1991) study, teachers in the sample reported moderately low level of commitment. Approximately, 46.2 per cent of them reported that it would be very unlikely or fairly unlikely for them to choose a teaching career were they to start their working life over again. Similarly, George and George (1995) reported that one third of the teachers surveyed planned to leave the teaching field to pursue their careers outside of
education while some planned to seek other school-based positions such as administrators or counsellors in order to avoid the teaching job. All these studies provided strong evidence that more and more teachers were lacking in commitment to their profession. They were either harbouring an intention to leave or vividly displaying strong dislike for the profession.

Similar to turnover intention, affective commitment is used to mediate the independent variables mentioned above towards job hopping. Not many of the previous studies were found that hypothesized affective commitment to job hopping. This study aims to examine if this relationship is true in the local music education field.

Inagami (1998) in his Employment and Training papers on Labour Market Policies in Asian Countries had stated that, in the early 1990s "job hopping" has become a prominent phenomenon in Malaysia. At that time it was also labour shortage that led to an increase in labour mobility. Both foreigners and Malaysians readily change jobs for as little as one ringgit. However this might not be true as mentioned by James (1991), those who are highly educated, or in favourable labour markets may quit their jobs more often because more alternatives are available. Furthermore, job hop may likely to occur in selective industries only.

Finally, Judge et.al. (1992) suggested that as individuals become more committed to and make more investments in their job, the costs of moving increase. As the cost of moving increases, they will less likely to job hop.
2.4 Perceived Organisational Support

Although many studies on perceived organisational support have been done in the western countries (e.g., Eisenberger, Huntington, Hutchison, & Sowa, 1986; Rhoades, Eisenberger, & Armeli, 2001; Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002), however, findings on the perceived organisational support in collectivistic cultures such as Malaysia is still very limited (Yoon & Lim, 1999). This is particularly so in the music industry.

Organisational support theory has received a lot of attention in its examination of the employee-employer relationship (Eisenberger et. al., 1986; Rhoades et. al., 2002). According to Levinson (1965) perceived organisational support may differ from actual organisational support. Perceived organisational support is the extent to which an organisation rewards work efforts, meets emotional needs of employees, is perceived to be responsive to worker’s values and needs (Rhoades et. al., 2002). From the employees point of view, it is “employees’ global beliefs concerning the extent to which organisation values their contributions and cares about their well-being” (Tan, 2008, pp.1) and a supportive organisation is committed to its workers (Etzioni, 1961; Kelman, 1961; Malatesta & Tetrick, 1996; March & Simon, 1958).

Some individuals might base their sense of perceived organisational support upon such factors as the organisations’ willingness to provide employees with special assistance or special equipment in order to complete a project. Others might base upon the organisations’ willingness to provide them with additional opportunities for training in an area that was of particular interest to them. Furthermore, employees are frequently sensitive to relevant environmental and organisational constraints that
might limit the ability to provide them with desired rewards (Eisenberger, Cummings, Armeli, & Lynch, 1997). For example, a teacher who is aware that district cutbacks preclude the opportunity to attend a professional seminar would be unlikely to suffer a loss of perceived organisational support as a result.

Howes, Cropanzano, Grandey, and Mohler (2000) found that organisational support was related to organisational commitment and turnover intention. When individuals believe they are supported by their employers, they feel the need to reciprocate favorably to the organisational treatment with attitudes and behaviors that would in turn benefit the organisation (Eisenberger et al., 1986, Eisenberger, Fasolo, & Davis-LaMastro, 1990; Guzzo, Noonan, & Elron, 1994; Hutchison & Garstka, 1996; Nye & Witt, 1993). According to the organisational support theorists, high perceived organisational support tends to improve work attitudes and engender effective work behaviour whereby the employees become more committed and harder-working (Eisenberger et al., 1986). Such perceived organisational support is assumed to be based on the favorableness of employees’ history of treatment by the organisation (Eisenberger et al., 1986). Employees feel obliged to repay organisation with extra effort and loyalty when such favorable supportive treatments are discretionary-based (Eisenberger, Cummings, Armeli, & Lynch, 1997; Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001). This organisational commitment behaviour is likely to lower turnover intentions (Cropanzano et al., 1997).

In addition, Eisenberger and Huntington explained that perceived organisational support would cause employees to respect organisational priorities more fully and later increase employees’ affective attachment to the organisation. Lacking of support
would lead to a host of negative reactions such as higher levels of tension and lower level of affective commitment (Eisenberger et al., 1997; Lynch, Eisenberger, & Armeli, 1999; Rhoades, Eisenberger, & Armeli, 2001).

Besides, Hrebiniak (1974) found that hospital staff who perceived that the organisation’s environment as “being cooperative or consistent” tend to enhance their continued employment in the organisation. These results are consistent with the present view that perceived organisational support strengthens employees’ effort-outcome expectancy and affective attachment to the organisation, resulting in greater efforts to fulfill the organisation’s goals.

Whilst, Ingersoll’s (2001) national studies on both the private and public school teachers’ turnover have shown that teacher turnover was associated with the teachers’ perceptions of school organisational characteristics, including low levels of administrative support, little input into school decisions, student disciplinary problems, and insufficient salary.

Johnsrud (2002) in his research articles on the faculty members’ morale and their intention to leave found that lack of time to keep up with one’s discipline and perceived lack of institutional support are responsible for a decrease in organisational commitment among faculty members, which in turn has implications for turnover intentions.

Overall, it appears that employees with higher levels of perceived organisational support are likely to be more committed and possibly more willing to engage in extra
role behaviour (Organ, 1988) than are employees who feel that the organisation does not value them as highly. In support of this, other studies have revealed that perceived organisational support is positively related to affective commitment (e.g., Eisenberger et. al., 1990).

In accordance to these reviews, the following hypotheses were proposed.

H1. The relationship between perceived organisational support and turnover intention is mediated by affective commitment.

H2. The relationship between perceived organisational support and job hopping is mediated by affective commitment.

2.5 Emotional Exhaustion

To be a teacher requires imparting knowledge and skill through instruction. According to Boyle, Borg, Falzon, and Baglioni (1995), a teacher is seen as a counselor to both students and parents. He or she is also sometimes a nurse, a social worker, and even to some degree a parent for the students that are under his or her tutelage. With the increasing number of roles that students and parents ask from teachers, as well as the requirements from the Ministry of Education, it is no wonder that teachers are increasingly stressed and burnout.

In the United States, there are several researches on burnout issues since the 1970s. There are studies that associated with teachers. Coined by Freudenberger (1974), the term burnout is most commonly used in the human service fields to “refer to a state of
emotional exhaustion caused by excessive psychological and emotional demands made on people helping people”. Maslach and Jackson (1981), Pines and Aronson (1988), as well as Jackson, Schwab, and Schuler (1986) also suggest that burnout is a stress syndrome experienced predominantly by people in social service occupations. For instance, Samantrai (1992), in a qualitative study of Master of Social Work caseworkers who had left their agency, found that the main contributors to their decision to leave were burnout.

