



**The Influencing Factors of Teachers' Turnover Intention in Jinan
Heyue Kindergarten**




**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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This Independent Study has been Approved as a Partial Fulfillment of the Requirements
For the Degree of Master of Business Administration

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ABSTRACT

Teachers' turnover intention refers to the conscious and deliberate consideration of leaving the teaching profession, often precipitated by persistent dissatisfaction with workplace conditions, emotional strain, or perceived lack of career fulfillment. In recent years, the high turnover rate of kindergarten teachers has received continuous attention from the public and scholars. However, little research has been conducted to examine the affecting factors of teachers' turnover intention in Heyue Kindergarten. To fill this gap, this study conducted a questionnaire survey to investigate the effects of job satisfaction, perceived social support, and job burnout on turnover intention.

This study was a quantitative study. Participants of this study were 32 teachers who have a job in Heyue Kindergarten (28 females, 4 males). Validated scales were used to measure participants' job satisfaction, perceived social support, and job burnout. Three linear regression equations were conducted to examine the effects of the three factors on teachers' turnover intention. The results showed that, both job satisfaction and perceived social support had a significantly negative prediction on turnover intention. In contrast, job burnout had a significantly positive prediction on turnover intention.

This study holds significant implications for early childhood education by examining how job satisfaction, perceived social support, and burnout affect kindergarten teachers' turnover intention. According to the results of this study, to increase the retention rate and mental health of kindergarten teachers, policy makers should take feasible measures to increase teachers' job satisfaction and social support perception. Meanwhile, they should take all measures to prevent teachers from experiencing job burnout.

Keywords: kindergarten teachers, turnover intention, perceived social support, job burnout, job satisfaction



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I am honored to join Siam University and relive the wonderful days of being a student, embracing the spirit of hard work and perseverance. As my graduate studies are nearing completion, this learning experience has been incredibly fulfilling. The process of completing my independent study has been both challenging and enjoyable, leaving me with many reflections. I am grateful to the teachers, classmates, and family members who have provided help and companionship throughout this journey.

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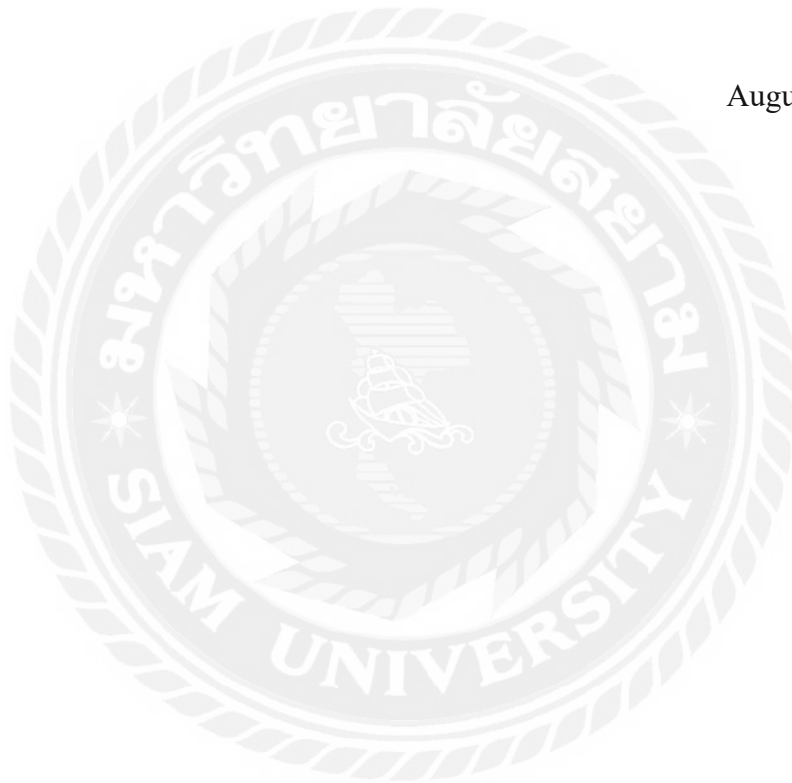
Xu Xinyu

DECLARATION

I, Xu Xinyu, hereby declare that the work embodied in this independent study entitled “The Influencing Factors of Teachers' Turnover Intention in Jinan Heyue Kindergarten” is result of original research and has not been submitted for a higher degree to any other university or institution.

(Xu Xinyu)

August 15, 2025



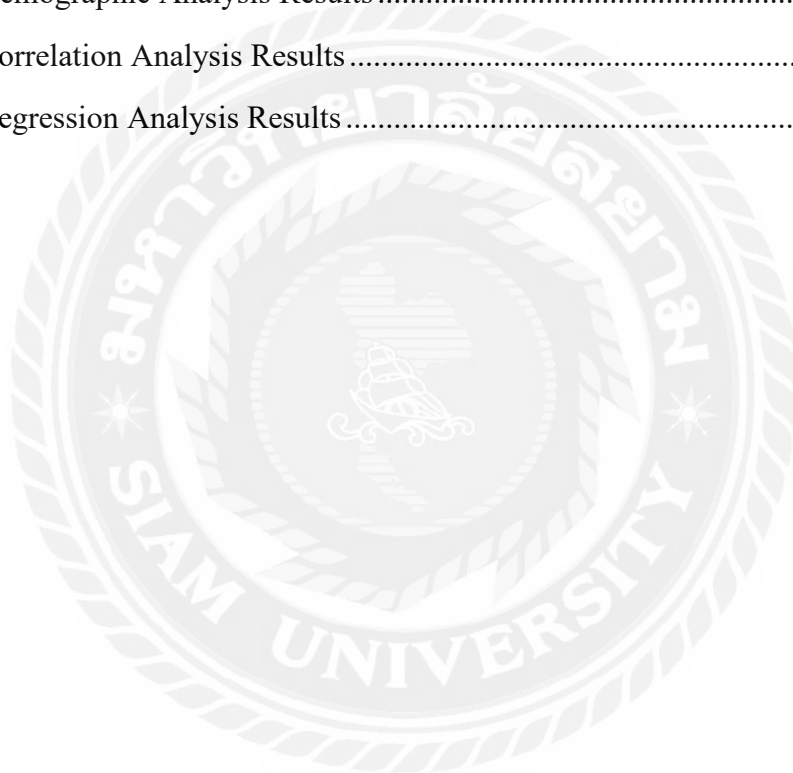
CONTENTS

ABSTRACT	I
ACKNOWLEDGEMENT	III
DECLARATION	IV
CONTENTS	V
LIST of TABLES	VII
LIST of FIGURES	VIII
Chapter 1 Introduction	1
1.1 Background of the Study	1
1.2 Problems of the Study	2
1.3 Objectives of the Study	2
1.4 Scope of the Study	3
1.5 Significance of the Study	3
Chapter 2 Literature Review	5
2.1 Theory Relevant to Teachers' Turnover Intention	5
2.1.1 Conservation of Resources Theory	5
2.1.2 Affective Events Theory	5
2.2 Teachers' Turnover Intention and Influencing Factors	6
2.2.1 Teachers' Turnover Intention	6
2.2.2 Job Satisfaction	6
2.2.3 Perceived Social Support	7
2.2.4 Job Burnout	8
2.3 Conceptual Framework	9
Chapter 3 Research Methodology	11
3.1 Research Design	11
3.2 Population and Sampling	11
3.3 Hypothesis	11
3.4 Research Instrument	11
3.4.1 Teachers' Turnover Intention Scale	12

