

# Master's Thesis

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ORGANIZATIONAL BEHAVIOR AND TALENT MANAGEMENT

TURNOVER INTENTIONS OF PRESCHOOL EMPLOYEES

IN HAFNARFJÖRÐUR MUNICIPALITY

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## **Abstract**

This thesis will look into the turnover intentions of preschool employees in Hafnarfjörður municipality. The main causes and consequences for employee turnover are analyzed in a literature review and a process model of the withdrawal decision will be used to look at the process an employee goes through when making the decision to leave. The working conditions within early childhood education will be looked at and the impact those working conditions have on the students as well as the conditions within the Icelandic preschools.

A study was conducted in five preschools in Hafnarfjörður concerning employees directly involved in the education and child-care of students. The research was aimed at looking at how the common factors, that have been associated with employee turnover in previous research conducted on the issue, related to the turnover intentions of the participants. A quantitative research method was used where a questionnaire survey was printed and handed out to the participants. Participants were asked questions concerning their attitudes on several statements regarding the workplace and their job as well as their turnover intentions and reasons for those intentions.

The results indicated that the turnover intentions of preschool employees are relatively high. Younger employees as well as unskilled employees are more likely to have turnover intentions. The main reasons for turnover intentions were the unacceptable salaries and high stress level associated with the job. This is in line with theories and previous research conducted on turnover intentions.

**Keywords:** preschools, turnover intentions, early childhood education, turnover.

## **Declaration of Research Work and Integrity**

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature of any degree. This thesis is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by giving explicit references. A bibliography is appended.

By signing the present document I confirm and agree that I have read RU's ethics code of conduct and fully understand the consequences of violating these rules in regards of my thesis.

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Date and place

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Signature

## **Preface**

This thesis is the result of my Master's degree in Organizational Behavior and Talent Management at Reykjavik University and is worth 30 ECTS units.

I want to thank Magnús Baldursson the director of education in Hafnarfjörður municipality for the permission to conduct this research within preschools in the municipality and Sigurborg Kristjánsdóttir the developmental agent for preschools in Hafnarfjörður at the time, for the recommendations on suitable preschools for this research.

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## **1. Introduction**

### **1.1. Background**

Employee turnover is a problem that organizations have faced for a long time in recent years interest in the topic has been increasing and a large body of research on the topic has been conducted over the last decade. Turnover is often a great loss for an organization both in human capital and the cost that follows the departure of the employee and the process of getting a new employee (Heavey, Holwerda, & Hausknecht, 2013). Previous research indicate that the strongest precursor to actual turnover is the turnover intentions of an employee, that is, the intention the employee has to leave his job (Mobley, Horner, & Hollingsworth, 1978).

### **1.2. Subject motivation**

In this thesis some of the main causes and consequences for employee turnover will be examined as well as the main factors that lead to turnover intentions. Then the special circumstances related to the preschool profession will be looked at. A research was conducted which was designed to look at turnover intentions amongst preschool employees within Hafnarfjörður municipality and the main reasons for those turnover intentions.

The researcher saw this thesis as an opportunity to link her work for the Association of Parents of Preschool Children in Hafnarfjörður to her Organizational Behavior and Talent Management studies. The intentions of the study were to shed a better light on the employee turnover that has been a problem at the preschools in Hafnarfjörður, as well as to come up with some recommendations of reducing the problem based on the results that the research will provide.

In the Pre Schools Act No. 90/2008 the law states that there should be a Parents Council within each preschool with at least three members. The parents of preschool children get to elect one representative and one substitute to represent them in the committee meetings in charge of preschool affairs within the municipality, with a right to speak and propose a motion (The Ministry of Education, Science and Culture, 2008b). In Hafnarfjörður, there is a joint Parents Association of preschool children with members from each preschool's parent's council. The Chairman of the Parents Association of Preschool Children attends meetings of the Educational Committee in

Hafnarfjarðarbær as a representative for the parents of preschool children (“Educational Committee in Hafnarfjarðarbær,” 2011).

The researcher has been involved in the parent’s council and Parents Association since the fall of 2012 and was elected as Chairman of the Parents Association in the fall of 2013, and has since then attended meetings in the educational committee in Hafnarfjörður as a representative for parents of preschool children.

The problem of high turnover within Hafnarfjörður preschools became a topic of the Parents Association in 2012. Consequently the researcher’s interest is in looking at the problems preschool employees are experiencing and to see how common it is for employees to have intentions of leaving their job.

This thesis consists of six chapters. In the first chapter there is an introduction of the topic. Chapter two includes the problem statement and research question. In chapter three there is a literature review. Chapter four presents the methodology used for the research. In chapter five the results from the research will be presented. Chapter six contains a discussion of the results and recommendations based on those results.

## **2. Problem statement and research question**

High turnover among preschools employees is particular problem since the employees are working with young children in their forming years. The lack of stability that high turnover creates has shown to have an effect on the development of children. The high turnover also creates problems for the employees and the workplace. With less stability in the workforce the workload increases and the children spend less time engaged in meaningful activities. Turnover of early childhood education employees is often caused by bad working conditions and poor compensation (Organisation for Economic Co-operation and Development, n.d.).

The preschool profession was chosen as a field to conduct this research on since the total turnover rate was 25,2% in the year 2013 and 23,8% in the year 2012 and has been around 20% in recent years, thus the problem is not new within the field (Icelandic Association of Local Authorities, 2013). The Icelandic Cranet research from 2012, which includes responses from 144 biggest organizations in Iceland both public and private, indicates that average turnover has gone down from 15% in 2009 to 11% in 2012 (Einarsdóttir, Bjarnadóttir, Ólafsdóttir, & Georgsdóttir, 2012). So the turnover problem within the preschools seems to be greater than the average turnover in Iceland.

The purpose of the research was to inspect the problems that preschool employees experience within their job and workplace as well as their turnover intentions and the reason for those intentions.

### **3. Literature review**

#### **3.1. Employee turnover**

The topic of employee turnover is a problem that organizations have dealt with for a long time. The first topics research regarding turnover focused on were “rates of departure” and “stability of employment”. These studies were conducted in the beginning of the twentieth century and employee turnover has been a widely researched topic ever since (Heavey et al., 2013).

The interest in the topic has been increasing over the last decade or so, with over one hundred studies on the topic published in leading journals of management and related fields. Employee turnover is commonly defined as the combined number of employees that leave an organization in a certain time period and the turnover rate is the total number of employees that leave the organization to the total number of employees within the organization, often measured over one year (Hausknecht & Trevor, 2011).

There is a reason to make a distinction between whether the turnover is initiated by the organization or the employee. Involuntary turnover is initiated by the organization and often includes low performers and therefore the organization may generate better organizational performance after the dismissal. A high ratio of involuntary turnover can be an indication that the quality of the workforce is problematic (Hausknecht & Trevor, 2011). Turnover that is initiated by the employee, i.e. voluntary turnover, can indicate a great loss of human capital that the organization would prefer to avoid, since these are employees that the organization most often would have liked to retain or at least not dismiss (Shaw, Delery, Jenkins, & Gupta, 1998).

In the field of studies that has been conducted on turnover it has been considered more important to look at why people choose to leave the organizations voluntarily (Yongbeom Hur, 2013). Ultimately the goal is not to eliminate turnover completely, since a certain flow of employees is important for an organization. There will always be some involuntary turnover from the layoffs the organization chooses to make, e.g. to get rid of low performing employees (Shaw et al., 1998).

### **3.2. Turnover causes**

There are many factors that have shown a correlation to turnover in the research that has been done on the topic. The strongest precursor to actual turnover are turnover intentions of an employee, i.e. the intention the employee has to leave his job (Mobley et al., 1978). Job satisfaction and other job alternatives available also have a correlation to turnover (Yongbeom Hur, 2013). Employees are less likely to act on their feelings of dissatisfaction when they do not believe that they have other occupational opportunities (Turnley & Feldman, 1999).

In a meta-analysis on the antecedents of turnover for human service employees, which includes employees in service to children, the most common precursors to turnover have been divided into three categories: demographic factors, professional perceptions and organizational conditions (Barak, Nissly, & Levin, 2001). These categories will be used to list some of the most common turnover causes.

#### **3.2.1. Demographic factors**

Research has shown that certain demographic factors can be significant predictors of turnover, such as age, tenure with the organization, gender, education and the job level (Blankertz & Robinson, 1997). Previous research indicates that younger employees are more likely to leave than their colleagues. Employees with longer tenure are also less likely to leave, this is perhaps due to the fact that employees with longer tenure often have more invested in the organization. Turnover is higher for middle level jobs than for both highly specialized as well as lower level employees who tend to have a longer tenure (Barak et al., 2001).

Employees that are in a minority among their coworkers are more likely to leave their job, no matter if it is their race, ethnicity, sex or age, which is the issue (Milliken & Martins, 1996). Gender and marital status generally doesn't relate to turnover, however married employees seem to be more satisfied than their unmarried employees, they generally get more support and feel less stress. Having children at home leads to higher turnover, especially for women (Barak et al., 2001).