Maslach and Jackson (1981) defined burnout as a term used to describe people who are physically and psychologically burnt out. The model that they developed has now been almost universally adopted and consists of three components; emotional exhaustion, depersonalisation and reduced personal accomplishment. These authors described emotional exhaustion to the feelings of being emotionally over-extended, and depersonalisation as the negative, callous or detached responses to other people. They explained reduced personal accomplishment as a negative sense of one’s own job performance.

Earlier researchers such as Kahn (1978), generally regarded burnout, as a global set of consequences caused by ongoing occupational strain. The three components (i.e., emotional exhaustion, depersonalisation and reduced personal accomplishment) were first thought to occur sequentially, via a process whereby stressful work conditions lead to exhaustion, followed by depersonalisation and proceeded by reduction in personal accomplishment. However, more recent evidence suggests that the three elements do not occur equally within all individuals. For instance, Berg (1994) found significantly higher levels of emotional exhaustion in teachers than the other two
elements. In addition, emotional exhaustion is defined as the central quality representing the basic stress dimension of burnout (Leiter & Maslach, 2001). Moore (2000) used Schaufeli, Leiter, and Kalimo’s (1995) definition of emotional exhaustion. It refers to the depletion of mental resources that an individual brings to a job.

In the study by Chua (2001), it was reported that 43 per cent of the technical school teachers surveyed experienced moderate to high level of reaction or the syndrome of stress which has the three sub-components suggested by Maslach and Jackson (1981). The teachers, according to Chua (2001), reported that working with students did not provide them with feelings of success or accomplishment. They found the job too stressful, draining and energy consuming. Many reported feelings of being worn out physically and emotionally at the end of the day. Emotionally exhausted teachers will feel less committed to creating good lessons and correcting work. They were less tolerance for classroom disruptions.

Hence, there is indication that school teachers who are lacking of commitment suffer burnout. Past studies have found a negative relationship between burnout and commitment (Wisniewski & Gargiulo, 1997). When teachers experience burnout, their commitment to the profession will be greatly affected. Maslach and Schaufeli (1993) reported that factors relate to one’s occupation are more highly correlated to burnout than “biographical or personal factors”.

The domain of work exhaustion in this paper is consistent with that utilised by Moore (2001). Moore included in model the conceptualization, emotional exhaustion, and
mental exhaustion but not the physical exhaustion measures. According to her, physical exhaustion is likely to have a different set of causes and consequences and may be experienced in quite a different way than emotional and mental exhaustion. Like others, Moore also noted that consequences of emotional exhaustion include reduced affective commitment and lower turnover intention.

Therefore hypotheses as follows were proposed.

H3. The relationship between emotional exhaustion and turnover intention is mediated by affective commitment.

H4. The relationship between emotional exhaustion and job hopping is mediated by affective commitment.

2.6 Overall Job Satisfaction

Kovach (1977) stated that job satisfaction has been recognised as a component of organisational commitment. It can be described as “the condition of contentment with one’s work and environment, denoting a positive attitude” (Wood, 1973). Locke (1976) defined it as a pleasurable or positive emotional state resulting from one’s appraisal of one’s job or job experiences. This positive feeling results from the perception if a job is fulfilling or allowing the fulfilment of one’s important job values, provided these values are compatible with one’s needs. Given that values refer to what one desires or seeks to attain, job satisfaction can be considered as reflecting a person’s value judgment regarding work-related rewards. Spector (1997)
believes that job satisfaction, “…can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job.”

According to Loscocco (1989), every working person has a certain order of priorities with regard to what he or she seeks from work, in terms of extrinsic (economic) and intrinsic job reward. Some workers may strongly emphasise both types of rewards, while others may place little value on either. Nevertheless, both forms of rewards contribute to job satisfaction (O’Reilly & Caldwell, 1980). A job that entails high pay, high security, greater promotional opportunities, and interesting work, all of which is judged as a way to achieve work and non-work goals, should lead to positive feelings of well-being.

Job satisfaction is one area that has been studied significantly as a contributing factor to teachers leaving the profession or never entering teaching. According to Ingersoll (2006, p.130-140) in his Teacher Followup Survey (TFS) “job dissatisfaction” and “to pursue other job” had the highest percentage for teachers leaving their schools. According to the author workload, poor salaries and benefits, large class sizes, student discipline problems, and the lack of teacher influence over decision making were among some of the reasons for dissatisfaction among teachers.

Satisfaction with the job as a significant contributor to organisational commitment has been well documented. Therefore it is hard to ignore the issue of job satisfaction because it makes sense that one who is satisfied with the job will be more committed to the organisation than one who is dissatisfied. Having a job one likes usually means one is happy with things at work generally. On the other hand, if one does not feel
satisfied with the job, it would be easy to blame the organisation for problems, reflecting lower affective commitment. A number of researchers have found that those satisfied with their jobs are more likely to be highly committed to the organisation. Mathieu and Hamel (1989) found evidence that job satisfaction influences affective commitment, as did Williams and Hazer (1986), in turnover models. Using meta-analytic methods and structural equation modeling, Eby, Freeman, Rush, and Lance, (1999) found that job satisfaction was related to affective commitment even in the presence of intrinsic motivation.

In addition, there were some studies that have reported a consistent and negative relationship between job satisfaction and turnover intention (e.g., Byrd, Cochran, Silverman, & Blount, 2000; Jurik & Winn, 1987; Liou, 1998; Mitchell, et al., 2000). Similarly in Singapore, their studies also supported the negative relationship between job satisfaction and turnover intention (Lam et al., 1995, Koh and Goh, 1995; and Aryee, 1991). However, past research suggests that job satisfaction only account for a small percentage (less than 15 per cent) of the total variance in the turnover model (Blau & Boal, 1989). Furthermore, Igbaria and Greenhaus (1992) found job satisfaction to be a stronger direct antecedent of turnover than was organisational commitment.

Although the relationship between job satisfaction and turnover is not strong, it does not suggest that satisfaction should not be measured. Instead, it does suggest that measures of satisfaction must be combined with other measures to effectively predict and understand turnover (Mobley, 1982, p.45). A review of past research on job satisfaction suggests that most of the studies have examined the effect of overall
satisfaction on turnover with only a few investigating the relationship between turnover and the specific aspects of job satisfaction such as pay, supervision, and nature of work. In this study too, the music teachers’ overall satisfaction with their job was examined. Koh and Goh (1995) noted that the use of overall satisfaction conceals the vital effects of different job facets on turnover. Job satisfaction was also found to have an indirect effect on turnover intention through organisational commitment, in a study conducted at a company in the computer and software services industry (Ahuja, Chudoba, Kacmar, McKnight, & George, 2006).

With these, hypotheses H5 and H6 were proposed.

H5. The relationship between overall job satisfaction and turnover intention is mediated by affective commitment.

H6. The relationship between overall job satisfaction and job hopping is mediated by affective commitment.