3.4.2 Job Satisfaction Scale	12
3.4.3 Multidimensional Scale of Perceived Social Support Scale	14
3.4.4 Maslach Burnout Inventory-Educators Survey	15
3.5 Data Collection	16
3.6 Data Analysis	16
3.7 Reliability and Validity Analysis of the Scale	17
3.7.1 Reliability Analysis	17
3.7.2 Validity Analysis	17
Chapter 4 Findings and Discussion	19
4.1 Findings	19
4.1.1 Demographic Characteristics of Participants	19
4.1.2 Correlation Analysis Results	20
4.1.3 Regression Analysis Results	21
4.2 Discussion	22
4.2.1 The Influence of Job Satisfaction on Turnover Intention	22
4.2.2 The Influence of Perceived Social Support on Turnover Intention	23
4.2.3 The Influence of Job Burnout on Turnover Intention	24
Chapter 5 Conclusion and Recommendation	26
5.1 Conclusion	26
5.2 Recommendation	26
5.3 Future Study	27
References	29
Appendix	41

LIST of TABLES

Table 3.1 Items in Turnover Intention Scale	12
Table 3.2 Items in Job Satisfaction Scale	13
Table 3.3 Items in Multidimensional Scale of Perceived Social Support	14
Table 3.4 Items in Maslach Burnout Inventory-Educators Survey	15
Table 3.5 Reliability Analysis Results	17
Table 3.6 Validity Analysis Results	18
Table 4.1 Demographic Analysis Results	20
Table 4.2 Correlation Analysis Results	21
Table 4.3 Regression Analysis Results	22



LIST of FIGURES

Figure 2.1 Conceptual Framework 10



Chapter 1 Introduction

1.1 Background of the Study

In China-Mainland, kindergarten teachers display a high turnover intention, driven by multifaceted challenges such as low salaries, heavy workloads, and limited career development opportunities. Prior literature indicates that nearly 30% of kindergarten teachers consider leaving their jobs annually, and this phenomenon is especially serious in private kindergartens in comparison to in public kindergartens (Liu & Li, 2022). A survey by the China National Society of Early Childhood Education (2021) revealed that workload pressure — particularly from administrative tasks and parent demands— played a key role in the generation of kindergarten teachers' turnover. Additionally, the lack of professional growth opportunities and emotional exhaustion further exacerbates their turnover intentions, especially among younger teachers who perceive better prospects in other industries (Wang et al., 2023).

In China, efforts to mitigate turnover have been implemented, such as government policies to raise wages and improve teacher training, yet structural issues persist. Past research suggests that emotional labor—managing parental expectations and children's behavioral issues—contributes significantly to burnout, with over 40% of teachers reporting high stress levels (Zhang & Chen, 2023). Moreover, rural areas face higher attrition rates than urban centers due to poorer working conditions and isolation (Ministry of Education, 2022). While initiatives like the Preschool Education Promotion Plan (2021-2035) aim to stabilize the workforce by enhancing professional status and benefits, immediate improvements are hindered by funding disparities and regional inequities. Without systemic reforms in compensation, workload management, and societal recognition, teachers' turnover may remain a persistent issue in Chinese education system.

Given the above considerations, this study examined the influencing factors of teachers' turnover intention in Jinan Heyue Kindergarten. The kindergarten is located in Jinan City, Shandong Province, China. The school follows the national curriculum standards set by the Ministry of Education, covering core subjects such as health, language, society, science, and art. Today, the school has 32 full-time teachers. Due to various issues such as high work pressure, the teachers' turnover intention rate in the kindergarten has been relatively high in recent years, posing a challenge to its development. Given that, this study will systematically investigate the influencing

factors of teachers' turnover intention in Heyue Kindergarten, including job satisfaction, perceived social support, and job burnout. By doing so, this study helps policy makers and school administrators adopt feasible response strategies to mitigate the high turnover rate among kindergarten teachers.

1.2 Problems of the Study

Kindergarten teachers play a pivotal role in early childhood development; however, the turnover rate of preschool teachers has remained consistently high in recent years. This study investigates the affecting factors of influencing kindergarten teachers' turnover intention, including job satisfaction, perceived social support, and job burnout. Job satisfaction encompasses emotional fulfillment, work conditions, and professional growth. And perceived social support measures institutional, familial, and societal backing—critical for stress resilience (Liu & Onwuegbuzie, 2012). Job burnout is characterized by emotional exhaustion, depersonalization, and reduced efficacy (Maslach et al., 2001), particularly in high-demand educational settings. By examining the impact of job satisfaction, perceived social support, and job burnout on teachers' turnover intention, this study can help managers and policymakers to take feasible measures to enhance teachers' mental health and work efficiency (Wang & Zhang, 2020). Specific research problems are listed as follows.

(1) How does job satisfaction affect teachers' turnover intention in Jinan Heyue Kindergarten?

(2) To what extent does perceived social support contribute to teachers' turnover intention in Jinan Heyue Kindergarten?

(3) How does job burnout affect teachers' turnover intention in Jinan Heyue Kindergarten?

1.3 Objectives of the Study

This study has the following three objectives.

(1) To examine the influence of job satisfaction on teachers' turnover intention in Jinan Heyue Kindergarten.

(2) To examine the influence of perceived social support on teachers' turnover intention in Jinan Heyue Kindergarten.

(3) To examine the influence of job burnout on teachers' turnover intention in Jinan Heyue Kindergarten.

1.4 Scope of the Study

Based on Conservation of Resources Theory and Affective Events Theory, this study aimed to examine the affecting factors of teachers' turnover intention in Heyue Kindergarten — job satisfaction, perceived social support, and job burnout. This is a quantitative study. To achieve this goal, thirty-two teachers in the kindergarten were recruited as participants. As eligible participants, those teachers must have at least one year of work experience. Male and female **were** both allowed to take part in the survey. In order to increase the response rate of the questionnaire, the questionnaire survey was conducted both online and offline simultaneously. Only the data with a completion rate of 80% or higher was included in the final statistical analysis. The survey employed validated scales to measure job satisfaction (Minnesota Satisfaction Questionnaire), perceived social support (MSPSS), and job burnout (Maslach Burnout Inventory). Demographic variables, including age, gender, and educational background, were also considered to explore potential confounding effects.

1.5 Significance of the Study

This study examines the affecting factors of kindergarten teachers' turnover intention, which carries important implications for the research about kindergarten teachers' turnover intention.

Firstly, this study examines the impact of job satisfaction on kindergarten teachers' turnover intention, which holds significant implications for educational policies, institutional practices, as well as the mental health of kindergarten teachers. Past research indicates that job dissatisfaction — often stemming from low salaries, excessive workloads, or lack of professional autonomy — directly increases turnover intentions (Skaalvik & Skaalvik, 2011). In Chinese kindergartens, the issue of teachers' retention is becoming increasingly prominent. Thus, clarifying the relationship between job satisfaction and turnover intention can inform targeted interventions, such as improving working conditions, offering career advancement

opportunities, or enhancing recognition (Feng, 2022). Moreover, Hu et al. (2021) found that dissatisfied teachers tended to exhibit reduced engagement, thus negatively impacting early childhood learning outcomes. By addressing the issue of teachers' job satisfaction, policymakers and school administrators can reduce the high costs associated with teachers' turnover, foster a more stable workforce, and ultimately enhance the quality of early childhood education.

Secondly, this study also examines the impact of perceived social support on the turnover intention of kindergarten teachers, which has great significance for improving the retention rate of teachers and enhancing their job satisfaction. Previous studies suggest that teachers who feel supported by colleagues, administrators, and parents are less likely to generate burnout and turnover intentions (Wang et al., 2022). For teachers in early childhood education settings, emotional and physical demands are both high. In this case, strong social support networks can alleviate the stress of teachers and enhance their work engagement. For instance, the work by Guo et al. (2021) showed that collaborative school cultures and mentorship programs can reduce attrition rates among kindergarten teachers. Therefore, paying attention to how administrators can provide social support for kindergarten teachers may promote teamwork, enhance leadership responsiveness, and create a more positive working environment. This, in turn, will ultimately benefit both the kindergarten teachers and the students.