#### **3.2.2. Professional perceptions**

Burnout is common among human service employees and a strong precursor to turnover. Employees that are experiencing burnout are likely to spread bad morale and thus more likely to leave their jobs. Support of friends and family outside of the

workplace can minimize the negative effects of job stress and burnout (Barak et al., 2001). Job satisfaction is a predictor of turnover behavior and satisfied employees are consequently less likely to leave their jobs (Tett & Meyer, 1993).

### **3.2.3. Organizational conditions**

Several studies have shown evidence that employees working in stressful situations are more likely to leave their jobs. The most common stress related factors that lead to turnover is role overload and unclear job descriptions. Support from both coworkers and supervisors is an important factor in the retention of employees and employees that do not receive the support they need are more likely to leave. It is important that employees perceive that they are being treated fairly, fairness and justice in regards to salaries and policies are negatively related to turnover intentions. Employees that perceive the salaries to be fair are less likely to leave the organization (Barak et al., 2001).

### **3.3. Turnover consequences**

The consequences of turnover are first and foremost the loss of human capital, the knowledge, skills and abilities of the employee who is leaving the organization, these are valuables that the organization loses (Shaw et al., 1998). Turnover lowers performance of the organization and momentum is lost, it disrupts the allocation of duties, interaction within groups can change, coordination can become disrupted and attention often gets shifted to the wrong things (Staw, 1980) Replacement costs can hinder potential financial gains and that money could be spent in other ways, the training of new employees mean a loss in both time and money (Cascio & Wynn, 2004).

Costs related to voluntary turnover are recruiting, selection and training costs and lost productivity. For involuntary turnover the employee might sue the employer for wrongful discharge or will react to the dismissal with violence. In voluntary turnover the organization loses talented employees. Replacing employees is expensive and it takes time for the new employees to learn the job and to build teamwork skills (Noe, Hollenbeck, Gerhart, & Wright, 2010).

### **3.4. Turnover intentions**

Turnover intention have been defined as the conscious and deliberate will of an employee to leave an organization, e.g. whether the employee has intentions to leave his job within a certain timeframe (Tett & Meyer, 1993). There is evidence that employees form intentions to quit before actually deciding to resign, it is most often a process, and

the employees most often make an informed and conscious decision to leave their job (Barak et al., 2001).

### 3.4.1. Model of the withdrawal decision process

Mobley, Horner & Hollingsworth (1978) developed a model of the withdrawal decision process, it includes the range of cognitive and behavioral phases an employee goes through from the first feelings of job dissatisfaction to the turnover decision. In previous research job satisfaction has shown a consistent and negative correlation to turnover but the relationship wasn't particularly high. Mobley was interested in finding out what other steps came between the feeling of job dissatisfaction and the act of quitting (Mobley, 1977).

The primary objective of Mobley's research was to evaluate how the variables in the model combined in influencing turnover. The process usually starts with the feeling of job dissatisfaction. The next logical step in the process would be the thought of quitting. Intention to quit would likewise be the last step before actually leaving the job. In the model age and tenure are considered to effect turnover indirectly through job satisfaction and probability of finding another alternative rather than directly. The influence of job satisfaction is also indirect through thinking of quitting, search and evaluation of alternatives and the intention to quit. The probability of finding another alternative has an effect on employees intention to search for other jobs as well as the intention to quit (Mobley et al., 1978). See figure 1.

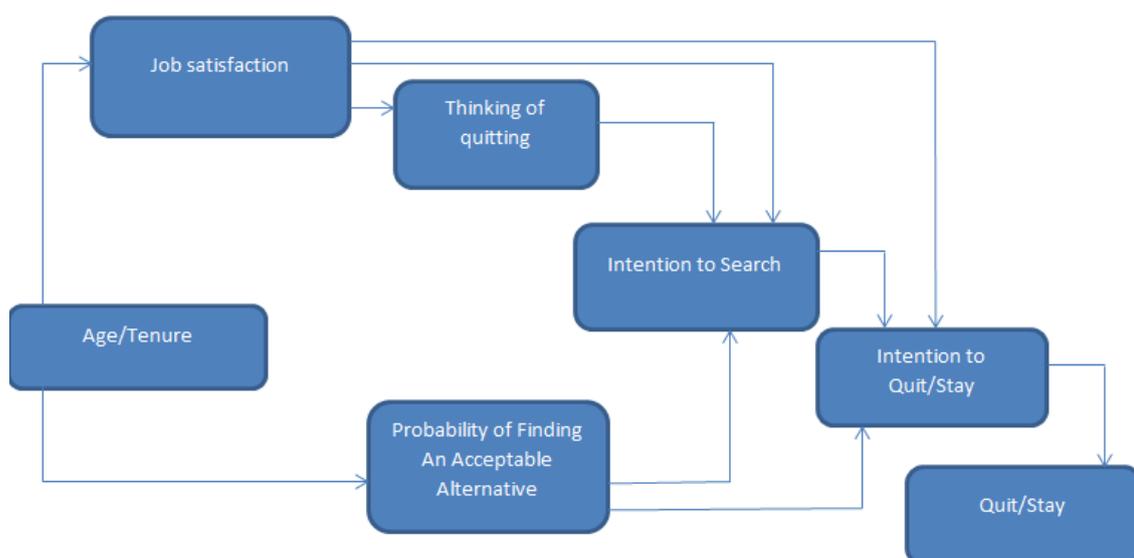


Figure 1 – Mobley's model of the withdrawal decision process (Mobley et al., 1978, p. 410).

Mobley's (1978) research questionnaire measured both overall job satisfaction and certain job satisfaction facets such as the work itself, pay, supervision, promotion and co-workers as well as the thought of quitting, probability of finding another alternative, intention to search and intention to quit. Results showed that intention to quit was the immediate precursor of actual turnover and showed that job satisfaction had no direct effect on turnover.

Mobley's model is based on the theory of reasoned action by Fishbein & Ajzen (Steel & Lounsbury, 2009). Fishbein's model of reasoned action is based on the fact that the attitudes and subjective norms people have leads to behavioral intentions and then actual behavior. Behavior is therefore driven by behavioral intentions, meaning that before behavior comes the intention to behave (Fishbein & Ajzen, 1975). Mobley's ideas have also had impact of some of later work of many authors (Steel & Lounsbury, 2009).

Mobley's model was chosen as a theoretical framework for this thesis, since the aim of the research was to see employees attitudes towards some aspects regarding the work and workplace that has been related to increased turnover in previous research and try to get a sense of where employees are placed in the withdrawal process and what job satisfaction facets might be the reason for those intentions.

### **3.4.2. The turnover decision process**

Employee turnover is usually not a spontaneous decision but a process of disengagement, the process can take anywhere from a few days and up to years. The process usually starts with some kind of shocking event, often a psychological contract breach. Many employees become disengaged long before they leave, and disengaged employees can have negative effects on the organization as their organizational commitment lowers, absenteeism increases, productivity lowers and these employees work actively against the company (Branham, 2005).

Employees with high turnover intentions that stay with their organizations tend to be lower performing and engage in fewer organizational citizenship behaviors (Cropanzano, Rupp, & Byrne, 2003). Organizational citizenship behaviors are individual behaviors that are not a part of the employees job, employee behavior beyond the contract (Robinson & Rousseau, 1994). If there is a gap in the career needs of an employee and the career development programs within an organization, the

organizational commitment of the employee can become lower and might develop into a cause of turnover intention for the employee (Gibson, 1994).

The psychological contract is an unwritten contract between the employer and employee containing their obligations towards each other, i.e. the implicit exchange relationship that forms between the parties and over time becomes a mental model which develops through past experience (Rousseau, 2001). When the employee feels that the employer isn't meeting his expectations or has feelings of inequity, a psychological contract breach is made (Robinson & Rousseau, 1994). Research has shown that when the employee feels that the psychological contract has been breached it can lead to higher turnover intentions. There is also a relationship between psychological contract violations and certain employee attitudes and behaviors, such as job satisfaction, organizational commitment, organizational citizenship behavior' and performance (Pao-Ling Chin & Min-Li Hung, 2013).

### **3.4.3. Job satisfaction**

The most common definition of job satisfaction is one by (Locke, 1976) which defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). Consequently when a person evaluates their job both affect and cognition, are involved, e.g. when we feel we think and vice versa, thinking and feeling are inseparable and built into our mindset (Saari & Judge, 2004).

Some research have indicated that job satisfaction indirectly influences turnover through effects on organizational commitment and the intention to quit. Employees that have a good fit with the organization that they work for are less likely to quit. Employees that are committed to the organization and willing to put in extra effort for their workplace are more likely to be retained. Less satisfied and less committed employees are therefore more likely to have turnover intentions (Barak et al., 2001).

Maintaining a high level of job satisfaction is important both to retain and keep employees engaged and committed. If an employee is dissatisfied it can lead to the employee withdrawing from the job. Job withdrawal usually means that the employee avoids the work situation physically, mentally, or emotionally. Job withdrawal usually occurs when the employee is dissatisfied with the nature of the job, the salaries, supervisors, co-workers or the employees own personality (Noe et al., 2010).

The feeling of job dissatisfaction can cause the employee to withdraw from the job often by thinking of quitting or engaging in other forms of job withdrawal, such as absenteeism (Mobley, 1977). Job withdrawal has been categorized into behavior change, physical job withdrawal and psychological job withdrawal (Noe et al., 2010).

