

Understand the turnover intention among kindergarten teachers in the Chinese mainland

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Abstract

In recent years, teachers in kindergarten from the Chinese mainland face many new challenges after ECE (early children education) promoting policy in 2010 by the Chinese Ministry of Education. Therefore, high-quality KG (kindergarten) teachers with excellent job performance and long retention are necessary. However, due to the high workload and low salary, the turnover intention among KG teachers in China is high. Once turnover happens, both direct cost and indirect cost occur, which would bring a negative influence on ECE quality. Due to the professional nature of KG teachers, the replacement is hard, therefore it is important to understand how to achieve retention of KG teachers. Hereby, workload and work-family conflict (WFC) are identified as independent variables to predict the turnover intention among KG teachers in the Chinese mainland mediated by job stress. Family-supportive supervisor (FSS) is identified as a moderator who belongs to the job resource under the Job-Demands-Resources (JD-R) model in this study. Through data analysis by SmartPLS, workload, and work-family conflict are positively related to turnover intention among KG teachers in the Chinese mainland mediated by job stress. However, family-supportive supervisor (FSS) does not have a moderating effect on the relationship between workload, work-family conflict, and job stress. This study gives new insights for understanding the factors that are related to turnover intention among KG teachers in the Chinese mainland.

Keywords: Family-supportive supervisor, job stress, KG (kindergarten) teachers, turnover intention, workload, work-family conflict

Introduction

In the Chinese mainland, the beginning of early children education (ECE) refers to the children receiving education between 2-3 years old until 6 years old. However, ECE is not

compulsory education in the Chinese mainland. To prevent the aging population and shrinking working force since the end of 2015 the couples in China are permitted to have the second children. The Chinese government has prompted policy for ECE between 2010 and 2020 for the universalization of ECE. Hereby, more and more kindergarten has been built and kindergarten teachers are recruited (State Council of the People's Republic of China, 2010). Kindergarten and schools have a totally different educational system and grow unequally. There is only about 86,000 public kindergarten for 44.13 million children nationwide. Kindergarten teacher which is short for KG teacher is responsible for children's preschool education and security. The shortage of competent KG teachers is a big challenge as KG teachers are not only for teaching but nursing also (State Council of the People's Republic of China, 2010). Work overtime and huge job demands occupy the KG teacher's free time. In developing countries, the teacher and children ratio in kindergartens is 1:5 or 1:10. Nevertheless, in Chinese kindergartens, a KG teacher has to be responsible for at least 20 or more children, which increases the burden of KG teachers (Shima, 2018).

As a KG teacher, job demands are high because of the nature of young children. When the KG teachers give classes they need to add many new ideas for how to make a class interesting and attractive such as singing, dancing, interactions, role plays, various games design, active stage, drawing pictures and prize incentives, which requires KG teachers to utilize various teaching tools (Walewinder, 2013). However, the break between classes is short, which makes KG teachers feel exhausted. Moreover, KG teachers also need to take charge of children's safety and nursery. It is said that KG teachers with high job stress tend to occur negative emotional issues such as depressions or anxiety (Li & Li, 2019). KG teachers need to put sufficient physical and psychological efforts. But the reality is that KG teachers in the Chinese mainland gain significantly lower salary and low social-economic status. In some Chinese areas, the monthly salary level for KG teachers is even lower than the local average salary. Low salary and social status result in negative emotions and pressure among KG teachers in the Chinese mainland. Therefore, some abuse happens in some Chinese kindergarten. One reason is that KG institutions constantly face KG teachers' shortage therefore teachers' workload is very high, which could induce teachers to come out with negative emotions. The other reason is due to the low salary and social status, it is difficult for kindergartens to recruit teachers with a high professional license (Yan, 2017). Guo and Yong (2013) stated that early children education (ECE) focuses on the supports of professional development for effective teaching.

Due to the high job demands and low salary, more and more qualified young KG teachers chose to leave the job position (Zhou et al., 2017). Although job stress and emotional problems and well-being among KG teachers have attracted considerable attention. However, this study adopts the Job-Demands-Resources (JD-R) Model as a theoretical background to understand the workload, work-family conflict, and job resource FSS (Family-Supportive Supervisor) to predict the turnover intention among KG teachers in the Chinese mainland. As Job Demands-Resources (JD-R) model refers to a system, which contains both job demands and job resources. Bakker et al. (2003) argued that under JD-R model work is influenced by both multiple job demands and job resources. Less is known about the extent to which FSS functions as a job resource in reducing employee turnover intention when there are high job demands among KG teachers in the Chinese mainland. To address this gap, social support such as FSS is regarded as a moderator. Very few studies are conducted among KG teachers in a developing country such as China. This study would provide meaningful insights for the KG teachers with a high level of workload, work-family conflict, job stress and turnover intention as this study aims to identify the possible reasons for this phenomenon.