In conjunction to this, the research model (Figure 1) of this study synthesizes three independent variables towards turnover intention mediated by affective commitment. These relationships have been proven in other industries but not yet in the local music education industry. In addition to turnover intention, job hopping is added in as another dependent variable. This is because job hopping seemed to fit into the trend and culture of the Malaysian in the present days.

The following chapter describes the methods that were used to conduct this research.
Figure 1
Theoretical Framework
CHAPTER 3

RESEARCH METHODOLOGY

Numerous journals; mostly through the online databases have been referred as secondary sources of information in this study. Data from the questionnaires are the primary source of information. A total of 180 copies were distributed to the music teachers who teach in music centers and private schools around the Klang Valley.

3.1 Research Instrument

The 3-page survey form consists of two sections. Section A was put in a way to collect information on three independent variables, one mediator and two dependent variables. All of the responses in Section A were indicated through the extent of their agreement with each item on a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). Each of these dimension were adopted from different authors that was presumed to be relevant to this study. Section B consists of questions regarding the respondents’ personal information. First page is the cover letter while the next two pages were the questionnaires.
3.2 Measures

3.2.1 Perceived Organisational Support Measure

Respondents completed a shortened version of the Survey of Perceived Organisational Support (SPOS; Eisenberger et al., 1986, 1990). The eight items used in this study were those that loaded the highest in Eisenberger et al.’s (1986) factor analysis and seemed to be applicable to a wide array of organisations. Responses were measured in 7-point Likert scale, ranging from (1) strongly disagree to (7) strongly agree. The items included are like “This music school/school strongly considers my goals and values” and “This music school/school cares about my opinions” (Table 4).

3.2.2 Emotional Exhaustion Measure

Emotional exhaustion scale was taken from Moore (2000), whose items originated from the eight items that were developed by Maslach (1982), and Maslach and Jackson (1984). Responses were measured the same as Moore which have 7-point Likert scale, ranging from (1) never to (7) daily instead of (0) to (6), in order to make it consistent with other dimensions’ scaling. Examples of items are such as “I feel emotionally drained from my work” and “I feel used up at the end of the work day” (Table 4).
3.2.3 Overall Job Satisfaction Measure

Overall job satisfaction was measured using five items from Brayfield and Rothe’s (1951) index of overall job satisfaction. The responses were measured in a 7-point Likert scale, ranging from (1) strongly disagree to (7) strongly agree. The items included are like “I feel fairly satisfied with my present job” and “Most days I am enthusiastic with my job” (Table 4).

3.2.4 Affective Commitment Measure

Allen and Meyer’s (1990) eight-item (affective commitment) was used in this study as previous studies showed that the items used are strongly associated with leaving behaviour. “I would be happy to spend the rest of my career with this music school/school” and “I really feel that any problems faced by this music school/school are also my problems” are two items (Table 4). A 7-point scale format was used (strongly disagree, 1 to strongly agree, 7).

3.2.5 Turnover Intention Measure

In this study, a 3-item turnover intention scale from the Michigan Organisational Assessment Questionnaire (Cummann et al., 1979) was used. Two of the items are “I probably look for a new job in the next year” and “I will likely actively look for a new job in the next year” (Table 4). This scale has been used widely in past research. In addition, one item which consists of selective answers was added. For example,
Layne’s (2001) item, “If I leave my current job I will look for a job: (a) In the field of music in a different music school/school, (b) In another field than music (another industry), (c) I will not seek employment (leave workforce), and (d) others”.

3.2.6 Job Hopping Measure

Before and after Khatri et al. (1999), there is no measure of job-hopping. Therefore, their measure was used in this study. Two examples of the items are “To me, switching job is kind of fun” and “I switch job because my colleagues do so” (Table 4). Their study was about turnover intention in Singapore, and it seemed to fit into the Malaysian culture too. Format of scale used is the same, which is the 7-point Likert scale (strongly disagree, 1 to strongly agree, 7).

3.3 Sample Design

In the initial stage, non-probability sampling method was used but it was less responsive. Most strangers were very reluctant to complete the forms. This might be due to the Malaysian culture whereby, there must be rapport and trust between individuals. Therefore, a restricted probability sampling method was used to select music centers and schools. Contacts were recommended by friends and colleagues. Survey forms were sent personally and through friends who distributed to teachers employed at music centers, and at the public and private schools.
3.4 Data Collection Procedure

At first, a pilot test was conducted by distributing the questionnaires to music centers. A total of 35 copies were collected for the pilot test. Minor editing was done on Section B where, two selective questions were added to the final questionnaires to ask the music teachers if they are full-time or part-time based music teachers.

Initially, it was planned to do translation with the questionnaires. However, after the pilot test it was found to be unnecessary. Most music teachers understand English very well as they would have to because music is taught in English language.

About 180 copies of the questionnaires were distributed and collected after two weeks. However, there were some that were collected after a month. Responses were less than what was expected.

3.5 Data Analysis Techniques and Selection of Measures

Of the 180 copies that were distributed to the music teachers, a total of 100 copies were collected (56 per cent response rate). However there were 93 copies that can be used for analyses. The forms that were incomplete could not be used in the analysis.

The Statistical Package for Social Sciences Programme (SPSS/PC+), version 14.0 was used for this survey. First, all the negatively worded statements were reversed coded before any statistical analysis was done. Descriptive statistics were used to summarise key responses and demographic characteristics of the sample. Cronbach’s alpha was used to test the reliability for each scale, while Pearson’s correlation was
utilized to examine the inter-relationships between the variables. Hierarchical regression analysis was used to test the research hypotheses. The results of the research findings are explained in the next chapter.
CHAPTER 4

RESEARCH RESULTS

The purpose of this research study was to determine the effect of three factors, namely the perceived organisational support, emotional exhaustion and overall job satisfaction towards turnover intention and job hopping, mediated by affective commitment among the music teachers in the Klang valley area. Nevertheless, present research also will briefly find out the future planning of these music teachers if they are to leave later.

4.1 Demographic Characteristics of Respondents

Descriptive statistics and frequency distributions have been derived from the data collected. From the forms that have been filled in, it seems that majority of the music teachers are willing to reveal their monthly income, as for those who are not willing to, they decided not to fill in at all.