Physical job withdrawal includes absenteeism both in the form of arriving late as well as calling in sick, employees requesting a transfer or simply quitting the job. Employees may even withdraw while they are at work by not actually working. These behaviors are all costly for the employer (Noe et al., 2010).

Herzberg (1959) formulated a motivation-hygiene theory also called the two-factor theory based on his research findings. The theory proposes that the factors that increase job satisfaction are totally distinct from those that lead to job dissatisfaction.

Hygiene factors, linked to job dissatisfaction are salary, supervision, interpersonal relations, company policies and administration, working conditions, job security and work-life balance. Factors that lead to job satisfaction or so called motivation factors are praise, recognition, opportunity for advancement, responsibility, sense of achievement, and the work itself. According to the theory a decrease in dissatisfaction the employee will only reaches a state of no dissatisfaction but not lead to increased job satisfaction and consequently if job satisfaction decreases the employee will only reach a state of no job satisfaction rather than leading to job dissatisfaction (Herzberg et al., 1959).

#### **3.4.4. Other factors related to turnover intentions**

Job burnout is often related to people working in intense involvement with other people over a long period, it is the result of constant or repeated emotional pressure that can cause emotional exhaustion, mental distancing from the job and coworkers as well as decreased professional accomplishments (Moore, 2000). Job burnout has been related to higher turnover and turnover intentions as well as decreased organizational commitment and job satisfaction (Pines, Aronson, & Kafry, 1981).

Workplace bullying has been defined as the repeated and prolonged psychological mistreatment an employee gets exposed to, the target is typically teased or insulted and has the feeling of not being able to retaliate (Ståle Einarsen & Eva Gemzøe Mikkelsen, 2002). Workplace bullying has shown a strong relation to anxiety and depression in victims of workplace bullying, as well as a relationship to turnover

intention and absenteeism (Hauge, Skogstad, & Einarsen, 2010). Being a witness of bullying in the workplace is related to lower job satisfaction and organizational commitment, as well as higher turnover intentions (Sims & Sun, 2012).

#### **3.4.5. Working conditions**

Working conditions in early childhood education have been defined as staff-child ratios, group sizes, working hours, workload, support of supervisors, salaries and non-financial benefits. Bad working conditions are strongly related to lower job satisfaction as well as lower developmental outcomes of the children (Organisation for Economic Co-operation and Development, n.d.). Child outcomes that have been associated with high quality care are better language and math skills, better cognitive development as well as better cooperation and compliance and therefore fewer behavioral problems (Huntsman, 2008).

The support of the managerial staff is important for creating better working conditions and facilitating professional development. This includes support and motivation, having staff meetings, encouraging teamwork, and defining clear roles and expectations. Too little managerial support is related to lower job satisfaction as well as lower performance (Ackerman, 2006).

When the working conditions are decent it attracts qualified individuals to the profession. The low salaries that are often offered in the early childhood education can prevent qualified and interested people from considering it as their profession (Manlove & Guzell, 1997).

### **3.5. Preschools in Iceland**

Preschools are the first stage in the Icelandic educational system and is intended for children below the compulsory school age. Preschools are run under the Preschool Act from The Ministry of Education, Science and Culture. The municipalities are responsible for the operation of preschools, however the schools can be owned by the municipality or privately owned, with authorization from the municipality and The Ministry of Education (The Ministry of Education, Science and Culture, 2008b).

#### **3.5.1. Turnover in preschools**

High turnover is a known problem in early childhood education. The employees are working with young children in their forming years and the lack of stability that high turnover creates has shown to have an effect on the development of the children. With

high turnover the workload on remaining employees increases and as a result the children spend less time engaged in meaningful activities. The high turnover in early childhood education has been associated with bad working conditions and poor salaries (Organisation for Economic Co-operation and Development, n.d.).

Turnover has been a particular problem at preschools in Iceland for years and the combined turnover has been around 25% (Statistics Iceland, 2013d). This is higher than the average turnover rate in Iceland which was about 11% in 2012 according to the Cranet report, which includes results from the biggest organizations in Iceland both public and private (Einarsdóttir et al., 2012).

In table 1 the total turnover in preschools is presented as well as the turnover by education. Turnover has been increasing in recent years and in 2013 turnover for preschool teachers was 15,2%, 26,1% for others with educational training and 36,1% for unskilled employees (Statistics Iceland, 2013d).

<b>Year</b>	<b>Preschool teachers</b>	<b>Employees with other educational training</b>	<b>Unskilled employees</b>	<b>Total turnover</b>
<b>2000</b>	12,4%	31,1	36%	28,5%
<b>2004</b>	6,8%	27,7%	29,6%	22,7%
<b>2007</b>	10%	24,8%	33,6%	25,1%
<b>2010</b>	14,3%	32,5%	28,8%	24,3%
<b>2013</b>	15,2%	26,1%	36,1%	26,7%

Table 1 – Turnover in Icelandic preschools by education of employees (Statistics Iceland, 2013d)

The high turnover rates also lower the quality of service that is offered within the preschools as well as lowering the developmental outcomes of children. Lower turnover rates in the field of early childhood education means that the employees form better relationships with the children (Moon & Burbank, 2004).

High turnover can have negative effects on the children, when the stability of employees is low it will reduce the ability of the children to form effective and stable relationships with the employees and the lack of stability can therefore impact the development of the children (Canadian Council on Learning, 2006). Research has shown that the ability of the employees to tend to the children is not only related to their

education and training but also to the working environment, salaries and benefits (Shonkoff & Phillips, 2000).

### 3.5.2. Workload in preschools

The workload within early childhood education is often high. Workload refers to the working hours an employee has and the stress that employees experience, which can have an effect on the work-life balance of employees (Organisation for Economic Co-operation and Development, n.d.). It is common for employees in human services to work under conditions that are associated with high level of job stress (Barak et al., 2001).

In recent years there has been a big increase in the total number of students in preschools in Iceland and it has been increasing each year from 2000. According to Statistics Iceland preschool children were 14.574 in the year 2000 these numbers had gone up to 19.713 in 2013, which is about 35% increase. The children entering the preschools have also been getting younger, in 2000 children from 0-2 years old were 2.779 or 19% in 2013 they had increased to 5.833 or 29,5% (Statistics Iceland, 2013a), see table 2.

Year	0-2 years	3-5 years	Total children
2000	2.779	11.795	14.574
2004	4.874	11.881	16.755
2007	5.462	12.099	17.561
2010	6.233	12.728	18.961
2013	5.833	13.880	19.713

Table 2 – Children in preschools by age (Statistics Iceland, 2013a)

Most children have a daily attendance of 8 hours or longer and that number has been increasing since the year 2000 when 7.270 or 50% of the children had an attendance of eight hours or longer to 16.679 or 84,6% in 2013 (Statistics Iceland, 2013a). See table 3.

<b>Year</b>	<b>8 hours</b>	<b>9 hours or longer</b>	<b>Total 8 hours or longer</b>
<b>2000</b>	3.793	3.477	7.270
<b>2004</b>	6.052	5.553	11.605
<b>2007</b>	7.177	6.446	13.623
<b>2010</b>	9.438	5.703	15.141
<b>2013</b>	10.557	6.122	16.679

Table 3 – Children in preschools by daily attendance (Statistics Iceland, 2013a)

The development of younger children entering the preschools along with their longer daily attendance is likely to have increased the workload. In recent years the ratio of children 1-5 years old that attend preschool has gone from 69% in 1998 to 84,6% in 2012 (Icelandic Association of Local Authorities, 2013).

A higher staff-child ratio refers to a higher number of employees per children. Higher staff-child ratios have proven to have positive effects on both the working conditions of employees as well as the developmental outcomes of the children. With a higher staff-child ratio the employees are better able to attend effectively to the children.

The group size, meaning the number of children to be supervised as a group, also has an effect on the relationship between the children and employees as well as the employees' relationships to parents. Having more employees within the classroom encourages teamwork, allows the employees to have better supervision and makes co-operation easier (Goelman et al., 2000).

The Ministry of Education, Science and Culture does not have regulated staff-child ratios or group sizes. The decision about the total number of children at each preschool is made with regards to the age and special needs of the children, the length of daily attendance, the facilities, and the composition of employees (The Ministry of Education, Science and Culture, 2008b). In 2009 a preschool regulation was made, this regulation eliminated the staff-child ratio that had been present in previous regulations ("Regulation on preschools settings Nr.655/2009," 2009).

In a bill for the existing law on preschools there was a special note on the purpose of the elimination of the staff-child ratio, the purpose was not to increase the number of children in preschools ("Bill for law on Pre Schools," 2007). Since the

elimination of the staff-child ratio in 2008 the number of employees has increased by 258 or 4,6%, in 2008 total employees were 5.568 in 4.761 full-time equivalents, in 2013 the number had gone up to 5.826 employees in 5.099 full-time equivalents. In the same time the number of children has increased by more than 7,3%, or from 18.278 in 2008 to 19.713 in 2013 (Statistics Iceland, 2013a).