Thirdly, in order to address the issue of high turnover rate among kindergarten teachers, this study also examines the impact of job burnout on the kindergarten teachers' turnover intention. Prior literature indicates that job burnout—characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment—strongly predicts teachers' turnover intention (Maslach & Leiter, 2017). In kindergarten settings, where emotional labor and high-stress interactions are common, those teachers often experience high job burnout. And job burnout further exacerbates turnover risks, resulting in undermining quality of education and child development (Jeon et al., 2019). As an example, the study by Skaalvik and Skaalvik (2020) revealed that burnout mediated the effects of workplace stressors such as workload and lack of autonomy on turnover intentions. So, addressing burnout through interventions like workload reduction and mental health support, can mitigate teachers' turnover intention, which is beneficial for promoting teacher well-being and sustaining a stable workforce.

Chapter 2 Literature Review

2.1 Theory Relevant to Teachers' Turnover Intention

2.1.1 Conservation of Resources Theory

Conservation of Resources (COR) Theory, proposed by Stevan E. Hobfoll in 1989, is a psychological framework that examines how individuals strive to obtain, retain, and protect valued resources, such as objects, conditions, personal characteristics, and energies. The theory maintains that stress is triggered when resources are threatened, lost, or when individuals fail to gain sufficient resources after significant effort. According to Conservation of Resources Theory, people are motivated to minimize resource loss and maximize resource gain. When people perceive a deprivation of resources, they are more likely to experience stress and report lower levels of subjective well-being with resource depletion leading to increased vulnerability to stress and reduced well-being (Hobfoll, 1989). So far, Conservation of Resources Theory has been widely applied in organizational, clinical, and environmental psychology to understand coping mechanisms, burnout, and resilience.

The theory further distinguishes between resource loss and gain, emphasizing that loss is more salient and impactful than gain. Hobfoll (2001) elaborated on the theory by introducing the concept of "resource caravans", suggesting that resources often accumulate in clusters and are influenced by social and environmental contexts. Empirical studies have found that Conservation of Resources Theory can effectively explain trauma recovery and adaptive behaviors in work context (Halbesleben et al., 2014). Additionally, the framework also remains influential in stress research, which highlights the dynamic interplay between individual resources and external demands in explaining of the stress phenomenon in daily work.

2.1.2 Affective Events Theory

Affective Events Theory (AET), proposed by Weiss and Cropanzano (1996), is a psychological framework that explains how workplace events influence employees' emotions and subsequent attitudes and behaviors. The theory argues that specific work-related events (affective events) trigger emotional reactions, which then shape employees' job satisfaction, performance, and decision-making. Affective Events Theory highlights the mediating role of emotions, connecting environmental factors (e.g., leadership or job stress) to long-term behavioral outcomes (e.g., turnover or

organizational citizenship behavior). By distinguishing between immediate emotional responses and cognitively driven attitudes, Affective Events Theory provides a structured approach to understanding the impact of emotions in organizational settings.

Affective Events Theory also proposes that short-term emotional reactions (e.g., frustration from unfair feedback) can lead to impulsive behaviors, whereas accumulated emotions may influence enduring attitudes (e.g., reduced commitment). The theory has been widely applied in organizational behavior research, particularly in studies on employee well-being, leadership, and emotional regulation. Additionally, subsequent research has expanded Affective Events Theory's applications, demonstrating its feasibility in interpreting employee creativity, teamwork, and workplace dynamics (Ashkanasy & Humphrey, 2011).

2.2 Teachers' Turnover Intention and Influencing Factors

2.2.1 Teachers' Turnover Intention

Teachers' turnover intention refers to the conscious and deliberate consideration of leaving the teaching profession, often precipitated by persistent dissatisfaction with workplace conditions, emotional strain, or perceived lack of career fulfillment (Tett & Meyer, 1993). In recent years, the high turnover rates of kindergarten teachers have attracted the attention from the public and researchers. This phenomenon can be various factors, such as kindergarten teachers' strenuous workloads, inadequate compensation, and insufficient social support (Whitebook et al., 2018). This study focuses on three key factors that may affect teachers' turnover intention — job satisfaction, perceived social support, and job burnout. The three factors collectively affect teachers' mental health, which may lead to anxiety, depression, and decreased occupational commitment (Whitaker et al., 2015). Importantly, they may contribute to the generation of teachers' turnover intention. For a long term, the increasing teachers' turnover intention will undermine the stability of the teaching staff. Given that, policy intervention measures such as increasing salaries, launching mentorship programs, and providing mental health resources are needed to enhance the retention rate of kindergarten teachers and maintain their mental health.

2.2.2 Job Satisfaction

Job satisfaction refers to an affective state resulting from the appraisal of one's job experiences, encompassing both intrinsic (e.g., sense of accomplishment, initiative) and extrinsic (e.g., salary, working conditions) dimensions (Locke, 1976). In the field of education, job satisfaction reflects the alignment between teachers' expectations and their actual workplace realities, including professional recognition, social support, and opportunities for growth (Skaalvik & Skaalvik, 2011). Prior literature suggests that high job satisfaction is typically associated with teachers' engagement, commitment, and retention, whereas dissatisfaction arises from perceived inequities, work overload, or misalignment between personal values and the requirements of managers (Weiss, 2002). In the field of early childhood education, job satisfaction is particularly fragile due to systemic undervaluation of the profession (Whitebook et al., 2018).

Extensive research indicates that job satisfaction can be regarded as a pivotal predictor of turnover intention among kindergarten teachers. The work by Bentein et al. (2005) shows a strong inverse relationship between them, wherein diminished satisfaction directly correlates with heightened turnover intention. Other studies reveal that dissatisfaction stems from inadequate compensation, excessive bureaucratic demands, and limited career advancement, all of which will weaken emotional attachment to the profession (Toropova et al., 2021). For instance, in high-attrition contexts like the U.S. and U.K., up to 30% of kindergarten teachers report planning to turnover due to unmet job expectations (Cassidy et al., 2017). Additionally, cross-cultural research further demonstrates that institutional policies (e.g., professional development access, mentorship progress) mediate this relationship, suggesting the possibility that structural interventions mitigate the turnover intention of kindergarten teachers (Jeon et al., 2019). Taken together, job satisfaction should be considered as an important factor contributing to the reduction of teachers' turnover intention, and it is also a breakthrough point for policy reforms.

2.2.3 Perceived Social Support

Perceived social support can be defined as an individual's subjective appraisal of the availability and adequacy of emotional, informational, and instrumental assistance from their social network, including colleagues, supervisors, family, and friends (Cohen & Wills, 1985). The work by House (1981) shows that social support encompasses both formal support (e.g., school policies, mentorship programs) and informal support (e.g., peer collaboration, family encouragement). The research by Lakey and Cohen (2000) differentiates between received social support (actual

assistance provided) and perceived social support (the belief that support is accessible if needed), with the latter being a stronger predictor of psychological well-being and job retention rate. For teachers, high perceived social support can relieve work stress and enhances adaptive capacity. In contrast, perceived isolation from others can exacerbates teachers' burnout and turnover intentions (Kyriacou, 2001). Especially for kindergarten teachers, because their work requires a lot of emotional investment, they rely heavily on cooperation among colleagues as well as administrative support (Hu et al., 2021).

Empirical studies indicate that perceived social support significantly reduces teachers' turnover intention (Skaalvik & Skaalvik, 2017). In a longitudinal study, teachers who reported strong support from policies and peers exhibited greater job commitment and lower turnover intentions, even in high-stress environments (Grissom et al., 2021). On the contrary, those lacking supportive workplace relationships were more likely to experience emotional exhaustion, a key mediator in the turnover process (Maslach & Leiter, 2017). Recent meta-analyses reveal that instrumental support (e.g., reasonable workloads, sufficient resource) is particularly critical in early childhood education, where long-term shortage of funds often has a negative impact on the work enthusiasm of kindergarten teachers (Jeon et al., 2019). Cross-cultural research further highlights the importance of perceived social support. For instance, teachers in collectivist societies (e.g., East Asia) may derive stronger retention benefits from familial and community backing than those in individualistic contexts (Wang et al., 2022). Thus, policymakers should attempt to take structural interventions to increase social support, such as professional learning communities and mentorship progresses (Ingersoll & Strong, 2011).