Table 1 shows the demographic characteristics of the respondents, which explained the respondents by gender, ethnic group, age, marital status, highest level of education, monthly income, type of employment, tenure in current music school and working experience as a music teacher. Out of the 93 respondents, 68.8 per cent are female respondents. This phenomenon is natural as there are always more female
### Table 1
Demographic Characteristics of Respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>29</td>
<td>31.2</td>
</tr>
<tr>
<td>Female</td>
<td>64</td>
<td>68.8</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
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<td>80</td>
<td>86.0</td>
</tr>
<tr>
<td>Indian</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 20 years old</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>22</td>
<td>23.7</td>
</tr>
<tr>
<td>25-29 years old</td>
<td>44</td>
<td>47.3</td>
</tr>
<tr>
<td>30-34 years old</td>
<td>8</td>
<td>8.6</td>
</tr>
<tr>
<td>35-39 years old</td>
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<td>8.6</td>
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<td>40 years old &amp; above</td>
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</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
</tr>
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<td><strong>Marital Status</strong></td>
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<td></td>
</tr>
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<td>Single</td>
<td>75</td>
<td>80.6</td>
</tr>
<tr>
<td>Married</td>
<td>18</td>
<td>19.4</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
</tr>
<tr>
<td><strong>Highest Level of Education</strong></td>
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<td></td>
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<td>Secondary</td>
<td>15</td>
<td>16.1</td>
</tr>
<tr>
<td>Certificate/Diploma</td>
<td>33</td>
<td>35.5</td>
</tr>
<tr>
<td>First Degree/Professional</td>
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<td>46.2</td>
</tr>
<tr>
<td>Second Degree &amp; Above (e.g. Masters, PhD)</td>
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<td>2.2</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
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<tr>
<td><strong>Monthly Income</strong></td>
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<td></td>
</tr>
<tr>
<td>RM1,000 or less</td>
<td>15</td>
<td>16.1</td>
</tr>
<tr>
<td>RM1,001-RM2,000</td>
<td>15</td>
<td>16.1</td>
</tr>
<tr>
<td>RM2,001-RM3,000</td>
<td>34</td>
<td>36.6</td>
</tr>
<tr>
<td>RM3,001-RM4,000</td>
<td>13</td>
<td>14.0</td>
</tr>
<tr>
<td>RM5,001 or more</td>
<td>16</td>
<td>17.2</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Type of Employment</strong></td>
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<td></td>
</tr>
<tr>
<td>Full time basis</td>
<td>26</td>
<td>28.0</td>
</tr>
<tr>
<td>Part time basis</td>
<td>67</td>
<td>72.0</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Tenure in Current Music School/School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>13</td>
<td>14.0</td>
</tr>
<tr>
<td>1-3 years</td>
<td>47</td>
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<tr>
<td>4-6 years</td>
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<td>19.4</td>
</tr>
<tr>
<td>7-9 years</td>
<td>8</td>
<td>8.6</td>
</tr>
<tr>
<td>10 years or more</td>
<td>7</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Working Experience as A Music Teacher</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>1-5 years</td>
<td>48</td>
<td>51.6</td>
</tr>
<tr>
<td>6-10 years</td>
<td>24</td>
<td>25.8</td>
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<tr>
<td>11-15 years</td>
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<td>8.6</td>
</tr>
<tr>
<td>16-20 years</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>20 years or more</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>
teachers as compared to male teachers. Most of them are Chinese which accounted 86 per cent of the population. It seems that majority of the Chinese are more interested to become a music teacher as their profession as compared to the other ethnic, such as the Malay and Indian.

Almost half of the music teachers are in the age group of 25 to 29 years old, followed by the age group of 20 to 24 years old. They accounted 47.3 per cent and 23.7 per cent of the population respectively. Other group age stands almost equal number out of the rest of the population. From here, it can be explained that most of the music teachers in the market are at least a graduates from either colleges or universities; and some even have worked as music teachers at an earlier age, which is after their secondary school. This is true because from the education level, graduates from first degree is the most out of the respondents; which consists of 46.2 per cent out of all, while the second highest percentage (35.5 per cent) are those having certificate or diploma level. In the Malaysian market, one who has a Diploma level in music is qualified enough to be a music teacher and they can have their diploma certificate even before they finish their secondary school. Therefore, it is no doubt that 80.6 per cent of the respondents are single.

Moreover, there are not many older age music teachers. This might be because most of them choose to open their own music schools after certain years of teaching rather than being in the employment. It is found that most of them can only stay in a music school for up to 3 years (64.5 per cent). Only a few number of them worked for more than 6 years; which is 8.6 per cent for 7-9 years and 7.5 per cent of them stayed up to 10 years or more.
Most of the music teachers have one to five years of music teaching experience, which rank the highest in the list that holds 51.6 per cent. Second highest is those who teach for six to ten years (25.8 per cent). There were only 5 respondents out of 93 who have less than 1 year of teaching experience. It is found that there were also some who have taught for up to more than 10 years (14 per cent), and even more than 20 years (3.2 per cent).

Despite of their education level, most of the music teachers have a monthly income of around RM2,000 to RM3,000 and 72 per cent of them were on part time basis. In the context of this study, those who work for part of the working day or week but have been employed in the same school for more than one year is considered as full time workers because they are expected to have commitment towards their music schools. Therefore, according to the BLS definition, work performed on a part-time basis, or by leased employees or independent contractors, is not considered to be contingent if employment is expected to continue beyond one year (Polivka, 1996a). Yet, the word “part time” was still used in the questionnaire because it is easier to be understood as compared to “contingent”. Hence there were 86 per cent of workers in this study that are expected to commit to the music schools they work for, although 72 per cent of them are on flexible working hours.
4.2 Scale Reliability

Cronbach’s alpha was used to measure the internal consistency of responses. All of the variables were more than 0.70; which is the recommended minimum internal consistency threshold by Nunnally (1978). Therefore, it can be sure that each scale is measuring a single idea and the items that make up the scale are internally consistent.

As shown in Table 2, Cronbach’s alpha for affective commitment was 0.80. This is consistent with previous studies (Meyer and Allen, 1984; Meyer et. al., 1989) with alpha coefficients ranging from 0.75 to 0.84. As for the Survey of Perceived Organisational Support adopted from Eisenberger et. al., (1986, 1990) which also selected 8 out of 36 items that load higher, indicated a Cronbach’s alpha of 0.90. However in this study the Cronbach’s alpha was 0.83, which is considered acceptable and good too. The reliability for overall job satisfaction in this context is $\alpha = 0.83$, which is very near to Hochwarter et. al.’s (2002) previous study alpha coefficient that indicated $\alpha =0.86$. In the previous study, emotional exhaustion indicated a reliability coefficient ranging from 0.85 to 0.90; while this study presented a reliability coefficient of 0.87. Finally the dependent variables of turnover intention and job hopping displayed an alpha coefficient of 0.90 and 0.77 respectively, which is above the satisfactory coefficient of the previous study by Khatri which indicated 0.87 and .70 respectively.
4.3 Correlations between Constructs

Table 2 presents descriptive statistics for all the study variables, including mean, standard deviation, skewness, and correlation. Seven-point scale was used in the survey questionnaire of this study. The mean value shows that participants indicated higher level of perceived organisational support (5.12) and overall job satisfaction (5.08); and mid point level for affective commitment (4.82). As for others, they indicated a low level of emotional exhaustion (2.97), turnover intention (2.65) and job hopping behaviour (2.00). Generally, they responded quite positively to their job as well as the music school they work for.