The elimination of the staff-child ratio has in fact increased the number of children in preschools, and therefore led to a lower staff-child ratio, that and the fact that children have been starting preschool at a younger age has likely increased the workload on employees (Statistics Iceland, 2013a, Statistics Iceland, 2013b, Statistics Iceland, 2013c). The OECD states that a high staff-child ratio is very important for good working conditions of early childhood education employees (Organisation for Economic Co-operation and Development, n.d.).

### **3.5.3. Education of employees in preschools**

In 2008 the education for the title preschool teacher was made a professional title which requires a license from the Minister of Education, Science and Culture, and therefore requires a M.Ed. degree at university level (The Ministry of Education, Science and Culture, 2008a).

Since the change the interest of students to pursue the preschool education has drastically decreased and preschool teachers feel that the salaries have not followed up to make it worth the two extra years of education needed to get a license (“Tillögur um aðgerðir til að efla leikskólastigið kynntar,” 2012). In 2012 a special workgroup was established to come up with ideas on how to strengthen the preschool profession due to the shortage of preschool teachers and a decrease in admissions to the education, the group made a report on ways to strengthen the profession (Icelandic Association of Local Authorities, 2012).

Recently a two year diploma for the title of an assistant preschool teacher has been made available. The purpose is to get more students to enroll in the education for preschool studies and offer a smaller step into the education which might encourage students to go on and finish the five year degree to get a license as a preschool teacher. This effort will also provide the preschools with employees with some form of educational training (“Tveggja ára nám fyrir leikskólastarf,” 2014).

In April 2014 a new campaign was launched to promote the preschool as an attractive place to work. This includes a website which is aimed at promoting the preschool education in a positive way, it presents the different educational possibilities that are available, the pay grades for different positions within the preschools (“Framtíðarstarfið,” 2014).

When the preschool teacher education is at a university level it gives the profession a higher status. However there is evidence that even though educated preschool teachers have a higher status within the profession, their profession is often not regarded as highly by people outside the profession (Organisation for Economic Co-operation and Development, n.d.).

In 2013 preschool teachers were 33% (1/3) of all preschool employees (Statistics Iceland, 2013b) which is considerably below the 2/3 benchmark for preschool teachers that the law states (The Ministry of Education, Science and Culture, 2008a). The headmaster, assistant headmaster and preschool teachers should be educated as preschool teachers, with the authority to hire unskilled employees if preschool teachers are unavailable (The Ministry of Education, Science and Culture, 2008b).

Table 3 displays the total number of employees working at preschools and the number of employees listed by education. The total number of employees has increased by 1.721 in the years 2000-2013 or about 44%.

<b>Year</b>	<b>Preschool teachers</b>	<b>Others with educational training</b>	<b>Unskilled employees</b>	<b>Others</b>	<b>Total</b>
<b>2000</b>	937	156	2.308	546	3.947
<b>2004</b>	1.318	235	2.532	618	4.703
<b>2007</b>	1.498	314	2.783	564	5.159
<b>2010</b>	1.707	641	2.631	509	5.488
<b>2013</b>	1.960	728	2.638	500	5.826

Table 4 – Number of employees in preschools (Statistics Iceland, 2013b)

#### **3.5.4. Demographics of the preschool profession**

The gender distribution within the Icelandic preschools is quite uneven and in 2013 women consisted of 93,8% of the total preschool employees and men only 6,2%

(Statistics Iceland, 2013c). Men are a big minority within the workplace at preschools, this could be a problem since employees that are in a minority at their workplace are more likely to leave their jobs (Milliken & Martins, 1996). The workgroup on strengthening the preschools profession has set a goal of men being 10% of preschool teachers in 2041 (Icelandic Association of Local Authorities, 2012).

The average age of preschool teachers has been increasing in the last years, in 2000 the percentage of preschool teachers aged 50 years or older was 10%, in 2013 that percentage had gone up to 34%. The development is displayed in figure 2.

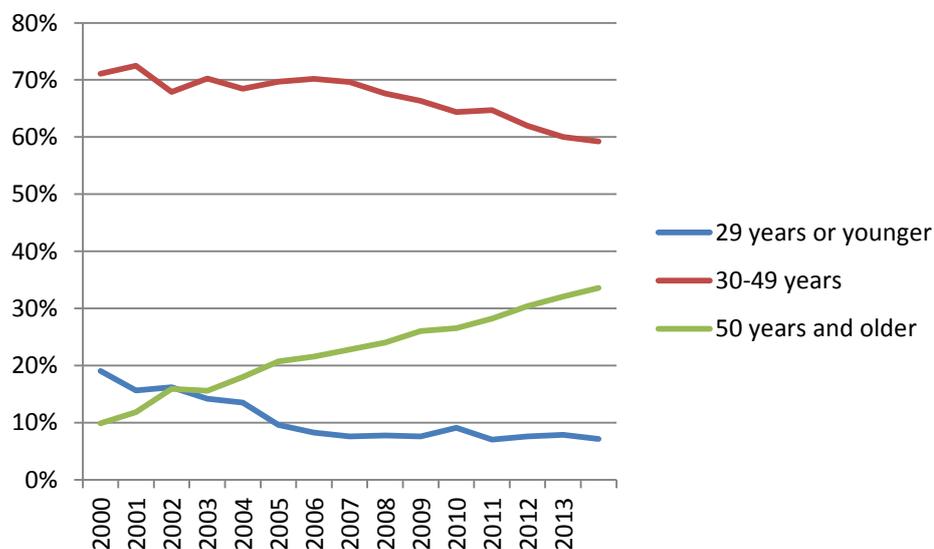


Figure 2 – The age of preschool teachers in the years 2000-2013 (Statistics Iceland, 2013b)

### 3.5.5. Job satisfaction in preschools

Research on the job satisfaction of Icelandic preschool employees has shown that dissatisfaction regarding salaries and employee shortage did not decrease participants job satisfaction. What increased and maintained job satisfaction was mainly success on the job. Participants thought that job success on all accounts was important, that is personal, professional as well as organizational (Norðdahl, 2011). These results are in line with Herzberg's motivation theory, which states that salaries are only a factor that increases dissatisfaction rather than increasing job satisfaction and success on the job is precisely related to job satisfaction (Herzberg et al., 1959).

Results from a research that examined the effects of Herzberg's model showed that salaries did not have a significant impact on the job satisfaction of teachers. The importance of the work itself was greater than the salaries, and positive relations with

supervisors was a strong precursor to job satisfaction (Smith & Shields, 2013). Non-financial incentives, such as vacation days or compensation for additional work, have been related to better job satisfaction and professional development for early childhood education employees (Organisation for Economic Co-operation and Development, n.d.).

The success that employees regarded as their source of job satisfaction was the positive development they saw in the children and in the parents happiness with the service provided at the preschool. Other sources of job satisfaction were the relationship and interaction with the children, the relationship employees have with their co-workers, open communication, co-operation, shared vision and dividing responsibility (Norðdahl, 2011).

Main reasons for employees dissatisfaction was the employee shortage, which increases the workload on existing employees and reduces the professional work that takes place within the preschool. Employees also felt that societies opinion of their job isn't high and that the government did not respect their work on the grounds that they are not willing to pay the salary that the employees feel they deserve (Norðdahl, 2011).

The salaries and benefits offered affect the job satisfaction of employees, their motivation to perform their job well, as well as the quality of teaching, caring and interacting with the children (Huntsman, 2008). The low salaries that are often associated with early childhood education lowers the perception of professionalism within the profession (Ackerman, 2006).

### **3.5.6. Salaries and motivation at preschools**

Although salaries in early childhood education are low in many OECD countries the fact is that many Scandinavian countries offer their preschool teachers better salaries compared to other OECD countries, however this does not apply to Iceland which pays lower than the OECD average (Organisation for Economic Co-operation and Development, 2013).

Table 5 shows the annual salaries in the year 2011 for a few Scandinavian countries in USD converted into PPPs which means that the currency has been converted to equalize the purchasing power of different currencies. Icelandic preschool teachers get considerably lower salaries than preschool teachers in other Scandinavian countries (Organisation for Economic Co-operation and Development, 2013).

Country	Salary USD		
	Initial	15 years	Maximum
Iceland	23.998	26.991	28.145
Denmark	43.461	50.332	50.332
Norway	33.350	37.585	42.055
Sweden	30.059	34.387	39.865

Table 5 – Salaries of Icelandic preschool teachers compared to other OECD countries (Organisation for Economic Co-operation and Development, 2013)

In Iceland the salaries for preschool teachers are negotiated in collective agreements. Head masters have their own union which negotiates but all other employees get paid by the collective agreement made by preschool teachers union, that includes unskilled employees as well as employees with other educational training (Preschool Teachers Union, 2014).

In 2014 the collective agreement for preschool teachers expired and in a vote it was decided to announce an upcoming strike on June 19<sup>th</sup> 2014 if an agreement had not been made by that time (“Leikskólakennarar samþykkja vinnustöðvun,” 2014). On June 16<sup>th</sup> 2014 a new one year collective agreement was signed (“Ekkert verður af verkfalli leikskólakennara,” 2014).