2.2.4 Job Burnout

Job burnout is a chronic psychological syndrome stemming from prolonged exposure to occupational stress, characterized by three core dimensions: emotional exhaustion (depletion of emotional resources), depersonalization (detachment or cynicism toward work responsibilities), and reduced personal accomplishment (perceived inefficacy in one's role) (Maslach & Jackson, 1981). In the kindergarten, job burnout often arises from excessive workloads, lack of autonomy, and insufficient social support (Schaufeli & Enzmann, 1998). Consistent with proposition, the transactional model of stress contends that job burnout generates when teachers perceive an imbalance between job demands and their resources. The teachers and children are particularly vulnerable due to high emotional labor, student behavioral

challenges, and accountability pressures (Hakanen et al., 2006). It should be pointed out that, job burnout is distinct from general stress in its persistence and work-specific manifestation, although they both produce profound negative impacts on mental health and professional performance. (Bianchi et al., 2021).

Extensive research indicates that job burnout is a primary predictor of teachers' turnover intention, with emotional exhaustion being the most salient contributor (Skaalvik & Skaalvik, 2020). Similarly, meta-analytic findings indicate that teachers experiencing job burnout are 2–3 times more likely to resign within five years (Madigan & Kim, 2021). This is especially true for those kindergarten teachers in early stages of their careers, because they show heightened susceptibility (Hong et al., 2022). The Job Demands-Resources (JD-R) model further elaborates on this relationship. Specifically, excessive demands (e.g., classroom management, standardized testing) coupled with inadequate resources (e.g., administrative support, autonomy) contribute to job burnout, which in turn exacerbates teachers' turnover intentions (Demerouti et al., 2001). For example, cross-national studies reveal that teachers in high-stakes accountability systems (e.g., the U.S., U.K.) report stronger burnout-to-turnover pathways than those in supportive Nordic systems (García-Carmona et al., 2019). Given that, interventions targeting organizational climate (e.g., workload redistribution, mental health programs) and individual resilience (e.g., mindfulness training) should decrease job burnout's impact on turnover intention (Dreison et al., 2018).

2.3 Conceptual Framework

Based on Conservation of Resources Theory and Affective Events Theory, this study examines the influencing factors of teacher turnover intention in Jinan Heyue Kindergarten. Specifically, the study focuses on job satisfaction, perceived social support, and job burnout as key determinants. By examining the factors influencing kindergarten teachers' turnover intention, this study provides valuable insights for the career development of teachers and organizational stability in Heyue Kindergarten. The hypothesized model of the study is presented in Figure 2.1.

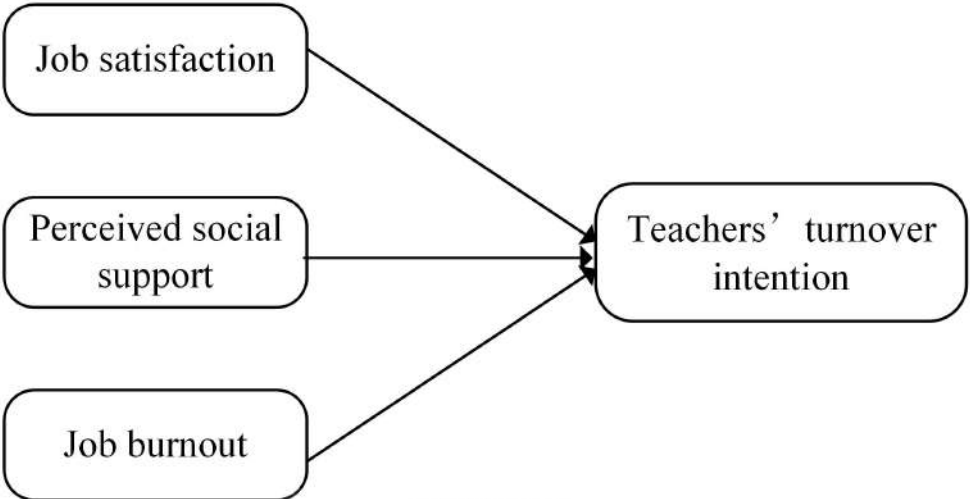
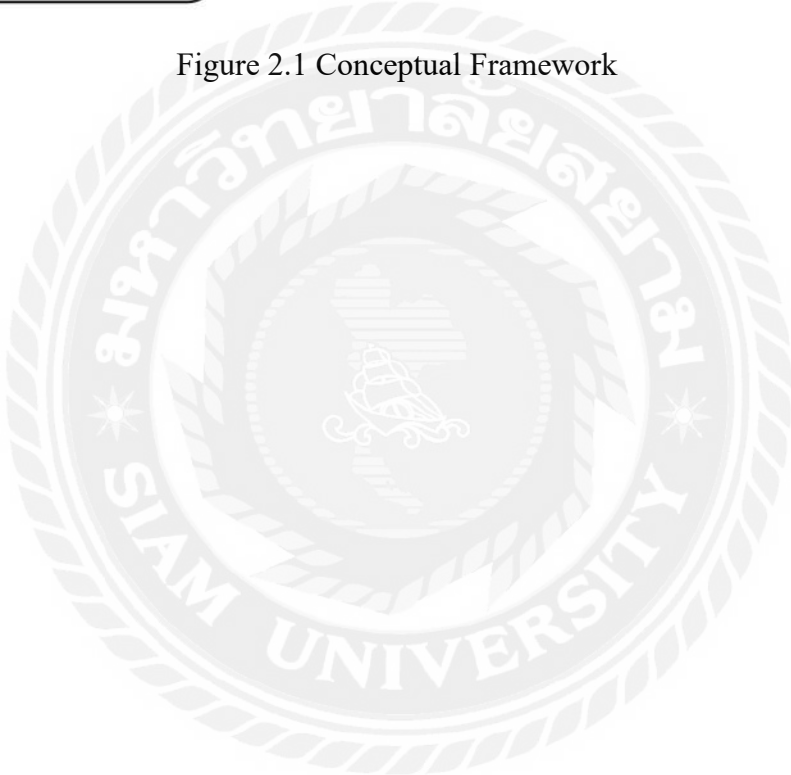


Figure 2.1 Conceptual Framework



Chapter 3 Research Methodology

3.1 Research Design

This study was a quantitative research. Using a questionnaire survey approach, this study examined the impact of job satisfaction, perceived social support, and job burnout on kindergarten teachers' turnover intention in Jinan Heyue Kindergarten. To ensure the reliability of data analysis, well-validated scales with good reliability and validity were employed for data collection.

3.2 Population and Sampling

This study adopted convenience sampling to select participants. A total of 32 teachers from Jinan Heyue Kindergarten were recruited, accounting for approximately 71% of the kindergarten's 45 teaching staff. To ensure the representativeness of the sample, participants were selected from small, middle, and large classes, and included both frontline teachers and logistics-supporting teachers. Additionally, all data collection procedures adhered to ethical standards, ensuring the confidentiality of participants' personal information and responses throughout the research process .

3.3 Hypothesis

This study has the following three research hypotheses:

H1: Job satisfaction has an adverse impact on teacher' turnover intention in Jinan Heyue Kindergarten.

H2: Perceived social support has an inhibitive role on teacher' turnover intention in Jinan Heyue Kindergarten.

H3: Job burnout has a facilitative impact on teachers' turnover intention in Jinan Heyue Kindergarten.