Most of the respondents indicated that they are moderately satisfied with their job and have slightly moderate to high level of perceived organisational support. As per emotional exhaustion, most respondents experienced moderate to less level of exhaustion, but averagely there was no obvious skewness as there was a balance distribution across the seven levels of emotional exhaustion. Next, affective commitment also displayed a moderate level of skewness. Most respondents were neither very committed nor least committed to the music schools. However, respondents responded an opposite feedback from the study’s expectation whereby most of them indicated that they are less intended to leave and job hop. This can be seen from their answer where mostly choose less than ‘3’ from the 7-point scale.

Table 2 indicates the correlations between the variables. All the variables demonstrated significant correlations among each other. Perceived organisation support and overall job satisfaction are positively correlated with affective commitment, whereas emotional exhaustion is negatively correlated with affective
Table 2
Means, standard deviation, skewness, correlation matrix, and reliabilities for constructs

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS</td>
<td>5.12</td>
<td>0.84</td>
<td>-0.18</td>
<td>(.83 )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE</td>
<td>2.97</td>
<td>1.22</td>
<td>0.55</td>
<td>-.156</td>
<td>1 (.87)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OJS</td>
<td>5.08</td>
<td>0.83</td>
<td>0.17</td>
<td>.433**</td>
<td>-.354</td>
<td>(.83 )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC</td>
<td>4.82</td>
<td>0.88</td>
<td>-0.05</td>
<td>.672**</td>
<td>-.313**</td>
<td>.471**</td>
<td>(.80 )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TI</td>
<td>2.65</td>
<td>1.40</td>
<td>0.76</td>
<td>-.532**</td>
<td>.395**</td>
<td>-.488**</td>
<td>.564**</td>
<td>(.90 )</td>
<td></td>
</tr>
<tr>
<td>JH</td>
<td>2.00</td>
<td>1.05</td>
<td>1.28</td>
<td>-.192</td>
<td>.221*</td>
<td>-.258*</td>
<td>.355**</td>
<td>.468</td>
<td>(.77 )</td>
</tr>
</tbody>
</table>

Notes: Figures in parentheses are α reliabilities. * p<.05; ** p<.01. POS = perceived organisational support; EE = emotional exhaustion; OJS = overall job satisfaction; AC = affective commitment; JH = job hopping; TI = turnover intention.

commitment. Both the dependent variables; which is the turnover intention and job hopping are negatively correlated with affective commitment.

4.4 Hierarchical Regression Analysis Results

Hierarchical regression equations were used to test the mediational hypotheses. According to Baron and Kenny (1986), in order to establish mediation, the following conditions must hold: First, the independent variable must be related to the mediator, secondly, the independent variable must be related to the dependent variable; and third, the mediator must be related to the dependent variable. If these conditions all hold in the predicted direction, then the independent variable must have no effect on the dependent variable when the mediator is held constant (full mediation) or should become significantly smaller (partial mediation).

F-Ratio shown in these tables are meant to assess the statistical significant of the overall regression model; the larger the F-ratio, the more variance in the dependent variable is explained by the independent variable.
By following the conditions outlined earlier for testing mediation, firstly affective commitment (mediator) were regressed on perceived organisational support, emotional exhaustion and overall job satisfaction (independent variables). The standardised regression coefficient ($\beta = .672$, $\beta = -.313$ and $\beta = .471$) associated with the effect of those independent variables on affective commitment was significant ($p<0.01$). Therefore the requirement for mediation in condition 1 was met.

In addition, Table 3 also shows that perceived organisational support has the highest F-ratio value; which means perceived organisational support explained affective commitment (mediator) the most among the three antecedents; which is 45.1 per cent, $F(1,91)=74.78$, $p<.001$, while the other two that is the emotional exhaustion and overall job satisfaction only accounted for 9.8 per cent and 22.2 per cent on the mediator; which is $F(1,91)=9.886$, $p<.001$ and $F(1,91)=25.953$, $p<.001$ respectively.

Condition 2 regressed the three independent variables towards the dependent variable. Turnover intention will be tested first. Their standardised regression coefficient ($\beta = -.532$ for perceived organisational support, $\beta = .395$ for emotional exhaustion, and $\beta = -.488$ for overall job satisfaction) showed significant relationship with the dependent variable at the level $p<.01$. This showed that condition 2 was met.

In condition 3, turnover intention was regressed on affective commitment. The coefficient associated with the relation between affective commitment and turnover intention was significant ($\beta = -.564$, $p<.01$). As stated previously, if these conditions all hold in the predicted direction, condition 4 takes place. It showed that with controlled affective commitment, the three independent variables are significantly
related to turnover intention ($\beta = - .279, p< .05$ or perceived organisational support, $\beta = .242, p< .01$ for emotional exhaustion, and $\beta = - .286, p< .01$ for overall job satisfaction).

From the above findings, it shows that there are significant direct relationships between perceived organisational support, emotional exhaustion and overall job satisfaction with turnover intention. Furthermore, $\Delta R^2$ values for each of them as shown in table 3 are also significant. Therefore the relationship between perceived organisational support, emotional exhaustion and overall job satisfaction with turnover intention are partially mediated by affective commitment.

As mentioned, condition 1 was met. Next, condition 2 was to assess the regression of job hopping on the independent variables. The standardised coefficient for these relationship were significant for emotional exhaustion ($\beta = .221, p< .05$) and overall job satisfaction ($\beta = - .258, p< .05$), but not for perceived organisational support. Hence only emotional exhaustion and overall job satisfaction have a direct relationship with job hopping behaviour.

Condition 3 for job hopping to be regressed on affective commitment showed a significant relationship ($\beta = - .355, p< .01$). Whilst in condition 4, job hopping was to regress on the perceived organisational support, emotional exhaustion and overall job satisfaction, with affective commitment to be held constant. Table 3 displayed non significant relationship ($\Delta R^2$ was not significant) for all the three independent variables with job hopping.
Table 3  
Results of mediated regression for Perceived Organisational Support, Emotional Exhaustion and Overall Job Satisfaction on Turnover Intention and Job Hopping

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Condition 1 (IV→M)</th>
<th>Condition 2 (IV→DV)</th>
<th>Condition 3 (M→DV)</th>
<th>Condition 4 (IV→M and M→DV)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AC</td>
<td>TI</td>
<td>JH</td>
<td>TI</td>
</tr>
<tr>
<td>1. Perceived Organisational Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>β</td>
<td>.672**</td>
<td>-.532**</td>
<td>-.192</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>.699**</td>
<td>-.886**</td>
<td>-.239</td>
<td>-</td>
</tr>
<tr>
<td>ΔR²</td>
<td>.451**</td>
<td>.283**</td>
<td>.037</td>
<td>-</td>
</tr>
<tr>
<td>F</td>
<td>74.78</td>
<td>35.923</td>
<td>3.469</td>
<td>-</td>
</tr>
<tr>
<td>2. Emotional Exhaustion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>β</td>
<td>-.313**</td>
<td>.395**</td>
<td>.221*</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>-.224**</td>
<td>.452**</td>
<td>.189*</td>
<td>-</td>
</tr>
<tr>
<td>ΔR²</td>
<td>.098**</td>
<td>.156**</td>
<td>.049*</td>
<td>-</td>
</tr>
<tr>
<td>3. Overall Job Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>β</td>
<td>.471**</td>
<td>-.488**</td>
<td>-.258*</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>.440**</td>
<td>-.729**</td>
<td>-.289*</td>
<td>-</td>
</tr>
<tr>
<td>ΔR²</td>
<td>.222**</td>
<td>.238**</td>
<td>.067*</td>
<td>-</td>
</tr>
<tr>
<td>F</td>
<td>25.953</td>
<td>28.446</td>
<td>6.514</td>
<td>27.784</td>
</tr>
<tr>
<td>4. Affective Commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>β</td>
<td>-</td>
<td>-</td>
<td>-.564**</td>
<td>-.355**</td>
</tr>
<tr>
<td>B</td>
<td>-</td>
<td>-</td>
<td>-.903**</td>
<td>-.425**</td>
</tr>
<tr>
<td>ΔR²</td>
<td>-</td>
<td>-</td>
<td>.318**</td>
<td>.126**</td>
</tr>
<tr>
<td>F</td>
<td>-</td>
<td>-</td>
<td>42.479</td>
<td>13.116</td>
</tr>
</tbody>
</table>