Some arguments came from teachers with a license as primary school teachers working in preschools about the decision to raise their salaries less than for those with a license as preschool teachers. The chairman of the union said that this was an effort in getting more people into the studies for preschool teachers, since many students have chosen to study for the compulsory teacher instead of preschool teacher since they knew they had the option of working at preschools for almost the same salary as preschool teachers while still having the option of going to primary school to teach if they wanted to (“Skiptar skoðanir á nýjum kjarasamningum leikskólakennara,” 2014).

### 3.6. Research question and hypothesis

The research question and hypothesis were developed from the information gathered in the literature review, factors that have been related to turnover and Mobley’s withdrawal decision model as well as certain factors that are relevant to the Icelandic preschool profession.

As a result the research question set forth in this thesis will be:

***Which employees are most likely to have turnover intentions and what are the main reasons for those turnover intentions?***

In order to answer the research question the following hypotheses were developed:

*1. The main reason for turnover intentions will be the employees unhappiness with their salaries and the stress level on the job.*

Employees working in human services are often working under high levels of stress and the salaries in early childhood education are often low. Those two factors have both been related to increased turnover in previous research.

*2. Turnover intentions will be higher among unskilled employees.*

Previous research indicate that education and especially the lack of education is related to increased turnover and according to the numbers from Statistics Iceland turnover is the highest amongst unskilled employees.

*3. Turnover intentions will be higher among younger employees.*

The age of employees has been related to turnover, younger employees are more likely to leave their job.

*4. Turnover intentions will be higher among male employees*

Research has shown that employees that are a minority within a workplace are more likely to leave their job. Within the Icelandic preschool profession male employees are in a great minority.

## 4. Methodology

### 4.1. Participants

The sample consisted of employees working at five preschools in Hafnarfjörður municipality. The sample size in total was 155 and the response rate was 73% or 114 participants. In the sample were employees working in education and child-care, special needs education or as head of department. Managerial staff as well as canteen and cleaning employees were excluded from the study since aim was to focus on employees working directly with the children. The participants were 7% male and 93% female. See table 6 for a more detailed description of participants.

Variable	Classification of variable	Frequency	Percentage
<b>Gender</b>	Male	8	7%
	Female	106	93%
<b>Age</b>	>20	4	3.5%
	20-29 years	44	38.6%
	30-39 years	29	25.4%
	40-49 years	14	12.3%
	50-59 years	21	18.4%
	60-66 years	2	1.8%
<b>Education</b>	Preschool teachers	25	21.9%
	Others with educational training	25	21.9%
	Unskilled employees <sup>1</sup>	64	56.1%
<b>Tenure</b>	Shorter than one year	32	28.1%
	1-3 years	39	34.2%
	4-6 years	12	10.5%
	7-9 years	9	7.9%
	10 years or longer	22	19.3%

<sup>1</sup> Without educational training  
Reykjavik University

<b>Occupation</b>	Head of department	24	21.4%
	Special needs education	18	16.1%
	Education and child-care	70	62.5%
<b>Job equivalent</b>	Full-time	92	82.9%
	Part-time	19	17.1%

Table 6 – Demographical structure of participants

The participating preschools were chosen with recommendations from the developmental agent for preschools within the municipal. The preschools that the survey was conducted in differed both in size and organizational age to get a good diversity.

	<b>Size</b>	<b>Organizational age</b>
<b>Preschool A</b>	Medium	4 years
<b>Preschool B</b>	Big	10 years
<b>Preschool C</b>	Small	13 years
<b>Preschool D</b>	Small	16 years
<b>Preschool E</b>	Big	6 years

Table 7 - Participating preschools

## 4.2. Sampling procedures

A questionnaire survey was chosen as a sampling procedure for the research. The sample was a purposeful sample, chosen to fit the research purpose.

Before the actual questionnaire was distributed a pilot test was done. The questionnaire was tested on the researcher's fellow students in the OBTM studies as well as family members and professionals with experience in the educational field. The comments were then used to make changes to the questionnaire before it was actually presented to the final participants. When the final questionnaire was ready the researcher contacted the head masters at the preschools that had been chosen and got permission to distributed the survey at the organization.

The survey was a printout questionnaire, anonymous and untraceable to individual participants, the survey was voluntary. The questionnaires were distributed to the participants at their workplace, with the option of taking the questionnaire home.

The participants had a few days to complete the survey. The questionnaires were distributed in April 2014. The questionnaires were distributed to the employees of four of the participating preschools on April 9<sup>th</sup> and 10<sup>th</sup> and then collected on April 16<sup>th</sup>. In the fifth preschool the survey was distributed on April 22<sup>nd</sup> and collected on April 30<sup>th</sup>.

### **4.3. Measures**

The research was aimed at examining various job satisfaction factors that other research have shown relate to turnover. Since previous research has shown that turnover intention it is the strongest antecedent to actual turnover (Mobley et al., 1978). The researcher wanted to see if turnover intentions of existing employees was high and which employees were most likely to have turnover intentions.

It can be practical to do research on turnover intentions since it can be more useful to ask employees about their intentions to leave their job rather than looking back on the reasons for why the employees that left did so. It also minimizes the complication of tracking down employees that have already resigned and reflective information can often include hindsight biases (Barak et al., 2001).

The researcher did not find any previous research on turnover intentions conducted on preschool employees. Therefore the researcher decided to find the various factors that have been related to turnover in previous research and link those factors to questions related to turnover intentions. Since no suitable questionnaire from previous research was suitable the questionnaire was designed by the researcher from the information gathered in the literature review.

The questionnaire contained various job satisfaction questions from the “Company of the Year” survey that VR union conducts each year on both public and private organizations (VR, n.d.-b). Those questions measure the attitudes participants have towards certain aspects regarding their job and workplace. The VR questions were chosen since they are adapted to the Icelandic job market and the survey has been conducted for a few years. In the survey the key aspects that affect people on their job are measured (VR, n.d.-a). The decision to use job satisfaction questions was because Mobley’s job withdrawal model usually starts with the feeling of job dissatisfaction (Mobley, 1977) and the aim of this thesis was to see which job satisfaction facets were causing participants to think about leaving their job or looking for other alternatives.

For the development of questions regarding turnover intentions Mobley's (1978) model of withdrawal decision process was used. This model was used specifically for questions regarding the thought of quitting and intentions to search for another job. These questions were aimed at finding out where the employee is located in the withdrawal process.

A questionnaire on the turnover intentions of information technology employees in the public sector was used as reference to develop questions regarding participants reasons for turnover intentions and the plans for their next occupation. These questions were modified to better fit the preschool profession (Carayon, Schoepke, Hoonakker, Haims, & Brunette, 2006). The questionnaire can be found in Appendix A. The survey was conducted in Icelandic and then translated back to English for the analysis.

#### **4.4. Research design**

The first 6 questions were background questions about age, gender, occupation within the organization, tenure with the organization, education and if participants were full-time or part-time employees. Gender was coded as men = 1 and women = 2.

The questionnaire consisted of 22 statements related to job satisfaction, both regarding the workplace and the job itself, these statements were rated on a 5 point Likert scale, where 1 was coded as "Strongly agree" and 5 as "Strongly disagree" for the statistical analysis. There was an option of choosing "Not applicable/Don't know" which were coded missing the analysis. Participants were asked to rate how strongly they agreed or disagreed with the statements.

The questionnaire contained two questions about workplace bullying, participants were asked if they had been victims or witnesses of workplace bullying at their current workplace. These questions were measured on a nominal yes/no scale. There was an option of "Don't know" which was coded as missing for the analysis.

There was a question aimed at measuring participants probability of finding another acceptable availability at another preschool. Rated on a Likert scale from 1 to 5, where 1 was coded as "Very easy" and 5 "Very hard". There was an option of "Not applicable/Don't know" which was coded as missing for the analysis.

To measure turnover intentions there were two questions regarding whether the participants had thought about quitting in the last six months measured on a nominal yes

or no scale. For the statistical analysis the answers “I have already resigned” and “Don’t know” were coded as missing. There was also a question regarding the participants’ intention to search for another job in the next six months. This question was rated on a 5-point Likert scale where 1 was coded as “Very likely” and 5 as “Very unlikely”. There was an option of “Not applicable/Don’t know” which was coded as missing for the analysis.

There was a question regarding which factors would be the main reason for the participants to quit their job if they were to do so. This was a multiple choice question containing factors from the previous job satisfaction statements to see which of these factors were likely to lead to turnover intentions. The final question was regarding participants’ plans for their next occupation, containing various options for next occupation as well as the option of going to school.

For the statistical analysis of the question on education of participants the answers were categorized into „Preschool teachers“, „Employees with other educational training“ and „Unskilled employees“ by the same categories Statistics Iceland uses (Statistics Iceland, 2013b) and for the categorization of answers by occupation, participants were categorized by the same categories Statistics Iceland uses, “Head of department”, “Special needs education” and “Education and child-care” (Statistics Iceland, 2013c).

For the statistical analysis IBM SPSS statistics 21 was used. Mean scores, standard deviations, t-test and one-way analysis of variance were used to analyze the difference between groups.