Background and rationale

Workload

Pomaki et al. (2010) pointed out that workload refers to the increased demands at work and work-related time pressure. In addition, Ahsan et al. (2009) revealed that teaching staff with high workload is more likely to have job stress and there is a significant association between high workload and job stress at a significant level of 0.01, which indicates that when more workload is offered to the teaching staff the possibility of job stress would increase. With the development of society and education, there are many new challenges faced by KG teachers, which would cause higher workload such as curriculum adaption, diverse education tools, and the creation of class teaching. At the same time, demands and expectations from parents and society also increase. The changing work conditions and society expectations induce more tasks for KG teachers in the Chinese mainland (Ballet & Kelchtermans, 2009). Moreover, Yulindrasari and Ujianti (2017) stated that the competencies of KG teachers in Indonesia must comply with ten abilities such as young children's growth and development, a theory of play, young children's curriculum and learning programs, information technology in KG teaching, effective communication and so on. Therefore, in order to catch up with social development more skills need to be grasped by KG teachers.

Under the JD-R model, job demands refer to the physical and psychological demands such as workload, long working hours, time pressure, or emotional strain (Bakker et al., 2003). Workload refers to the different aspects of work such as tight time schedule and high job requirements. It is said that a high workload is positively related to burnout and negative emotions such as depressive symptoms (Upadyaya et al., 2016). Mosadeghrad (2013) stated that the workload has been identified as one of the variables that could trigger employees to have an intention to leave the workplace. Increased workload as one of the high job demands under the JD-R model is likely to result in negative emotion, which would lead to absenteeism and turnover intention of employees further. KG teachers with high workloads are more easily to come out with negative emotions such as burnout and less life satisfaction (Spilt, et al., 2016). Moreover, Liu and Onwuegbuzie (2012) stated that a heavy workload is one of the predictors for Chinese teachers' turnover intention.

Work-family conflict (WFC)

Family and work have long been perceived as the most two important domains in people's life. With the increasing number of females begins to participate in the labor market in China more dual-income families come out. Most of the KG teachers in China are female so they need to play both the worker role and housewife role. Work-family conflict (WFC) occurs when work requirements interfere with family responsibilities, demands, and expectations (Chelariu & Stump, 2011). Factors that are related to work-family conflict such as heavy workload, inflexible work schedule, and rigid working hours, which could be categorized into three perspectives: time-based, strain-based and behavior-based conflict (Naeem Alsam et al., 2013). Moreover, if there is a role conflict between work and family and the interference from the work role on family role happen such as child care and elder care the employees' level of affective commitment to the organization would be decreased and the possibility of turnover intention would be increased (Namasivayam & Mount, 2004). WFC is identified as a source of stress and inter-role conflict, which has been connected with many negative outcomes such as turnover intention (Huang et al., 2004). Chelariu and Stump (2011) found that WFC has a significant relationship to turnover intention mediated by job stress. In addition, Naeem Alsam et al. (2013) imply that WFC is positively related to turnover intention. Siahaan (2018) stated

that WFC could influence employees' performance through lower emotional intelligence. Sarooj Noor and Nazia Maad (2008) argued that there is a positive relationship between WFC and turnover intention. Moreover, Aboobaker et al. (2017) also discovered that WFC could predict turnover intention among employees.

KG teachers are more likely to experience WFC due to majority of KG teachers are female. Therefore, both work responsibility and family responsibility need to be complied with and balanced well. Once there is a conflict between work and family, job stress would occur, which further may induce turnover intention.