3.4 Research Instrument

3.4.1 Teachers' Turnover Intention Scale

The Turnover Intention Scale (TIS-6) was used to measure kindergarten teachers' turnover intention. The turnover intention scale is a widely used tool in the fields of organizational behavior and human resource management, designed to measure the intensity of employees' voluntary turnover intention and its underlying influencing factors. The scale encompasses three core dimensions: turnover intention, perceived likelihood of finding alternative employment, and perceived cost of quitting: turnover intention, perceived likelihood of finding alternative employment, and perceived cost of quitting. Previous research has demonstrated that this scale exhibits good reliability and validity across various cultural contexts. The scale consists of 6 items, and participants need to provide their agreement for each item on the 5-point scale (1 = Strongly Disagree, 5 = Strongly Agree). Turnover intention is assessed by calculating the average score of participants across all items, with higher scores indicating stronger turnover intention. An example item of the Turnover Intention Scale is "I often think about leaving my job as a kindergarten teacher". Specific items are presented in Table 3.1

Table 3.1 Items in Turnover Intention Scale

Turnover Intention Scale	
1	I often think about leaving my current job.
2	I will probably look for a new job in the next year.
3	I intend to leave my current job in the near future.
4	I am actively searching for alternative employment.
5	I am planning to leave my job as soon as possible.
6	If I could choose again, I would not work for this organization.

3.4.2 Job Satisfaction Scale

The Job Satisfaction Scale is a widely used self-report questionnaire designed to assess employees' attitudes toward various facets of their jobs, measuring overall job satisfaction covering nine facets, including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. The scale can provide a comprehensive evaluation of workplace satisfaction with demonstrated reliability and validity in organizational research.

The scale consists of 18 items. For each item, participants rate their level of agreement on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). After reverse-scoring specific items, teachers' job satisfaction is calculated by averaging their scores across all items. A higher score indicates a greater level of job satisfaction among teachers. Specific items are presented in Table 3.2.

Table 3.2 Items in Job Satisfaction Scale

Job Satisfaction Scale	
1	I feel I am being paid a fair amount for the work I do.
2	Raises are too few and far between.
3	There is really too little chance for promotion in this organization.
4	People get ahead as fast here as they do in other places.
5	My supervisor is quite competent in doing their job.
6	My supervisor is unfair to me.
7	I am not satisfied with the benefits I receive.
8	The benefits we receive are as good as most other organizations offer.
9	When I do a good job, I receive the recognition for it that I should receive.
10	I do not feel that the work I do is appreciated.
11	I find I have to work harder at my job because of the incompetence of people I work with.
12	Much of the time, the rules and procedures here make doing a good job easy.
13	I like the people I work with.
14	There is too much bickering and fighting at work.
15	I sometimes feel my job is meaningless.
16	I like doing the things I do at work.
17	The goals of this organization are not clear to me.
18	I often feel that I do not know what is going on in this organization.

3.4.3 Multidimensional Scale of Perceived Social Support Scale

The Multidimensional Scale of Perceived Social Support (MSPSS) was used to measure teachers' social support perception (Zimet et al., 1988). This scale consists of 12 items, which assesses social support perception from three dimensions — family support, friends support and significant others' support. In previous studies, the Multidimensional Scale of Perceived Social Support has demonstrated good reliability. The scale also shows strong convergent validity with other support measures (e.g., Social Support Questionnaire) and negative correlations with depression/anxiety. In some cross-cultural research, the scale has also shown good applicability.

In this study, for each item, participants provide their agreement on the 5-point scale (1 = strongly disagree, 5 = strongly agree). Perceived social support is assessed by averaging the scores on all items, with higher values indicating greater social support perception. Specific items of the scale are presented in Table 3.3.

Table 3.3 Items in Multidimensional Scale of Perceived Social Support

Multidimensional Scale of Perceived Social Support	
1	My family really tries to help me.
2	I get the emotional help and support I need from my family.
3	I can talk about my problems with my family.
4	My family is willing to help me make decisions.
5	My friends really try to help me.
6	I can count on my friends when things go wrong.
7	I have friends with whom I can share my joys and sorrows.
8	I can talk about my problems with my friends.
9	There is a special person who is around when I am in need.
10	There is a special person with whom I can share my joys and sorrows.
11	I have a special person who is a real source of comfort to me.
12	There is a special person in my life who cares about my feelings.

3.4.4 Maslach Burnout Inventory-Educators Survey

The Maslach Burnout Inventory-Educators Survey (MBI-ES) was used to measure teachers' burnout. The Maslach Burnout Inventory-Educators Survey, developed by Maslach, Jackson, and Leiter (1996), is a widely used tool to measure burnout among educators. It includes 22 items across three subscales: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). Currently, the Maslach Burnout Inventory-Educators Survey has been widely used in research on teacher stress, job satisfaction, and organizational health. Additionally, it also helps school administrators identify risk factors that hinder teacher development and design targeted interventions based on the findings. For each item, participants are required to indicate their level of agreement on a 5-point Likert scale. The burnout score is calculated by averaging the scores across all items, with higher values indicating greater levels of burnout. Specific items of the scale are presented in Table 3.4.

Table 3.4 Items in Maslach Burnout Inventory-Educators Survey

Maslach Burnout Inventory-Educators Survey	
1	I feel emotionally drained from my work.
2	I feel used up at the end of the workday.
3	I feel fatigued when I get up in the morning and have to face another day on the job.
4	Working with people all day is really a strain for me.
5	I feel burned out from my work.
6	I feel frustrated by my job.
7	I feel I'm working too hard on my job.
8	Working directly with people puts too much stress on me.
9	I feel like I'm at the end of my rope.
10	I've become more callous toward people since I took this job.
11	I worry that this job is hardening me emotionally.
12	I don't really care what happens to some students.
13	I feel students blame me for some of their problems.

-
- 14 I treat some students as if they were impersonal objects.
 - 15 I accomplish many worthwhile things in this job.
 - 16 I deal very effectively with the problems of my students.
 - 17 I feel I'm positively influencing others' lives through my work.
 - 18 I feel very energetic.
 - 19 I can easily create a relaxed atmosphere with my students.
 - 20 I feel exhilarated after working closely with my students.
 - 21 I have accomplished many valuable things in this job.
 - 22 In my work, I deal with emotional problems very calmly.
-

3.5 Data Collection

This study employed a questionnaire-based survey to collect data. The participants were 32 teachers of Jinan Heyue Kindergarten, all of whom volunteered to take part in the study. To ensure efficient data collection, the survey was conducted both online and offline simultaneously. For the offline survey, teachers completed the questionnaire in a kindergarten meeting room. Before answering the questionnaire, the researcher explained the instructions, and then the participants began their responses. Teachers who were unable to attend the offline session had the option to complete the survey online. To enhance the reliability of the findings, only teachers with at least one year of work experience were included in the study. The entire questionnaire took around 15 minutes to fill out.

3.6 Data Analysis

The data analysis of the study included three steps. All statistical analyses were conducted in SPSS 26.0. In the first step, the demographic characteristics of the sample were analyzed and presented. In the second step, the correlation analysis among variables was conducted and presented. In the third step, three linear regression equations were separately conducted to examine the effect of job satisfaction, perceived social support and job burnout on teachers' turnover intention.

3.7 Reliability and Validity Analysis of the Scale

3.7.1 Reliability Analysis

This study used SPSS 26.0 to assess the reliability of all scales. The standards for scale reliability are typically evaluated through indicators such as internal consistency, test-retest reliability, split-half reliability, and inter-rater reliability. In this study, internal consistency (measured by Cronbach's α coefficient) was adopted to evaluate the reliability of the employed scales. Following the criteria established in prior research, an α value ≥ 0.7 indicates good reliability, 0.6 - 0.7 is considered acceptable, and a value below 0.6 suggests the need for revision. As shown in Table 3.5 below, all scales in this study exhibited good reliability. Specifically, the Teacher Turnover Intention Scale had a Cronbach's α coefficient of 0.86. The Job Satisfaction Scale had an α coefficient of 0.84. The Multidimensional Scale of Perceived Social Support (MSPSS) had an α coefficient of 0.79. The Maslach Burnout Inventory-Educators Survey (MBI-ES) had an α coefficient of 0.77.