## 5. Results

The results will be displayed in five parts, first each of the four hypothesis and then other results. The questions were analyzed with a one-way analysis of variance or a t-test, to explore if there was a variance in the mean scores between groups. For the statistical analyses a 95% confidence interval was used.

### 5.1. Hypothesis 1

*The main reason for turnover intentions will be the employees dissatisfaction with their salaries and the high stress level on the job.*

To answer the hypothesis the questions on turnover intentions were used that is whether or not participants had thought about leaving their job in the last six months and if participants were likely to look for other jobs in the next six months. The questions were compared to the questions on whether or not participants were satisfied with their salaries and if they thought that the stress level on the job was acceptable. As well as looking at the answers for the question “If you would decide to leave your job, what would be the main reasons for that?”.

When the results from the survey were analyzed it became evident that over half of respondents had thought about leaving their job in the last six months, see table 8.

	Percentage	Frequency
<b>Had thought of quitting</b>	52%	55
<b>Had not thought of quitting</b>	48%	50

Table 8 – Participants thoughts of quitting

Table 9 displays the results from the question on whether or not employee were satisfied with their salaries, results showed that 81,2% disagreed or strongly disagreed that they were satisfied with their salaries.

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	%	N	%	N	%	N	%	N	%	N
<b>I am satisfied with my salaries</b>	1,8	2	8	9	8,9	10	20,5	23	60,7	68

Table 9 – Participants satisfaction with their salaries

Results from the question on whether or not participants had thought about quitting in the last six months were looked at by how satisfied participants were with their salaries, 93% of those that strongly disagreed or disagreed that they were satisfied with their salaries had thought of quitting, see table 10.

A t-test was also conducted to see if there was a difference in mean scores depending on whether or not participants had thought about quitting and how satisfied they were with their salaries, there was a significant difference in the mean scores for those that had thought of quitting ( $M = 4,68$ ,  $SD = 0,66$ ) and those that had not thought of quitting ( $M = 3,98$ ,  $SD = 1,20$ ;  $t(102) = .000$ ,  $p = .000$ , two-tailed). Those that had thought about quitting were less satisfied with their salary than those that had not.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>Had thought about quitting</b>	0%	1,9%	5,6%	14,8%	77,8%
<b>Had not thought about quitting</b>	4%	12%	12%	26%	46%

Table 10 – Participants thought of quitting by satisfaction with their salaries

In table 11 the results from the question on how likely participants are to look for another job in the next six months.

	<b>Very likely</b>		<b>Likely</b>		<b>Neither likely nor unlikely</b>		<b>Unlikely</b>		<b>Very unlikely</b>	
	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>
<b>How likely is it that you will actively start looking for another job in the next six months</b>	16,5	17	14,6	15	21,4	22	21,4	22	26,2	27

Table 11 – Participants likelihood of looking for another job

Question regarding whether or not participants thought that the stress level on the job was acceptable and if they had thought about quitting showed that 58% of those that had thought of quitting disagreed or strongly disagreed that the stress level was acceptable, see table 12.

A t-test was conducted to see if there was a difference in mean scores for those that had thought about quitting and those that had not and whether or not participants thought that the stress level on the job was acceptable, the results showed that there was a significant difference in mean scores for those that had thought of quitting ( $M = 3,68$ ,  $SD = 1,02$ ) and those that had not thought of quitting ( $M = 2,76$ ,  $SD = 1,28$ ;  $t(102) = .016$ ,  $p = .000$ , two-tailed). Those that had thought of quitting thought that the stress level on the job was less acceptable than those that had not thought about quitting.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>Had thought of quitting</b>	0%	14,8%	27,8%	31,5%	25,9%
<b>Had not thought of quitting</b>	16%	38%	10%	26%	10%

Table 12 – Participants thought of quitting by how acceptable the stress level is

When the results from the question on whether or not participants were likely to look for another job were looked at by the satisfaction with salaries, results showed that of those that were very likely to look for other jobs 93,8% strongly disagreed that they were satisfied with their salaries. However results also showed that out of those that were very unlikely to look for other jobs 85,2% disagreed or strongly disagreed that they were satisfied with their salaries, see table 13.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>Very likely</b>	0%	6,3%	0%	0%	93,8%
<b>Likely</b>	0%	6,7%	6,7%	6,7%	80%
<b>Neither likely nor unlikely</b>	0%	4,8%	9,5%	23,8%	61,9%
<b>Unlikely</b>	4,5%	18,2%	9,1%	22,7%	45,5%
<b>Very unlikely</b>	3,7	3,7	7,4%	33,3%	51,9%

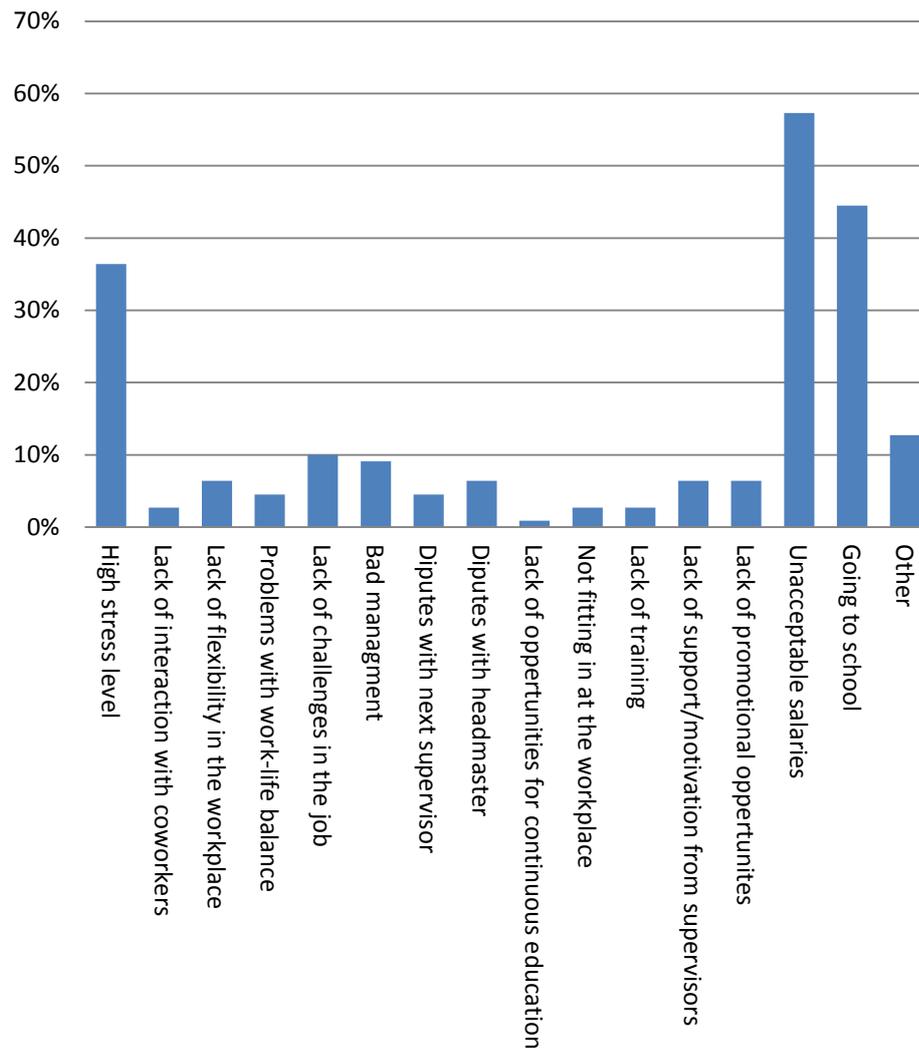
Table 13 – Likelihood of participants looking for other jobs by satisfaction with salaries

Results showed that out of those that were very likely to search for other jobs 88% disagreed or strongly disagreed that the stress level was acceptable, out of those that were very unlikely to look for other jobs 45% disagreed or strongly disagreed that the stress level was acceptable, see table 14.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>Very likely</b>	6,3%	0%	6,3%	50%	37,5%
<b>Likely</b>	13,3%	20%	33,3%	6,7%	26,7%
<b>Neither likely nor unlikely</b>	4,5%	27,3%	27,3%	27,3%	13,6%
<b>Unlikely</b>	18,2%	27,3%	18,2%	31,8%	4,5%
<b>Very unlikely</b>	0%	44,4%	11,1%	25,9%	18,5%

Table 14 – Likelihood of participants looking for other jobs by how acceptable the stress level is

Looking at the results for the question on main reasons for why people would leave their job it became evident that the most common reasons were that the salaries were unacceptable, participants going to school or unacceptable stress level. In figure 3 the results from the question are presented.



**Figure 3 – Main reasons participants would leave their job**

Hypothesis 1 is accepted. Many of those participants that are dissatisfied with their salaries or the stress level at the workplace have both thought of quitting and are likely to look for other jobs in near future.

## 5.2. Hypothesis 2

*Turnover intentions will be higher among younger employees.*

In order to answer the hypothesis the questions on whether or not participants had thought of leaving their job in the last six months was used as well as the question on how likely participants were to start looking for another job within the next six months.

In table 15 the results on whether or not participants had thought of quitting is displayed by age. Participants under the age of 20 were not many but they all had

thought about leaving their job and almost half of participants 20-29 years old had also thought about quitting.