Family-supportive supervisor (FSS)

Supervisor support is identified as one important social resource that could buffer organizational and job demands. Supervisor support at the workplace reflects the degree to which the wellbeing of employees cares and the contribution of employees is valued (Haar et al., 2019). Supervisor support as one important category of job resources, which demonstrates the degree of supervisors for helping employees decrease role conflicts and achieve balance (Gu & Wang, 2019). Under JD-R model, job resources refer to the physical, psychological, and social organizational aspects of jobs. In this study, family-supportive supervisor (FSS) is identified as a job resource to examine if the buffering effect exists on the relationship between workload, work-family conflict, and job stress under the JD-R model (Bakker et al., 2003). Nazir Haider Shah and Nabi Bux Jumani (2015) discovered that supervisor support plays a moderating effect on the effect of the relationship between workload and turnover intention among the teachers. FSS is often identified as a moderator due to the leadership is one of the precedents of job satisfaction. Pomaki et al. (2010) revealed that social support could buffer the effect of high job demands on turnover intention.

Therefore, FSS is identified as a moderator to examine if there is a moderating effect between workload, work-family conflict, and job stress. Workload and WFC are regarded as the job demands while FSS is identified as the job resource under the JD-R model to understand if FSS as a job resource could buffer the effect of job demands (workload and work-family conflict) on job stress among KG teachers in the Chinese mainland.

Job stress

Job stress as a negative psychological status is the result of a dynamic interaction between the people with their work environment, which is defined as the reaction to the characteristics of the environment with emotionally and physically threatening (Arshadi & Damiri, 2013). Employees who experience a high level of job stress are more likely to become poorly motivated. Stress originated from the job has been labeled as one of the occupational hazards, which could result in an organizational problem such as turnover intention. Moreover, the greater degree of job stresses the higher turnover intention would be (Chen et al., 2010). Therefore, job stress should be gained considerable attention among KG teachers in developing countries like China. Moreover, it is argued that any mental and body imbalance related to the job with a certain time period internally could result in job stress (Muhammad Javed et al., 2014). Mosadeghrad (2013) claimed that job stress is an essential factor to influence employee job satisfaction and organizational commitment, which is regarded as one of the important predictors for turnover intention. According to Chen et al. (2010), job stress could be linked to high absenteeism and a low level of productivity, which would in turn influence the intention of employees to leave the workplace. Arshadi and Damiri (2013) found that there is a positive relationship between job stress and turnover intention. Moreover, Mosadeghrad (2013) found that occupational stress is positively related to turnover intention.

Adebayo (2011) discovered that there is a significant relationship between job stress and turnover intention.

Turnover intention

Turnover intention as the strongest precedent for the actual turnover behavior seems more important than the actual intention behavior (Song et al., 2011). Muhammad Javed et al. (2014) stated that employees with a high level of job dissatisfaction and turnover intention would cause real withdrawal behavior. Liu and Onwuegbuzie (2012) argued that teachers' turnover intention could be influenced by three groups of factors such as environmental, individual, and organizational factors. According to Long and Thean (2011) turnover could be categorized into voluntary and involuntary perspectives, which indicates employees leave the workplace because of competitive skills or undertaken by the organization. It is stated that job stress has become a major cause of voluntary turnover in the organization (Muhammad Javed et al., 2014). It is said that employee voluntary turnover has an adverse impact on organizational effectiveness and productivity (Mosadeghrad, 2013).

Over the last decades, the level of workload and role conflict among KG teachers in the Chinese mainland has increased, which has a negative impact on their wellbeing. It is said that when teachers with less energy and motivation children would be less interested and concentrated on the class content (Ramberg, et al., 2019). This would result in negative learning outcomes and the teaching targets could not be achieved. In the long run, teachers in kindergarten are more likely to withdraw the jobs due to ineffective teaching. Spilt et al (2016) stated that once the stress of employees is chronic the intention of turnover would come out. Chen and Cheng (2012) stated that if there is a difference between employee expectation and the reality of the work, turnover intention would occur. Moreover, the degree in which KG teachers understand a prospective job influences the turnover intention after entering the workplace. In addition, Nazir Haider Shah and Nabi Bux Jumani (2015) concluded that there is a strong association between job satisfaction and turnover intention among private secondary school teachers. Long and Thean (2011) found that there is a negative relationship between job satisfaction and turnover intention. Muhammad Javed et al. (2014) revealed that job stress has a positive and significant relationship with the turnover intention of private banks in Pakistan.