Table 3.5 Reliability Analysis Results

Scale	Items	Cronbach's α
Teacher Turnover Intention Scale	6	0.86
Job Satisfaction Scale	18	0.84
Multidimensional Scale of Perceived Social Support (MSPSS)	12	0.79
Maslach Burnout Inventory-Educators Survey (MBI-ES)	22	0.77

3.7.2 Validity Analysis

This study employed Bartlett's test of sphericity and the KMO test to reasonably confirm the validity of the measurement items. Generally, a KMO value exceeding 0.9 indicates excellent suitability, a value of 0.8 indicates good suitability, a value of 0.7 indicates average suitability, a value of 0.6 indicates poor suitability, and a value below 0.5 indicates very poor suitability. The results indicated that the KMO values

for all scales exceeded 0.8, indicating good suitability. Additionally, the significance level was 0.000, demonstrating significance at the 0.001 level. This further indicated that there were significant correlations among the data. Therefore, these scales passed Bartlett's test of sphericity at the 0.001 level, confirming the validity of the measurement items.

Table 3.6 Validity Analysis Results

Scale	KMO value	The Sphericity Test of the Bartlett	
		χ^2	Significance
Teacher Turnover Intention Scale	0.85	398.45	<0.001
Job Satisfaction Scale	0.82	369.66	<0.001
Multidimensional Scale of Perceived Social Support Scale	0.89	400.15	<0.001
Maslach Burnout Inventory-Educators Survey	0.90	454.17	<0.001

Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Participants

In this study, all participants' data were included in the final statistical analysis. The majority of participants were female ($n = 28$), and the remaining 2 were male. All participants were of Han nationality.

Educational Attainment Distribution: In terms of educational background, teachers with associate or bachelor's degrees constituted the largest proportion of participants. Statistical analysis showed that 10 participants (31.25%) held an associate degree. Twenty participants (62.5%) held a bachelor's degree. Additionally, two participants (6.25%) reported that they had postgraduate qualifications. In Jinan Heyue Kindergarten, the overwhelming majority of teachers held a bachelor's or associate degree, reflecting a well-balanced education degree distribution within the teaching staff.

Age Distribution: The majority of participants were between 18 and 30 years old. The average age of participating teachers was 28.19 years ($SD = 4.96$). Among them, those aged 18 - 30 accounted for 68.75% of the total sample. Five participants (15.63%) were aged 31 - 40 years old, while the remaining five participants were over 40 years old. Among the latter, three fell within the 41 - 50 range, and the remaining two were above 50 years old. Age distribution analysis indicates that the teaching staff in Jinan Heyue Kindergarten is predominantly young, with a reasonably balanced age structure.

Teaching Curriculum Area Distribution: Among the survey participants, those teaching mathematics and Chinese accounted for 43.75% each. The remaining 4 participants (12.5%, total $n=32$) were physical education teachers.

The results are presented in Table 4.1.

Table 4.1 Demographic Analysis Results

Items	Category	Number of participants	Percentage (%)
Gender	Male	4	15.63
	Female	28	84.38
	Bachelor's Degree	20	62.50
	Master's Degree and above	2	6.25
Age	18-30 years old	22	68.75
	31-40 years old	5	15.63
	41-50 years old	3	9.37
	Over 51 years old	2	6.25
Teaching subject	Chinese language	14	43.75
	Mathematics	14	43.75
	Sports	4	12.5

4.1.2 Correlation Analysis Results

The correlation analysis showed that there were significant correlations among variables. As shown in Table 4.2, there was a positive and significant correlation between job satisfaction and perceived social support, $r = 0.44$, $p < 0.001$. And there were significant and negative correlations between job satisfaction and job burnout and turnover intention, $r_s = -0.31$, -0.25 , respectively, $p_s < 0.01$. Perceived social support was also negatively correlated with job burnout and turnover intention, $r = -0.33$, -0.26 , respectively. Additionally, there was a significant and positive correlation between job burnout and turnover intention, $r = 0.38$, $p < 0.001$.

Table 4.2 Correlation Analysis Results

	Job satisfaction	Perceived social support	Job burnout	Turnover intention
Job satisfaction	1			
Perceived social Support	0.44***	1		
Job burnout	-0.31***	-0.33***	1	
Turnover intention	-0.25**	-0.26**	0.38***	1

Note. ** $p < 0.01$, *** $p < 0.001$.

4.1.3 Regression Analysis Results

To test whether job satisfaction had a significant influence on teachers' turnover intention, a hierarchical regression analysis was conducted in which turnover intention was regressed onto job satisfaction. The results showed that, consistent with Hypothesis 1, job satisfaction exerted a significant negative effect on teachers' turnover intention ($\beta = -0.25$, $p < 0.01$). That is to say, teachers with lower job satisfaction were more likely to generate such intention.

To test whether perceived social support had a significant influence on teachers' turnover intention, a hierarchical regression analysis was further conducted, with turnover intention as the dependent variable and perceived social support as the independent variable. The results indicated that, in line with Hypothesis 2, perceived social support exerted a significant negative effect on teachers' turnover intention ($\beta = -0.26$, $p < 0.01$). Specifically, teachers who reported lower levels of perceived social support (e.g., less emotional assistance from colleagues, insufficient administrative backing, or limited support from family and friends) were more prone to generating the intention to leave their jobs. This finding aligns with the earlier correlation analysis results (Table 4.2), where perceived social support was negatively correlated with turnover intention ($r = -0.26$, $p < 0.01$), further confirming that perceived social support serves as an inhibitory factor for teachers' turnover intention.

To test whether job burnout had a significant influence on teachers' turnover

intention, a hierarchical regression analysis was conducted in which turnover intention was regressed onto job burnout. The results showed that, consistent with Hypothesis 3, job burnout exerted a significant positive effect on teachers' turnover intention ($\beta = 0.38$, $p < 0.001$). That is to say, teachers with higher levels of job burnout were more likely to generate turnover intention.

Specific regression analysis results were provided in Table 4.3.

Table 4.3 Regression Analysis Results

Independent variable	β	R ²	95%CI	p
Job satisfaction	-0.25	0.22	[-0.22, -0.13]	< 0.01
Perceived social support	-0.26	0.31	[-0.29, -0.15]	< 0.01
Job burnout	0.38	0.44	[0.12, 0.38]	< 0.001

4.2 Discussion

4.2.1 The Influence of Job Satisfaction on Turnover Intention

This study found that those teachers with lower lower job satisfaction were more likely to generate turnover intention. This finding advances existing research on teacher turnover by empirically testing the direct and indirect effects of job satisfaction on turnover intention, addressing gaps in context-specific evidence. Several prior studies have established that low job satisfaction predicts higher turnover intentions (e.g., Skaalvik & Skaalvik, 2011; Liu & Onwuegbuzie, 2012), but such findings seem to vary across educational systems and institutional environments. By focusing on teachers in Jinan Heyue Kindergarten, a private kindergarten in Shandong Province of China, this study provides nuanced insights into how factors like workload, administrative support, or professional development may moderate the relationship between job satisfaction and turnover intention. For instance, consistent with our finding, the work by Klassen and Chiu's (2011) showed that intrinsic satisfaction (e.g., sense of autonomy) often outweighed extrinsic factors (e.g., salary) in reducing turnover intent. As a result, to improve teacher retention, kindergarten administrators need to take measures to enhance teachers' job satisfaction.

This study emphasizes the importance of adopting reasonable measures (e.g.,

employee care or salary increases) to enhance teachers' job satisfaction for the development of both schools and individual educators. For instance, a large-scale U.S. survey about teachers' mental health found that work environment factors (e.g., classroom support, administrative communication, resource availability) significantly influence job satisfaction. Importantly, job satisfaction was the strongest predictor of turnover intention, with highly satisfied teachers exhibiting approximately 40% lower resignation rates (Torquati et al., 2011). Another survey focusing on Norwegian primary and secondary school teachers revealed a strong correlation between professional identity (e.g., self-efficacy, social recognition) and job satisfaction, with the high-satisfaction group showing a 35% lower actual turnover rate over five years compared to the low-satisfaction group (Skaalvik & Skaalvik, 2011). These findings both demonstrate the feasibility of improving job satisfaction to reduce turnover rates among kindergarten teachers. Generally, key strategies to enhance teachers' job satisfaction include: optimizing the work environment (e.g., reducing student-teacher ratios, ensuring adequate resources), strengthening administrative support (e.g., regular feedback, involvement in decision-making), providing professional development opportunities (e.g., training, career advancement pathways), and elevating social recognition (e.g., fair compensation, respect from parents and communities) (Klassen & Chiu, 2011).