Note: DV=dependent variable, IV=independent variable, M=mediator; **p< .01, *p<.05
From the results, it noted that emotional exhaustion and overall job satisfaction are directly related to job hopping, and have no relationship at all when mediated with affective commitment. Whereas for perceived organisational support, there was neither a direct relationship with turnover intention nor a mediated relationship by affective commitment.

In comparison, F-ratio in Table 3 showed that emotional exhaustion ($F_{1,91}=16.839, p<.01$) and overall job satisfaction ($F_{1,91}=28.446, p<.01$) explained more on turnover intention rather than on job hopping; $F_{1,91}=4.662, p<.05$ and $F_{1,91}=6.514, p<.05$ respectively. Besides, it also stated that emotional exhaustion and overall job satisfaction only explained 4.9 per cent and 6.7 per cent on job hopping as compared to turnover intention (EE=5.6 per cent and OJS=23.8 per cent).

The next chapter discusses the research and findings, implications and limitations of the study, and also the recommendations of the future research.
5.1 Discussion on the Research Findings

In the few previous studies from the west, it was found that there were reports about improvements on the working condition of the music teachers even though they did not report on their turnover. Most of them studied on job satisfaction, job characteristics, burnout and salary packages. In conjunction to this, they also had recommended the faculty or music schools to improve on their administrative support, compensation and benefit packages by providing full time pay instead of part time pay as well as the workload they had.

Hence with reference to previous researches, this study was designed to investigate the issue facing the music teachers in Malaysia in regards to the factors that influence their turnover intention behaviour, together with job hopping behaviour. Generally the three antecedents that have been selected; which were perceived organisational support, emotional exhaustion and overall job satisfaction was to include what have been done in the past in other industries and try to embrace different aspects of the factors that lead to music teachers’ leaving behaviour.

H1 predicted the relationship between perceived organisational support and turnover intention mediated by affective commitment. As stated, organisation’s support was the best predictor of commitment and turnover intention (Howes et.al., 2000).
Eisenberger et. al. also mentioned that with high perceived organisational support, employees will feel obliged to repay organisation by committing to the organisation. This organisational commitment behaviour will then lead to lower turnover intentions (Cropanzano et al., 1997). Moreover Ingersoll (2001) also has identified that teacher turnover is associated with teacher perceptions of school organisational characteristics. As reported in the findings, H1 is accepted with partial mediation in the present study. The $\Delta R^2$ value in shown Table 3 displayed that the mediator weaken the direct linkage between perceived organisational support and turnover intention. Therefore, this result can now reassure the previous researches (Cropanzano et al., 1997; Eisenberger et. al., 1986) that the effects of perceived organisational support on turnover intention are stronger with mediation by affective commitment, even in the music education industry. Conversely H2 which hypothesized affective commitment mediates the relationship between perceived organisational support and job hopping was not supported. Moreover there is also no direct linkage between music teachers’ perception of organisational support and their job hopping behaviour. This might be because the teachers do not care whether there is or there is no support from the music schools, they will still stay solely for education sake. Unless due to failure in factors that influence their aspiration to teach, they will job hop. This is consistent with the present result which showed emotional exhaustion and overall job satisfaction did affect job hopping decision.

Previous researches’ reviews stated that emotional exhaustion will lead teachers to feel less committed to their work (Chua, 2001). Moore (2001) also noted that consequences of emotional exhaustion include reduced affective commitment and turnover intention. Reduced commitment will also lead to job hopping behaviour.
From the findings mentioned earlier, present study found a consistent result with the studies. H3 was accepted in hypothesizing emotional exhaustion relationship with turnover intention was partially mediated by affective commitment. Whereas H4 was not supported as the findings showed no significant relationship between emotional exhaustion and job hopping when mediated by affective commitment. Nonetheless, emotional exhaustion has a direct and even stronger relationship with job hopping as well as turnover intention. ΔR² value under condition 4 (Table 3) did not show a weaken effect by the mediator as compared to the value in condition 2 (direct relationship).

Koh and Goh (1995) noted that overall job satisfaction was found to have an indirect effect on turnover intention through organisational commitment. Mathieu and Hamel (1989), and Williams and Hazer (1986) also found evidence that job satisfaction did influence affective commitment and this commitment will influence job hopping behaviour (Judge et.al., 1992). Present study tested that there is a significant relationship between overall job satisfaction and turnover intention when mediated by affective commitment. Therefore H5 is accepted with partial mediation. This result showed that the review by Igbaria and Greenhaus (1992) that stated job satisfaction was a stronger direct antecedent of turnover intention than was organisational commitment is rejected in this situation and review by Mobley (1982) is accepted for music teachers that commented “…measures of satisfaction must be combined with other measures to effectively predict and understand turnover intention. On the other hand, H6 is not supported as it was found that affective commitment did not affect the relationship between overall job satisfaction and job hopping. However, there is a direct association between the two variables.
In a nutshell, affective commitment mediates the relationship between perceived organisational support, emotional exhaustion and overall job satisfaction, and turnover intention but did not mediate the relationship between all the three independent variables and job hopping. Therefore it can be explained that there are other factors than affective commitment that actually mediates this relationship. Furthermore, James (1991) had noted that it might not only be organisational commitment that explains the link towards job hopping. They might job hop because of external factors; such as having a greater number of labour market alternatives.