Age	Had thought of quitting	Had not thought of quitting	M	SD
<20	100%	0%	1.00	0.00
20-29	48.8%	51.2%	1.51	0.50
30-39	55.6%	44.4%	1.44	0.50
40-49	57.1%	42.9%	1.42	0.51
50-59	50%	50%	1.50	0.51
60-66	0%	100%	2.00	0.00

Table 15 – Participants thoughts of quitting by age

A one-way between-groups analysis of variance was conducted to explore the impact of age on the question regarding the likelihood of participants looking for another job in the next six months. There was a statistically significant difference at the  $p < .05$  level for the six age groups:  $F(5,97) = 3.06$ ,  $p = .013$ . Those that were younger than 20 years old were significantly more likely to look for another job than those that were 50-59 years old. See table 16 for mean scores, standard deviation and distribution of answers.

Age	Very likely	Likely	Neither likely nor unlikely	Unlikely	Very unlikely	M	SD
<20	100,0%	0%	0%	0%	0%	1.00	0.00
20-29	22.5%	12.5%	20.0%	27.5%	17.5%	3.05	1.43
30-39	14.8%	22.2%	14.8%	18.5%	29.6%	3.25	1.48
40-49	7.7%	30.8%	7.7%	30.8%	23.1%	3.30	1.37
50-59	0%	0%	44.4%	11.1%	44.4%	4.00	0.97
60-66	0%	0%	50.0%	0%	50.0%	4.00	1.41

Table 16 – The likelihood of searching for other jobs by age

The results show that younger employees are in fact more likely to search for other jobs and the participants in the age group 20 years or younger all had plans of actively seeking other jobs in the next six months, while those in the age group 50-59 years were unlikely to seek other jobs. Results showed that mean scores for younger participants are lower for both questions that were analyzed. Hypothesis 2 is therefore accepted.

### 5.3. Hypothesis 3

*Turnover intentions will be higher among unskilled employees.*

In order to answer this hypothesis the questions on whether or not participants had thought of quitting in the last six months and how likely participants were to actively start looking for other jobs in the next six months were used.

A one-way between-groups analysis of variance was conducted to explore the impact of education on the question of whether or not participants had thought of quitting in the last six months. There wasn't a statistically significant difference at the  $p < .05$  level for the three groups:  $F(2,102) = 1.39$ ,  $p = .253$ . See table 17 for mean scores, standard deviation and distribution of answers. Education did not seem to matter in whether or not participants had thought of quitting.

	<b>Had thought of quitting</b>	<b>Had not thought of quitting</b>	<b>M</b>	<b>SD</b>
<b>Preschool teacher</b>	37,5%	62,5%	1,62	0,49
<b>Others with educational training</b>	58,3%	41,7%	1,41	0,50
<b>Unskilled employees</b>	56,1%	43,9%	1,43	0,50

Table 17 – Participants education by the thought of quitting

A one-way between-groups analysis of variance was conducted to explore the impact of education on the likelihood of participants actively searching for other jobs. There was a statistically significant difference at the  $p < .05$  level for the three groups:  $F(2,100) = 4.5$ ,  $p = .012$ . Preschool teachers are less likely to look for other jobs than unskilled employees. See table 18 for mean scores, standard deviation and distribution of answers.

	<b>Very likely</b>	<b>Likely</b>	<b>Neither likely nor unlikely</b>	<b>Unlikely</b>	<b>Very unlikely</b>	<b>M</b>	<b>SD</b>
<b>Preschool teacher</b>	4.2%	8.3%	16.7%	25.0%	45.8%	4.00	1.17
<b>Others with educational training</b>	16.7%	16.7%	25.0%	20.8%	20.8%	3.12	1.39
<b>Unskilled employees</b>	21.8%	16.4%	21.8%	20.0%	20.0%	3.00	1.44

Table 18 – Participants education by the likelihood of searching for other jobs

The results show that unskilled employees are significantly more likely start looking for other jobs, however there wasn't a difference in groups in whether or not they had thought of quitting. Hypothesis 3 is therefore partly accepted.

#### 5.4. Hypothesis 4

*Turnover intentions will be higher among male employees*

To analyze this hypothesis the question about whether or not participants had thought of quitting and the likelihood of participants to look for other jobs were used.

An independent samples t-test was conducted to compare scores for males and females on the question of how likely participants were to search for other jobs. There wasn't a significant difference in scores for males ( $M = 3.42$ ,  $SD = 1.39$ ) and females ( $M = 3.25$ ,  $SD = 1.42$ ;  $t(101) = .320$ ,  $p = .606$ , two-tailed). Even though men are a great minority within preschools they are not more likely than women to look for other jobs in near future. See table 19.

	<b>Very likely</b>	<b>Likely</b>	<b>Neither likely nor unlikely</b>	<b>Unlikely</b>	<b>Very unlikely</b>
<b>Men</b>	0%	42,9%	0%	28,6%	28,6%
<b>Women</b>	17,7%	12,5%	22,9%	20,8%	26%

Table 19 – Participants likelihood of looking for other jobs by gender

An independent samples t-test was conducted to compare scores for males and females on the question if participants had thought of leaving their job. There wasn't a significant difference in scores for males ( $M = 1.57$ ,  $SD = 0.53$ ) and females ( $M = 1.46$ ,

SD = 0.50;  $t(103) = .518$ ,  $p = .750$ , two-tailed). Results showed that men aren't likelier to have thought about leaving their job than women. See table 20.

	<b>Had thought of leaving</b>	<b>Had not thought of leaving</b>
<b>Men</b>	42,9%	57,1%
<b>Women</b>	46,9%	53,1%

Table 20 – Participants thought of quitting by gender

Result on this hypothesis show that men aren't likelier to have thought about leaving their job or start looking for other jobs even though they are a minority at preschools. Hypothesis 4 is therefore not accepted.

### 5.5. Other results

In table 9 the statistics for statements 1-12 regarding participants attitudes towards the workplace are displayed and in table 10 results for statements 13-22 on participants attitudes towards the job itself are displayed. The table displays (N) number of answers, (M) the mean score, (SD) the standard deviation. All of these questions were rated on a five point scale and coded as 1 for strongly agree and 5 for strongly disagree for statistical analysis.

<b>Statement 1-12</b>	<b>N</b>	<b>M</b>	<b>SD</b>
<b>I would recommend the workplace as a good place to work</b>	113	1.79	0.94
<b>I get along with my coworkers</b>	113	1.49	0.61
<b>I have promotional opportunities in the workplace</b>	108	2.01	1.06
<b>I have the opportunity for continuous education in the workplace</b>	109	1.76	0.94
<b>The facilities in the workplace are good</b>	113	2.03	0.90
<b>The morale at the workplace is positive</b>	114	2.10	1.14
<b>I am satisfied with my work-life balance</b>	113	1.72	0.93
<b>I am satisfied with the flexibility the workplace offers</b>	114	2.05	1.15
<b>Management at the workplace is good</b>	113	2.0	1.11
<b>I fit in well with the workplace</b>	112	1.71	0.71
<b>I trust the managers at the workplace</b>	114	1.76	1.06
<b>I get support/motivation from my supervisors</b>	114	1.83	1.09

Table 21 – Results from statements 1-12

Most statements have a positive outcome with a mean score between “strongly agree” and “agree”, see table 21.

<b>Statement 13-22</b>	<b>N</b>	<b>M</b>	<b>SD</b>
<b>It is clear what is expected of me in my job</b>	112	1.68	0.79
<b>My talent is fully used on the job</b>	112	1.98	0.92
<b>All in all, I am satisfied with my job</b>	112	1.75	0.77
<b>I am satisfied with my salaries</b>	112	4.30	1.04
<b>I have good control over all aspects of my job</b>	113	1.86	0.79
<b>The job is intact with the hiring process</b>	113	1.72	0.73
<b>The new employee training was good</b>	112	2.47	1.16
<b>The stress level on the job is acceptable</b>	113	3.21	1.25
<b>My communication with the headmaster is good</b>	113	1.53	0.81
<b>My communication with my next supervisor is good</b>	113	1.57	0.83

Table 22 - Statistical analysis of statements 13-22

Results for statements 13-22 show that most statements have a mean score between “strongly agree” and “agree”. The statement on satisfaction with salaries has a mean score between “disagree” and “strongly disagree”, statement on stress level has a mean score between “neither agree nor disagree” and “disagree” and statement on new employee training had a score between “agree” and “neither agree nor disagree”.