Theoretical background: JD-R model

The JD-R model is proposed by Demerouti et al. (2001) and developed by Bakker et al. (2003), which is based on the conservation of resources (COR) theory to describe that the ambiguity of job demands have a negative impact on the emotional status and well-being of employees. On the other hand, job resources refer to material, organizational, social, and psychological resources provided by the organizations or supervisors in order to help employees reduce job stress at the workplace (Yang et al., 2018). The interaction between job demands and job resources could help researchers gain an understanding of job demands and turnover intention of employees at the workplace. Job demands especially hindrance job demands are negatively related to employee work performance while job resources could increase the motivation of employees (Adnan Adil & Anila Kamal, 2019). Pomaki et al. (2010) argued that JD-R model emphasizes the importance of social support and the negative outcomes of job demands. Moreover, Bakker et al. (2011) conducted a study, which regarded workload as one of the job demands and supervisory coaching as one of the job resources under JD-R model to understand the work-home interference (WHI). The conclusion is got that JD-R model could be applied in the area of work-home interference (WHI) and job sources could buffer the job

demands on work-home interference (WHI). Kim and Wang (2018) identified workload as one of the job demands and supervisor support as social support and job resources under JD-R model, which found that supervisor support plays a moderating role in buffering the effect of burnout of service workers. In addition, Bakker et al. (2005) stated that supervisor support could buffer the effects of job demands as a job resource and plays a moderating role under the JD-R model.

In this study, job resources refer to the organizational resources at the workplace, which is family-supportive supervisor (FSS) from the kindergartens while job demands refer to the workload and work-family conflict among KG teachers in the Chinese mainland. JD-R model is identified to contribute to the theoretical support in this study.

Through literature review and theoretical background identification, a research framework is proposed for this study, which could be seen as figure 1. As can be seen workload and work-family conflict are independent variables, job stress is mediator to predict dependent variable turnover intention, family-supportive supervisor (FSS) is regarded as moderator for the relationship between workload and job stress and the relationship between work-family conflict and job stress. Five hypothesizes are proposed as below:

- H1: Family-supportive supervisor has a moderating effect on the relationship between workload and job stress among KG teachers in the Chinese mainland.
- H2: Family-supportive supervisor has a moderating effect on the relationship between work-family conflict and job stress among KG teachers in the Chinese mainland.
- H3: Job stress is positively related to turnover intention among KG teachers in the Chinese mainland.
- H4: Work-family conflict is positively related to job stress among KG teachers in the Chinese mainland.
- H5: Workload is positively related to job stress among KG teachers in the Chinese mainland.

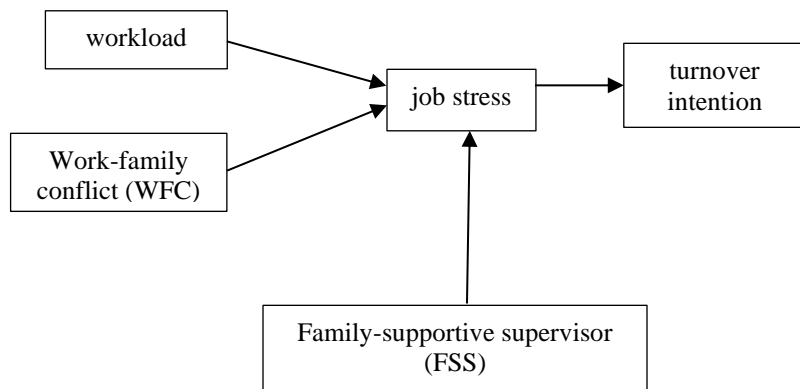


Figure 1. Research framework.

Research objectives

The purpose of this study is to develop and assess the validity and reliability of workload, work-family conflict, family-supportive supervisor, job stress, and turnover intention among KG teachers in the Chinese mainland.

Specifically, this study seeks to:

- a) Understand what variables affect the turnover intention among KG teachers in the Chinese mainland.
- b) Understand which variable has the strongest influence on job stress among KG teachers in the Chinese mainland.
- c) Understand if there is a moderating effect on the relationship between workload and work-family conflict with job stress among KG teachers in the Chinese mainland.
- d) Understand if there is a mediating effect of the job stress to predict turnover intention among KG teachers in the Chinese mainland.

Methodology

In current study, quantitative research methodology is approached, which is conducted by two software. One is SPSS for demographic information of respondents and another is Smart PLS 3.20 version software for data analysis and hypothesis testing. This study is cross-sectional study. Self-administered questionnaires as research instrument are distributed to collect data from KG teachers in Chinese mainland at a specific point of time.