As been stated in second and third objectives, the result of this study shows that local (specifically Klang Valley’s) music teachers have different need from those in the West. Generally the result shows a positive outcome as turnover intention and job hopping levels are low. Their intention to leave and to job hop were way below two points (slightly disagree) in the seven-point Likert scale. There was one nominal type question asked under the turnover intention factor (Table 5). They were asked if they were to leave their current job, how their decision will be. The choices given are “In the field of music in a different music school/school”, “In another field than music (another industry)”, “I will not seek employment (leave workforce)” and “others”. The results shows that majority (47.3 per cent) will be “stayer”, mean to say they will still be music teachers but in different schools. Answers that rank the 2nd highest in the result were “to work in another field than music” and “others”, which accounted 19.4 per cent and 20.4 per cent of the respondents respectively. From their answer, most of them stated that they would go into music production line or just purely being a performer. Some mentioned that they will open their own music schools and a few of them will venture into other industry like insurance and multilevel marketing.
Besides the outcomes, all the antecedents and mediators displayed positive results too. Perceived organisational support, overall job satisfaction, and affective commitment have points above six while the level of emotional exhaustion are below three points. This means that the music teachers are overall satisfied with their job, the music schools also treat them well enough and they do not find any exhaustion and disappointment in their job, hence increase their affective commitment to the music schools.

When comparing results between current study with the previous western studies, there is a difference found which is the compensation and benefit packages offered. The 72 per cent local part time music teachers are happy with their part time salary (without other benefits such as EPF, SOCSO, etc.) while the previous studies showed that they recommended other benefits like medication claims into the teachers’ benefit packages.

Present study also reported an inverse outcome as compared to the findings by Kawabe (1991) that stated Malaysian workers have been portrayed as money-oriented and inclined to job hop for better career offers. This is not true as there are more than 60 per cent of the music teachers who has worked for more than two years (and up to 15 years) with the same music schools. Kawabe’s finding might be applicable for other industries in Malaysia but not for music education industry in the time of this research.
5.2 Implications of the Study

The findings of this study would be useful for employers or principal of music schools. Present results showed low levels of turnover intention and job hopping. Therefore, the music schools have to maintain the positive working environment because this will be a good opportunity to make improvement on other factors which are weaker.

5.3 Limitations of the Study

Due to time limitation of the research paper, there was limited respondents’ feedback being gathered. Many music schools that have no contact reference were very reluctant to assist in providing information. Therefore, all of the data gathered are from those that are known and those that were recommended by friends. This might due to the culture of Malaysian which is not very opened to expose their personal information to the public yet.

Besides, this study reported a reverse result as compared to what was expected. It showed positive responses towards their job and organisations instead of having the intention to leave or to job hop. This might due to the lack of assurances of the confidentiality and that has caused them to hesitate in expressing accurate information as they worried it might put them into negative consequences if their employers get to know the outcome. However this is just an assumption.
5.4 Recommendations for Future Research

There were two items in the affective commitment that most of them are not sure of; which are “I would be happy to spend the rest of my career with this music school/school” and “I think I could become as easily attached to another music school/school as I am to this one”. This shows that they might change their mind to leave in the future. Therefore, future research can continue on the present study to find out their actual turnover.

Besides, future researches might be able to further extend the scope to examine on other category of occupation in music field; such as the singer, musician, music arranger, and also sound engineer.

Also, later study can extend present one to a bigger area that covers comparison between Asian countries; like Singapore, Hong Kong and Korea. With this comparison it will be more promising to explain Kawabe’s (1991) findings, whether present result is similar to all music education industry in the Asian country or just in Malaysia.

There might be possibility to examine the transition period of an employed music teacher (employee) to an employer of a music school. Present study shows that most of the music teachers stayed were those below 30 years old. Further research may prove that they actually become an employer themselves after years of gaining experience in music teaching.
Furthermore, future researcher might want to venture into other factors or investigate into more specific issues that might cause music teacher to have intention to leave and to job hop. For instance, future researcher could do a comparison between organisational commitment with professional commitment, or examine factors such as training, work-family conflict and politics in the music schools.

5.5 Conclusion

Present study found significant relationship between perceived organisational support, emotional exhaustion and overall job satisfaction with turnover intention when mediated by affective commitment. Conversely, affective commitment did not mediate the relationship between perceived organisational support, emotional exhaustion and overall job satisfaction with job hopping. There was neither a direct relationship between perceived organisational support and job hopping nor with a mediation by affective commitment. In general, responses were positive as there were low level of turnover intention and job hopping behaviour among the music teachers.
BIBLIOGRAPHY


Lawrence, R.M. (2001). The application of Hackman and Oldham’s job characteristic model to perceptions community music school faculty have towards their job. U.S.A.: University Of North Texas


APPENDIX A
To Whom It May Concern

Dear Sir/Madam,

Survey on “Job Related Issues Among the Music Teachers”

With reference to the above, I would like to seek your kind assistance in the research project that I am undertaking as partial fulfilment of the Masters in Business Administration (MBA), University of Malaya. The main objective of this research is to examine the relationship of organisational commitment, turnover intention, and job hopping behaviors of music teachers. Your participation in this survey is very important in the study.

Please provide your frank opinion on each of the statements provided in this questionnaire. Answers given should reflect the overall view of your music school/school. Translations into three languages are available to assist you to understand the questions more precisely. Please answer all the statements. All information you provide will be treated confidentially.

The results of the study will also be available to you should you require them when they are ready. Please feel free to e-mail or contact me at 016-692 8191 for further enquiries.

Thank you for your valuable time and support.

Prepared by,
Wong Chyi Feng
annie_0138@yahoo.com

Supervised by,
Dr. Angeline Tay
Faculty of Business & Accountancy
University of Malaya
SECTION A

The following are some questions about the music school/school for which you work. Please tick (✓) only one answer that best describes your opinion in each of the statements, using the scale provided below.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Slightly Disagree</th>
<th>Not Sure</th>
<th>Slightly Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**Your perception about your music school/school**

1. This music school/school strongly considers my goals and values. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
2. This music school/school really cares about my well-being. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
3. This music school/school shows very little concern for me. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
4. This music school/school would forgive an honest mistake on my part. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
5. This music school/school cares about my opinions. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
6. If given the opportunity, this music school/school would take advantage of me. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
7. Help is available from this music school/school when I have a problem. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
8. This music school/school is willing to help me when I need a special favour. [ ] [ ] [ ] [ ] [ ] [ ] [ ]

**Your perception about your commitment to the music school/school**

1. I do not feel like part of a family at this music school/school. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
2. I do not feel emotionally attached to this music school/school. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
3. Working at this music school/school has a great deal of personal meaning for me. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
4. I do not feel a strong sense of belonging to this music school/school. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
5. I would be happy to spend the rest of my career with this music school/school. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
6. I really feel that any problems faced by this music school/school are also my problems. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
7. I enjoy discussing this music school/school with people outside of it. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
8. I think I could become as easily attached to another music school/school as I am to this one. [ ] [ ] [ ] [ ] [ ] [ ] [ ]
Your job satisfaction
1. I feel fairly satisfied with my present job. ☐ ☐ ☐ ☐ ☐ ☐ ☐
2. Most days I am enthusiastic about my job. ☐ ☐ ☐ ☐ ☐ ☐ ☐
3. Each day seems like it will never end. ☐ ☐ ☐ ☐ ☐ ☐ ☐
4. I feel real enjoyment in my work. ☐ ☐ ☐ ☐ ☐ ☐ ☐
5. I consider my job to be rather unpleasant. ☐ ☐ ☐ ☐ ☐ ☐ ☐