4.2.2 The Influence of Perceived Social Support on Turnover

Intention

This study extends previous research on teachers' turnover intention by focusing on the role of perceived social support—a relatively underexplored factor compared to more commonly studied variables like job stress. While prior work has established that workplace conditions and personal well-being influence teachers' turnover intention (Skaalvik & Skaalvik, 2011; Ingersoll et al., 2018), this study shifts the focus to how different sources of social support (e.g., colleagues, administrators, family, and community) buffer against teachers' intentions to leave. Prior empirical findings suggest that administrative support is particularly critical in reducing turnover intention, as it enhances teachers' sense of belonging and professional efficacy (Grissom et al., 2021). However, this study expands on these insights by examining how peer support and external networks (e.g., mentorship programs) independently contribute to retention, offering a more nuanced understanding of social support's multidimensional impact on reducing teachers' turnover.

Additionally, this study advances prior research by investigating contextual variations in how social support influences turnover intention. While previous studies predominantly examined high-income Western educational systems (e.g., Kraft et al., 2016), this study includes diverse settings, such as under-resourced or rural schools, where social support may play an even more critical role due to higher stress and isolation (García & Weiss, 2019). Consistent with this study, empirical evidence indicates that in high-poverty schools, strong collegial networks significantly mitigate teachers' turnover by fostering resilience and shared problem-solving (Allensworth et al., 2021). By comparing these findings across different institutional contexts, this study not only validates the universal importance of social support but also identifies context-specific mechanisms that can inform targeted retention strategies.

4.2.3 The Influence of Job Burnout on Turnover Intention

This study found that teachers perceiving higher job burnout were more likely to generate turnover intention. This finding extends previous research on teachers' turnover intention by exploring the mechanisms linking job burnout to turnover. It builds on established findings that burnout — comprising emotional exhaustion, depersonalization, and reduced personal accomplishment — strongly predicts attrition (Maslach et al., 2001; Skaalvik & Skaalvik, 2020). While prior studies have broadly confirmed the burnout-turnover relationship (e.g., Aloe et al., 2014), this study advances the literature by examining how specific burnout dimensions differentially influence turnover intention. Consistent with our finding, previous empirical findings reveal that emotional exhaustion is the strongest predictor, particularly in high-stress environments, whereas depersonalization (detachment from students) becomes more salient in under-resourced schools with limited support systems (García-Carmona et al., 2019). It should be pointed out, previous research has identified some possible moderating factors, such as school climate and autonomy, which can either exacerbate or mitigate burnout's impact. In the future research, we can pay further attention to such moderating factors.

Furthermore, this study contributes to the literature on teachers' turnover by exploring the role of coping strategies in the burnout-turnover pathway, an area less emphasized in prior work. Different from previous studies that have primarily focused on structural factors like workload or pay (Ingersoll et al., 2018), this study highlights how individual resilience (e.g., mindfulness practices) and organizational interventions (e.g., peer mentoring) can buffer burnout's effects. Several empirical findings suggest that teachers with access to mental health resources or collaborative

professional networks report lower turnover intentions, even when experiencing burnout (Brackett et al., 2010; Herman et al., 2018). By integrating psychological and organizational perspectives, this study provides actionable insights for reducing teachers' turnover.



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

By conducting a questionnaire survey, this study examined how job satisfaction, perceived social support and job burnout affected teachers' turnover intention in Jinan Heyue Kindergarten. Regression analysis results showed that job satisfaction exerted a negative predictive effect on turnover intention. Those teachers with low job satisfaction were more likely to generate turnover intention. Similarly, this variable (perceived social support) also exerted a negative predictive effect on teachers' turnover intention. Those teachers with low social support perception were more likely to generate turnover intention. Finally, job burnout exerted a positive predictive effect on teachers' turnover intention. When experiencing a higher level of job burnout, teachers are more likely to generate turnover intention. This study will help policy makers and school administrators adopt feasible response strategies to mitigate the high turnover rate among kindergarten teachers.

5.2 Recommendation

To reduce kindergarten teachers' turnover intention, administrators in kindergarten should give priority to considering how to enhance their job satisfaction. To achieve this goal, at the organizational level, administrators should improve teachers' work conditions by reducing excessive administrative burdens such as paperwork, ensuring manageable class sizes, and providing adequate teaching resources (Toropova et al., 2021). The work by Kraft et al. (2022) shows that supportive leadership—such as recognizing teachers' efforts and fostering collaborative decision-making—can strengthen job satisfaction and retention. Additionally, administrators in kindergarten can provide appropriate compensation, career advancement opportunities, and professional development programs, which will reduce the professional stress of teachers (Cassidy et al., 2019). At the interpersonal level, encouraging teachers to cultivate positive relationships with others will help them perceive high emotional support, thus mitigating job burnout (Collie et al., 2022). Lastly, mental health resources, such as counseling services and stress management workshops, should be institutionalized to address emotional exhaustion—a key predictor of teachers' turnover intention (Hwang et al., 2023). Administrators in kindergarten must advocate for systemic changes such as smaller teacher-to-child ratios and higher salaries to sustainably improve job satisfaction and

retention in kindergarten.

This study shows that perceived social support can serve as a protective factor to reduce kindergarten teachers' turnover intention. Based on this, administrators in kindergarten should take various measures (e.g., mentorship programs, collaborative work environments, and strong administrative backing) to increase teachers' social support perception. Such supportive measures will reduce kindergarten teachers' turnover intention. Additionally, kindergartens can also provide emotional and instrumental support for teachers, such as peer networks and access to counseling, which will alleviate their job stress and foster a sense of belonging (Brouwer et al., 2020). On a broader level, by offering professional development opportunities and fair compensation, kindergartens can reinforce teachers' value within the institution, thus reducing turnover intentions (Toropova et al., 2021). Noteworthy, encouraging communication between teachers and administrators to address concerns proactively can also create a more supportive workplace culture, ultimately improving teachers' retention (Skaalvik & Skaalvik, 2020).

According to the finding of the study, teachers' job burnout had a positive correlation with their turnover intention. Based on this finding, to reduce kindergarten teachers' turnover intention, kindergartens should take systemic strategies that address workload, emotional exhaustion, and professional fulfillment. Prior literature has suggested some strategies that can mitigate job burnout, such as reducing administrative burdens, providing manageable class sizes, and ensuring adequate planning time (Maslach & Leiter, 2016). By taking such measures, teachers' turnover intention may be reduced. Additionally, mindfulness-based stress reduction programs and access to mental health resources have been found to be useful for alleviating emotional fatigue (Jennings et al., 2017). So, this program may can be used to reduce teachers' job burnout and turnover intention. In daily life, kindergartens should promote work-life balance policies — such as flexible scheduling and wellness initiatives — to sustain long-term teacher well-being and retention (Hwang et al., 2021).

5.3 Future Study

It should be noted that this study relied on self-reported questionnaire data from a relatively small sample, which may limit the generalizability of the findings. Self-report measures are susceptible to social desirability bias, and the small sample size reduces statistical power, making it difficult to detect smaller or more complex

effects. To solve this issue, future research should include larger, more diverse samples and incorporate objective measures (e.g., administrative turnover records) to enhance research validity.

Additionally, the cross-sectional design in this study prevented causal inferences about the relationships between job satisfaction, perceived social support, burnout, and turnover intention. For this limitation, longitudinal or experimental studies would help clarify whether these factors predict actual turnover over time. Additionally, qualitative methods, such as interviews, could provide deeper insights into teachers' experiences and decision-making processes regarding leaving the profession.