Unit of analysis

The targeted respondents in this study are KG teachers in Chinese mainland. Kindergartens in Harbin are focused on. Harbin is a second-tier city in China and the capital city of Heilong Jiang Province, which ranks the third biggest city on the land administration area and registered population perspectives. Due to the large population and territory area of China it is impossible to reach all the KG teachers in all the provinces. Several kindergartens in Harbin have been contacted by the researchers however only ten kindergartens permitted researchers to conduct questionnaire survey at their workplaces.

Data collection method

In order not to occupy too much time for KG teachers for answering questionnaires. Back-to-back translation method is applied as the original questionnaire is in English version. Therefore, two independent translators are invited to ensure there is no ambiguity between original one and translated one. Later a pre-test is conducted among five KG teachers before formal questionnaires distribution to make sure clear and easy structure of the translated questionnaire. A cover letter with the purpose of this study for research only and anonymous insurance for respondents is sent to each respondent. Later formal questionnaires linkage is sent to HR representatives in these ten kindergartens by email. In order not to disturb the daily teaching activities in kindergartens the KG teachers are invited to answer the online questionnaires during the break of work. In this study, judgement sampling which includes non-probability sampling and purposive sampling is adopted.

Sample size

G* power 3.1 software is used to calculate the minimum sample size with the settings as: $f^2=0.15$ (medium), $\alpha=0.05$ and the number of predictors is four with the statistical power of 0.80 level. Therefore the minimum sample size by G* power 3.1 software is 85. 150 questionnaires were distributed to KG teachers through online questionnaire linkage in these ten kindergartens in Harbin, China. Researchers collected the questionnaires online and at last, 126 questionnaires were returned with the respondent rate of 84%. Among them, two questionnaires were not available. The final sample size in this study is 124.

Measurement of variables

Family-supportive supervisor (FSS) consists of 3 items adopted from Hammer et al. (2007) with the example items such as ‘My supervisor understands my family demands’ and ‘My supervisor listens when I talk about my family’. Turnover intention comprises of three items adopted from Adebayo (2011), which aims to measure the intention of employees to quit the present job positions with the internal consistency coefficient alpha of 0.78. Job stress consists of 13 items adopted from Arshadi and Damiri (2013), which concentrates on the time stress and job-related feeling of anxiety with coefficient alpha 0.86. Moreover, workload contains seven items adopted from Pomaki et al. (2010). The example item is like that ‘I have limited time to prepare my courses’ and ‘The teaching program is overloaded’. Work-family conflict includes 22 items, which covers time-based and strain-based adopted from Aazami Sanaz et al. (2014). Respondents are required to answer the questionnaires based on five-point Likert-Scale from 1=strongly disagree to 5=strongly agree. There are two components of this questionnaire which are Section one with demographic information questions and Section two with five constructs items.

Data analysis

In this study, partial least squares structural equation modelling (PLS-SEM) by Smart PLS 3.20 version software is adopted due to the small sample size (final 124 sample size) and complex research model, which includes both a mediator and a moderator. Hereby, PLS-SEM is more suitable for data analysis in present study. Two steps are followed for data analysis, which are measurement model analysis and structural model analysis.

Findings

Demographic profile of respondents

Among 124 respondent KG teachers, 57.3 percent of respondents have got married while 42.7 percent of respondents are single. Majority of respondents (72.6 percent) belong to the 21-30 years old age group while 27.4 percent of respondents belong to the 31-40 years old age group. For educational level, 50.8 percent of respondents own degree level while 49.2 percent of respondents have diploma educational level. In work experience area, respondents with 2-4 years teaching experience account for the largest amount with the percentage of 41.1 while respondents with 0-2 years teaching experience is 29 percent, followed by KG teachers with 4-6 years teaching experience occupies 26.6 percent.

Measurement model analysis

Measurement model analysis aims to ensure the internal consistency and validity of manifest variables. Therefore, factor loadings, reliability, convergent validity and discriminate validity were conducted (Ursachi et al., 2015). According to Aftab Hameed Memon and Ismail Abdul Rahman (2014) the value of items loadings with more than 0.5 should be considered to be acceptable. Construal reliability, which targets at the internal consistency of the research is measured by Composite Reliability (CR). It is said that CR in PLS-SEM is more accurate and reliable than conservative Cronbach Alpha and if the value of CR is between 0.6 and 0.7 means acceptable in exploratory study while if the value is between 0.7 and 0.9 is considered satisfactory to good (Hair et al., 2019). In this study, the values of CR are more than 0.7, which is considered to be at least satisfactory to good. Convergent validity in this study is estimated