Your job hop behavior
1. To me, switching jobs is kind of fun. ☐ ☐ ☐ ☐ ☐ ☐ ☐
2. I switch jobs because my colleagues do so. ☐ ☐ ☐ ☐ ☐ ☐ ☐
3. I tend to change jobs for no apparent reasons. ☐ ☐ ☐ ☐ ☐ ☐ ☐

Your turnover intention
1. I will likely actively look for a new job in the next year. ☐ ☐ ☐ ☐ ☐ ☐ ☐
2. I often think about quitting. ☐ ☐ ☐ ☐ ☐ ☐ ☐
3. I probably look for a new job in the next year. ☐ ☐ ☐ ☐ ☐ ☐ ☐

Please tick (√) the statements that best describes your intention.
If I leave my current job I will look for a job:
☐ In the field of music in a different music school/school.
☐ In another field than music (another industry)
☐ I will not seek employment (leave workforce)
☐ Others (please specify) ____________________________________________
(Please fill in)

The extent of your emotional exhaustion

<table>
<thead>
<tr>
<th>Never</th>
<th>A few times a year or less</th>
<th>Once a month or less</th>
<th>A few times a month</th>
<th>Once a week, rather often</th>
<th>A few times a week, nearly all the time</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

1. I feel emotionally drained from my work. ☐ ☐ ☐ ☐ ☐ ☐ ☐
2. I feel used up at the end of the work day. ☐ ☐ ☐ ☐ ☐ ☐ ☐
3. I feel fatigued when I get up in the morning and have to face another day on the job. ☐ ☐ ☐ ☐ ☐ ☐ ☐
4. I feel burned out from my work. ☐ ☐ ☐ ☐ ☐ ☐ ☐
SECTION B

Demographic Information

1. Gender
   ☐ Male
   ☐ Female

2. Ethnic Group
   ☐ Malay
   ☐ Chinese
   ☐ Indian
   ☐ Others

3. Age
   ☐ Below 20 yrs
   ☐ 20 – 24 yrs
   ☐ 25 – 29 yrs
   ☐ 30 – 34 yrs
   ☐ 35 – 39 yrs
   ☐ 40 & above

4. Marital Status
   ☐ Single
   ☐ Married

5. Highest level of Education
   ☐ Secondary
   ☐ Certificate / Diploma
   ☐ First Degree / Professional
   ☐ Second Degree & Above (e.g.: Masters, PhD)

6. Monthly income
   ☐ RM1,000 or less
   ☐ RM1,001 – RM2,000
   ☐ RM2,001 – RM3,000
   ☐ RM3,001 – RM4,000
   ☐ RM4,001 or more

7. Your position in the music school/school is on :
   ☐ Full time basis
   ☐ Part time basis

8. How many years have you worked in your current music school/school? (Please fill in)

9. How many years have you been a music teacher? (Please fill in)

~ Thank you & All The Best ~
Appendix B
<table>
<thead>
<tr>
<th>Table 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items of the Variables</td>
</tr>
<tr>
<td><strong>Perceived Organisational Support</strong></td>
</tr>
<tr>
<td>1. This music school/school strongly considers my goals &amp; values.</td>
</tr>
<tr>
<td>2. This music school/school really cares about my well-being.</td>
</tr>
<tr>
<td>3. This music school/school shows very little concern for me (R).</td>
</tr>
<tr>
<td>4. This music school/school would forgive an honest mistake on my part.</td>
</tr>
<tr>
<td>5. This music school/school cares about my opinions.</td>
</tr>
<tr>
<td>6. If given the opportunity, this music school/school would take advantage of me (R).</td>
</tr>
<tr>
<td>7. Help is available from this music school/school when I have a problem.</td>
</tr>
<tr>
<td>8. This music school/school is willing to help me when I need a special favour.</td>
</tr>
<tr>
<td><strong>Emotional Exhaustion</strong></td>
</tr>
<tr>
<td>1. I feel emotionally drained from my work.</td>
</tr>
<tr>
<td>2. I feel used up at the end of the work day.</td>
</tr>
<tr>
<td>3. I feel fatigued when I get up in the morning and have to face another day on the job.</td>
</tr>
<tr>
<td>4. I feel burned out from my work.</td>
</tr>
<tr>
<td><strong>Overall Job Satisfaction</strong></td>
</tr>
<tr>
<td>1. I feel fairly satisfied with my present job.</td>
</tr>
<tr>
<td>2. Most days I am enthusiastic about my job.</td>
</tr>
<tr>
<td>3. Each day seems like it will never end (R).</td>
</tr>
<tr>
<td>4. I feel real enjoyment in my work.</td>
</tr>
<tr>
<td>5. I consider my job to be rather unpleasant (R).</td>
</tr>
<tr>
<td><strong>Affective Commitment</strong></td>
</tr>
<tr>
<td>1. I do not feel like part of a family at this music school/school (R).</td>
</tr>
<tr>
<td>2. I do not feel emotionally attached to this music school/school (R).</td>
</tr>
<tr>
<td>3. Working at this music school/school has a great deal of personal meaning for me.</td>
</tr>
<tr>
<td>4. I do not feel a strong sense of belonging to this music school/school (R).</td>
</tr>
<tr>
<td>5. I would be happy to spend the rest of my career with this music school/school.</td>
</tr>
<tr>
<td>6. I really feel that any problems faced by this music school/school are also my problems.</td>
</tr>
<tr>
<td>7. I enjoy discussing this music school/school with people outside of it.</td>
</tr>
<tr>
<td>8. I think I could become as easily attached to another music school/school as I am to this one (R).</td>
</tr>
<tr>
<td><strong>Turnover Intention</strong></td>
</tr>
<tr>
<td>1. I probably look for a new job in the next year.</td>
</tr>
<tr>
<td>2. I will likely actively look for a new job in the next year.</td>
</tr>
<tr>
<td>3. I often think about quitting.</td>
</tr>
<tr>
<td><strong>Job Hopping</strong></td>
</tr>
<tr>
<td>1. I switch job because my colleagues do so.</td>
</tr>
<tr>
<td>2. I tend to change jobs for no apparent reasons.</td>
</tr>
<tr>
<td>3. To me, switching job is kind of a fun.</td>
</tr>
</tbody>
</table>
Appendix C
Table 5
Frequencies Statistics for item “If I leave my current job I will look for a job:”

<table>
<thead>
<tr>
<th>Item</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the field of music in a different music school/school.</td>
<td>44</td>
<td>47.3</td>
</tr>
<tr>
<td>2. In another field than music (another industry).</td>
<td>18</td>
<td>19.4</td>
</tr>
<tr>
<td>3. I will not seek employment (leave workforce).</td>
<td>12</td>
<td>12.9</td>
</tr>
<tr>
<td>4. Others.</td>
<td>19</td>
<td>20.4</td>
</tr>
</tbody>
</table>