Finally, to have a comprehensive investigation toward teachers' turnover, future studies should explore additional moderating or mediating factors, such as organizational climate, leadership styles, or work-life balance, to better understand the mechanisms underlying teacher turnover. Comparative research across different educational settings (e.g., public vs. private preschools) or cultural contexts could also reveal how institutional and societal factors influence retention. Addressing these gaps would contribute to more effective interventions for reducing teacher attrition in early childhood education.

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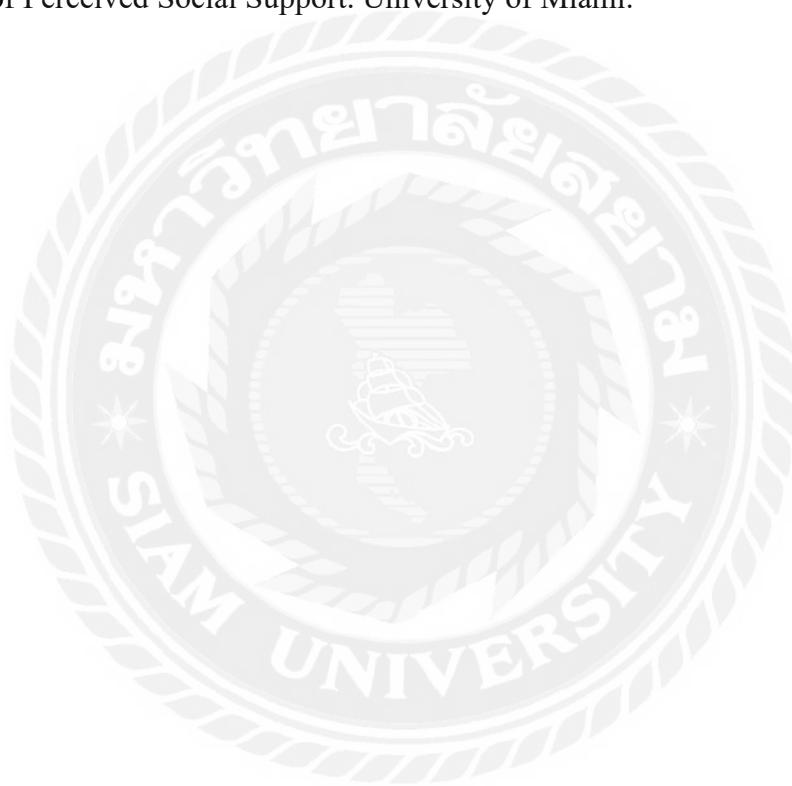
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Appendix

Welcome to participate in this survey. This survey aims to assess the career development and mental health status of teachers in Jinan Heyue Kindergarten. And the data obtained from this assessment will be entirely used for academic purposes. So, please feel free to answer all questions. Thank you for your participation.

Section I

Instruction: There are 6 descriptions about teacher turnover intention in the following section. Please read each description and indicate to what extent you agree with such descriptions on the 5-point scale (1 = strongly disagree, 5 = strongly agree).

Items		Strongly disagree				Strongly agree
1	I often think about leaving my current job.	1	2	3	4	5
2	I will probably look for a new job in the next year.	1	2	3	4	5
3	I intend to leave my current job in the near future.	1	2	3	4	5
4	I am actively searching for alternative employment.	1	2	3	4	5
5	I am planning to leave my job as soon as possible.	1	2	3	4	5
6	If I could choose again, I would not work for this organization.	1	2	3	4	5

Section II

Instruction: There are 12 descriptions about job satisfaction in daily work and life. Please read each description and indicate to what extent you agree with such descriptions on the 5-point scale (1 = strongly disagree, 5 = strongly agree).

	Items	Strongly disagree				Strongly agree
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5
2	Raises are too few and far between.	1	2	3	4	5
3	There is really too little chance for promotion in this organization.	1	2	3	4	5
4	People get ahead as fast here as they do in other places.	1	2	3	4	5
5	My supervisor is quite competent in doing their job.	1	2	3	4	5
6	My supervisor is unfair to me.	1	2	3	4	5
7	I am not satisfied with the benefits I receive.	1	2	3	4	5
8	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5
9	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5
10	I do not feel that the work I do is appreciated.	1	2	3	4	5
11	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5
12	Much of the time, the rules and procedures here make doing a good job easy.	1	2	3	4	5
13	I like the people I work with.	1	2	3	4	5
14	There is too much bickering and fighting at work.	1	2	3	4	5
15	I sometimes feel my job is meaningless.	1	2	3	4	5
16	I like doing the things I do at work.	1	2	3	4	5
17	The goals of this organization are not clear to me.	1	2	3	4	5

18	I often feel that I do not know what is going on in this organization.	1	2	3	4	5
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Section III

Instruction: In the following section, there are 12 descriptions about perceived social support in your daily work. Please read each description and indicate to what extent you agree with such descriptions on the 5-point scale (1 = strongly disagree, 5 = strongly agree).

	Items	Strongly disagree				Strongly agree
1	My family really tries to help me.	1	2	3	4	5
2	I get the emotional help and support I need from my family.	1	2	3	4	5
3	I can talk about my problems with my family.	1	2	3	4	5
4	My family is willing to help me make decisions.	1	2	3	4	5
5	My friends really try to help me.	1	2	3	4	5
6	I can count on my friends when things go wrong.	1	2	3	4	5
7	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5
8	I can talk about my problems with my friends.	1	2	3	4	5
9	There is a special person who is around when I am in need.	1	2	3	4	5
10	There is a special person with whom I can share my joys and sorrows.	1	2	3	4	5
11	I have a special person who is a real source of comfort to me.	1	2	3	4	5
12	There is a special person in my life who cares about my feelings.					

Section IV

Instruction: There are 12 descriptions about job burnout in the following section. Please read each description and indicate to what extent you agree with such descriptions on the 5-point scale (1 = strongly disagree, 5 = strongly agree).

Items		Strongly disagree				Strongly agree
1	I feel emotionally drained from my work.	1	2	3	4	5
2	I feel used up at the end of the workday.	1	2	3	4	5
3	I feel fatigued when I get up in the morning and have to face another day on the job.	1	2	3	4	5
4	Working with people all day is really a strain for me.	1	2	3	4	5
5	I feel burned out from my work.	1	2	3	4	5
6	I feel frustrated by my job.	1	2	3	4	5
7	I feel I'm working too hard on my job.	1	2	3	4	5
8	Working directly with people puts too much stress on me.	1	2	3	4	5
9	I feel like I'm at the end of my rope.	1	2	3	4	5
10	I've become more callous toward people since I took this job.	1	2	3	4	5
11	I worry that this job is hardening me emotionally.	1	2	3	4	5
12	I don't really care what happens to some students.	1	2	3	4	5
13	I feel students blame me for some of their problems.	1	2	3	4	5
14	I treat some students as if they were impersonal objects.	1	2	3	4	5
15	I accomplish many worthwhile things in this job.	1	2	3	4	5
16	I deal very effectively with the problems of my students.	1	2	3	4	5
17	I feel I'm positively influencing others' lives through my work.	1	2	3	4	5

18	I feel very energetic.	1	2	3	4	5
19	I can easily create a relaxed atmosphere with my students.	1	2	3	4	5
20	I feel exhilarated after working closely with my students.	1	2	3	4	5
21	I have accomplished many valuable things in this job.	1	2	3	4	5
22	In my work, I deal with emotional problems very calmly.	1	2	3	4	5



Section V

Instruction: The following are some necessary demographic information for this survey. Please answer truthfully.

1 Your birth year _____, your birth month _____.

2 Your gender: A.male B.female

3 Your nationality _____.

4 Your teaching subject is _____.

5 Your working year is _____.

6 Your educational degree is _____.

A.primary school B.Junior high school C.Senior high school

D.Junior college E.Bachelor F.Master G.Doctor