by average variance extracted (AVE) and the suggested value is more than 0.5, which could explain at least 50 percent of the variance of its items (Hair et al., 2014). The last stage for measurement model analysis for reflective measurement is discriminate validity. Traditional discriminate validity test method is proposed by Fornell and Larker (1981). Later with the further development of discriminate validity, heterotrait-monotrait (HTMT) ratio prompted by Henseler et al. (2015) is considered to be more accurate (Hair et al., 2019). The recommended value of HTMT ratio should be less than 0.85 or 0.90 (Hair et al., 2019). In this study, the HTMT ratio is less than 0.9. Therefore, discriminate validity exists in present study. As can be in Table 1, factor loadings, reliability, convergent validity in this study all exist.

Table 1. Measurement model: Factor loadings, construct reliability and convergent validity.

Construct	Items	Loadings	CR ^a	AVE ^b			
Family-supportive Supervisors	FSS1	0.897	0.911	0.773			
	FSS2	0.856					
	FSS3	0.884					
	JS1	0.672					
	JS10	0.798					
	JS11	0.750					
	JS12	0.668					
	JS13	0.741					
	JS2	0.557					
	JS4	0.591			0.926	0.514	
Job Stress	JS5	0.704					
	JS6	0.760					
	JS7	0.784					
	JS8	0.803					
	JS9	0.724					
	TI1	0.820					
	Turnover Intention	TI2	0.714	0.762			0.520
		TI3	0.615				
		WL1	0.836				
		WL2	0.698				
WL3		0.765					
Workload		WL4	0.716		0.951	0.501	
		WL5	0.811				
		WL6	0.704				
		WL7	0.685				
		WLC1	0.774				
	WLC10	0.754					
	WLC11	0.796					
	WLC12	0.626					
	WLC13	0.665					
	WLC14	0.687					
Work-family Conflict	WLC15	0.485	0.898	0.558			
	WLC18	0.569					
	WLC19	0.531					
	WLC2	0.785					
	WLC20	0.509					
	WLC21	0.623					
	WLC22	0.596					
	WLC3	0.774					
	WLC4	0.774					
	WLC5	0.843					
WLC6	0.814						
WLC7	0.850						

WLC8	0.852
WLC9	0.660

Footnotes: ^a CR=Composite Reliability, ^b AVE= Average Variance Extracted

Structural model analysis

Path analysis is conducted to examine the hypotheses in this study after the examination of reliability and validity. VIF value is firstly assessed in order to make sure there is no collinearity issue existing and the ideal of VIF should be less than 3 (Hair et al., 2019). In this study, the VIF values for all the constructs are less than 3, which means there is collinearity issue existing. Further, R² is tested to check the explanatory power of the endogenous constructs by the exogenous constructs. It is stated that the value of R² with 0.25, 0.50 and 0.75 indicates weak, moderate and substantial explanatory power respectively. As shown in Table 2 in this study, the R² of job stress is 0.700, which indicates that 70 percent of the variance of job stress could be explained by exogenous constructs while 20 percent of the variance could be explained for turnover intention. In this study, the explanatory power for job stress is moderate.

Table 2. Structural model: R².

Constructs	R Square	R Square Adjusted
Job Stress	0.700	0.687
Turnover Intention	0.200	0.193

Then the value of Q² is evaluated through the blindfolding procedure to ensure a predictive accuracy in this study exists after some removed data. As can be seen in Table 3 the values of Q² for endogenous constructs are more than 0, which means predictive accuracy exists.

Table 3. Blindfolding result.

Constructs	Q ²
Job stress	0.310
Turnover intention	0.089

In the end, the statistical significance of path coefficient is estimated by bootstrapping (5000 resamples).

Table 4. Structural model results.

Hypothesis	Beta	Std.error	T-value
Moderating Effect 1(FSS) -> job stress	-0.030	0.109	0.274
Moderating Effect 2 (FSS)-> Job stress	0.014	0.118	0.122
Job stress -> Turnover Intention	0.447	0.083	5.372**
Work-family conflict -> Job stress	0.589	0.089	6.619**
Workload -> Job Stress	0.229	0.087	2.636**

Footnotes: **p<0.01, *p<0.05

As shown in Table 4, three hypothesis are supported. Workload and work-family conflict are positively related to job stress at a significant level of 0.01. Job stress plays a

mediating role for the relationship between work-family conflict, workload and turnover intention at a significant level of 0.01. However, family-supportive supervisor (FSS) does not show any moderating effect on the relationship between workload and job stress and the relationship between work-family conflict and job stress.

Conclusions and recommendations

In this study, three hypotheses are supported. Workload and work-family conflict have a positively significant impact on job stress among KG teachers in the Chinese mainland. Moreover, job stress plays a mediating role in the relationship between workload, work-family conflict, and turnover intention among KG teachers in the Chinese mainland. However, FSS has not been found as a moderator between workload, work-family conflict, and job stress.

This research has some theoretical implications. The workload is positively related to job stress at a significant level of 0.01, which is consistent with the finding of Mosadeghrad (2013). In addition, work-family conflict is also positively related to job stress at a significant level of 0.01, which is consistent with the previous finding of Chelariu and Stump (2011). Moreover, it is found that work-family conflict has more impact on the job stress with higher path coefficient. Job stress plays a mediating role between the relationships of workload, work-family conflict, and turnover intention among KG teachers in the Chinese mainland at a significant level of 0.01. Arshadi and Damiri (2013) also discovered that job stress is highly linked with employee turnover intention at the workplace. By adopting JD-R theory, strong empirical evidence is gained to help understand the relationship between job demands (workload, work-family conflict) and turnover intention moderated by job resource (family-supportive supervisor). Under JD-R model, it is said that job resources such as family-supportive supervisor (FSS) could buffer the effect from job demands on negative employee outcomes such as job stress (Nazir Haider Shah & Nabi Bux Jumani, 2015). However, in this study, FSS has no moderating effect on the relationships between workload, work-family conflict, and job stress among KG teachers in the Chinese mainland. The reason may lay on due to the job nature and shortage of KG teachers, KG teachers have to burden heavy workload and more responsibilities. Although their supervisors are family-sportive job stress cannot be eliminated.

The current research establishes the linkage between job demands (workload and work-family conflict) with negative job attitude (job stress) and negative work outcome (turnover intention) among KG teachers in the Chinese mainland under the JD-R model. This study reveals that workload and work-family conflicts could not only directly affect job stress but through job stress as a mediator, which in turn has an effect on turnover intention among KG teachers in the Chinese mainland.

The results of this study have some practical implications for the KG teachers in the Chinese mainland in terms of turnover intention. Firstly, this study gives an insight that workload and work-family conflict can trigger negative job attitude such as job stress, which further brings negative work outcome: turnover intention. This finding is consistent with previous studies of Mosadeghrad (2013) and Chelariu and Stump (2011).

Therefore, in order to decrease the turnover intention among KG teachers in Chinese mainland kindergartens should provide more organizational support and care to KG teachers (Li & Li, 2019). This research gives considerations for how to lower job stress and further reduce turnover intention among KG teachers in the Chinese mainland. Therefore, the Chinese government needs to put more effort into increasing KG teachers' social status and welfare, which could attract more professional KG teachers to join in (Shima, 2018). If more and more professional teachers are willing to join in kindergartens the workload and work-family conflict could be relevantly reduced. The distribution of job tasks to KG teachers should be

equal with a clear job description. In order to retain KG teachers, kindergartens should recruit more KG teachers to allocate the heavy workload. If teachers with less workload the quality of teaching would increase (Ancho & Bongco, 2019). Moreover, welfare such as increasing salary and bonus could be offered to reward excellent KG teachers for encouragement and affective commitment (Liu & Onwuegbuzie, 2012). In addition, the organization could also provide some family-friendly policies to buffer the work-family conflict such as family leave, child care support and family allowance to help KG teachers balance work and life well (Muhammad Javed et al., 2014). With the reduction of workload and work-family conflict the job stress of KG teachers in the Chinese mainland would be decreased, which lower the turnover intention. From KG teachers personal perspective, professional skills of teachers (Saito & Murase, 2011) need to be improved constantly in order to meet both the social expectation and parents' expectation.

This research increases the thinking for the reasons of turnover intention among KG teachers in the Chinese mainland, which could further gain practical significance for ECE (early children education) enhancement in the Chinese mainland. In the future, with the enhancement of policy by the Chinese government early children education (ECE) would be more comprehensive in the Chinese mainland.

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