### **Turnover intentions**

An independent samples t-test was conducted to compare scores for those that had thought about quitting their job in the last six months and those that had not on the statement: “I am satisfied with my work-life balance”. There was a significant difference in mean scores for those that had thought about quitting ( $M = 1.96$ ,  $SD = 1.01$ ) and those that had not ( $M = 1.42$ ,  $SD = 0.73$ ;  $t(102) = -3.039$ ,  $p = .003$ , two-tailed). Those that had thought about quitting were less satisfied with their work-life balance, see table 23.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>Had thought about quitting</b>	36,4%	43,6%	10,9%	5,5%	3,6%
<b>Had not thought about quitting</b>	65,3%	30,6%	2%	0%	2%

Table 23 – Participant thought of quitting by satisfaction with work-life balance

### Results by preschool

Results were looked at by which preschool participants came from, in table 24 the questions that had a statistically significant difference in mean scores between preschools are displayed. On the first statement preschool A had a significantly higher mean score than other preschools and participants agreed more strongly that they got along with their coworkers, preschool A also had the lowest mean score on all other statements that are presented in the table. In statements 2-7 preschool D stood out with a significantly higher mean score than the other preschools, this might mean that there are certain problems within the organization. In the last two statements the mean scores between all preschools were significantly different, so there seems to be a difference in how good the training for new employees is and whether or not the job is intact with the hiring process.

	<b>Preschool A</b>	<b>Preschool B</b>	<b>Preschool C</b>	<b>Preschool D</b>	<b>Preschool E</b>
<b>1. I get along with my coworkers</b>	1,09	1,78	1,48	1,63	1,34
<b>2. The morale at the workplace is positive</b>	1,18	1,57	2,4	3,55	1,84
<b>3. I trust management at the workplace</b>	1,0	1,34	1,59	2,9	1,92
<b>4. My talent is fully used at the workplace</b>	1,36	1,74	1,95	2,6	2,12

<b>5. All in all, I am satisfied with my job</b>	1,18	1,54	1,76	2,4	1,76
<b>6. I have good control over all aspects of my job</b>	1,54	1,82	1,66	2,35	1,76
<b>7. Communication with my next supervisor is good</b>	1,09	1,42	1,38	2,15	1,69
<b>8. The job is intact with the hiring process</b>	1,45	1,48	1,76	1,95	1,96
<b>9. The new employee training was good</b>	1,63	2,02	2,61	3,35	2,47

Table 24 - Mean scores by preschools

### Results by education

In table 25 the questions that had a statistically significant difference in mean scores by education are presented. The results showed that those with preschool teacher education had lower mean scores on all statements except for the statement regarding stress level on the job, preschool teachers have the highest mean score for stress level which is not surprising since most preschool teachers work as heads of departments which entails more responsibility. Perhaps not surprisingly unskilled employees had the highest mean score on all statements except for the question on management and stress level

Those that have some educational training have the highest mean score for the statement on whether or not management in the workplace is good, for some reason those employees agreed less with that statement. Unskilled employees are therefore more likely to actively seek other jobs in near future. Preschool teachers seem to be overall more positive towards these statements.

	Preschool teachers		Others with educational training		Unskilled employees	
	M	SD	M	SD	M	SD
<b>1. I have promotional opportunities in the workplace</b>	1,48	0,71	2,0	1,04	2,25	1,13
<b>2. I have the opportunity for continuous education in the workplace</b>	1,28	0,45	1,72	0,89	1,98	1,04
<b>3. I am satisfied with the flexibility the workplace offers</b>	1,6	0,7	1,88	1,16	2,29	1,23
<b>4. Management in the workplace is good</b>	1,52	0,65	2,16	1,34	2,12	1,11
<b>5. I fit in well at the workplace</b>	1,44	0,65	1,62	0,64	1,85	0,73
<b>6. I get support/motivation from supervisors</b>	1,28	0,54	1,92	1,22	2,01	1,14
<b>7. The stress level on the job is acceptable</b>	3,8	1,19	3,00	1,19	3,06	1,25
<b>8. How likely or unlikely is it that you will actively start looking for another job in the next six months?</b>	1,24	0,43	1,56	0,58	1,81	0,77

Table 25 - Mean scores by education

In table 26 the distribution of answers by education and jobs are displayed, 68% of preschool teachers work as head of department and 84% of unskilled employees work in education and child-care.

	Head of department	Special needs education	Education and child-care
<b>Preschool teachers</b>	68%	8%	24%
<b>Others with educational training</b>	20%	32%	48%
<b>Unskilled employees</b>	3 %	13%	84%

Table 26 – Participants jobs by their education

In table 27 the age distribution by education is displayed. The results show that 40% of preschool teachers are in the age group 50-59 years old and 4% are 60-66 years, almost half of preschool teachers are 50 years or older. And 44,9% of unskilled employees are 29 years old or younger. Most younger employees are therefore unskilled employees working in education and child-care.

	>20	20-29 years	30-39 years	40-49 years	50-59 years	60-66 years
<b>Preschool teachers</b>	0%	0%	28%	28%	40%	4%
<b>Others with educational training</b>	0%	20%	44%	20%	12%	4%
<b>Unskilled employees</b>	6,3%	38,6%	25,4%	12,3%	18,4%	1,8%

Table 27 – Participants education by their age

### Results by job

For these statements head of departments have the lowest mean score on all parts except for stress level and likelihood of searching for other alternatives, it is not particularly surprising that those that are head of department feel more stress than other participants since they have more responsibility in their work and are also less likely to seek other job, since they perhaps feel they have more invested in the organization.

Results show that 84% of employees who work in education and child-care are unskilled employees. Employees in education and child-care feel they have less promotional opportunities and communication with next supervisor is worse. Employees in special needs education who are often employees with other educational training often have the highest mean score of the groups and are more likely than the other groups to start looking for other jobs, see table 28.

	Head of department		Special needs education		Education and child-care	
	M	SD	M	SD	M	SD
<b>1. I would recommend the workplace as a good place to work</b>	1,3	0,47	2,16	0,92	1,85	1,02

<b>2. I have promotional opportunities in the workplace</b>	1,41	0,58	2,11	1,07	2,18	1,14
<b>3. I have the opportunity for continuous education in the workplace</b>	1,29	0,69	2,00	0,76	1,84	1,01
<b>4. Management at the workplace is good</b>	1,5	0,58	2,5	1,15	2,04	1,19
<b>5. I get support/motivation from my supervisors</b>	1,3	0,70	2,0	0,84	1,95	1,23
<b>6. The stress level on the job is acceptable</b>	3,8*	1,1	3,44	1,2	2,95	1,26
<b>7. Communication with my next supervisor is good</b>	1,3	0,56	1,41	0,62	1,76	0,71
<b>8. How likely or unlikely is it that you will actively start looking for another job in the next six months?</b>	4,04	1,32	2,8	1,40	3,11	1,39

Table 28 - Mean scores by job

In table 29 the age distribution is displayed by jobs. Almost 60% of participants working in education and child-care are 29 years old or younger.

	>20 years	20-29 years	30-39 years	40-49 years	50-59 years	60-66 years
<b>Head of department</b>	0%	8,3%	33,3%	16,7%	41,7%	0%
<b>Special needs education</b>	0%	27,8%	33,3%	27,8%	11,1%	0%
<b>Education and child-care</b>	5,7%	52,9%	20%	7,1%	11,4%	2,9%

Table 29 – Participants age by their job

### Results by gender

An independent samples t-test was conducted to compare scores for males and females for the statement on whether the stress level on the job was acceptable. There was a significant difference in scores for males ( $M = 2.37$ ,  $SD = 1.06$ ) and females ( $M = 3.27$ ,

SD = 1.25;  $t(111) = -2.285$ ,  $p = .050$ , two-tailed). Male participant thought that the stress level was a slightly more acceptable than female participants, see table 30.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>Men</b>	6,7%	27,6%	17,1%	28,6%	20%
<b>Women</b>	25%	25%	37,5%	12,5%	0%

Table 30 – Participants satisfaction with stress level by gender

An independent samples t-test was conducted to compare scores for males and females on the question “How easy or hard do you think it would be to get a job at another preschool?”. There was a significant difference in scores for males ( $M = 1.17$ ,  $SD = 0.41$ ) and females ( $M = 1.65$ ,  $SD = 0.70$ ;  $t(81) = -2.610$ ,  $p = .033$ , two-tailed). Men consider it easier to get a job at another preschool than women, see table 31.

	<b>Very easy</b>	<b>Easy</b>	<b>Neither easy nor hard</b>	<b>Hard</b>	<b>Very hard</b>
<b>Men</b>	62,5%	12,5%	25%	0%	0%
<b>Women</b>	49,5%	38,6%	11,9%	0%	0%

Table 31 – Likelihood of getting a job at another preschool by gender

### Other results

A one-way between-groups analysis of variance was conducted to explore the impact tenure on the statement: “The facilities in the workplace are good.”. There was a statistically significant difference at the  $p < .05$  level for the five groups:  $F(4,108) = 3.2$ ,  $p = .016$ . Those that had a tenure at the workplace for 4-6 years were more satisfied with the facilities than those that had a tenure of 7-9 years, see table 32.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>Shorter than 1 year</b>	43,8%	34,4%	12,5%	6,3%	3,1%
<b>1-3 years</b>	28,2%	51,3%	17,9%	2,6%	0%
<b>4-6 years</b>	9,1%	36,4%	36,4%	18,2%	0%
<b>7-9 years</b>	55,6%	44,4%	0%	0%	0%
<b>10 years or longer</b>	18,2%	36,4%	40,9%	4,5%	0%

Table 32 – Satisfaction with facilities by tenure

Results on workplace bullying showed that 4,8% of participants had been victims of workplace bullying and 21,6% had witnessed workplace bullying, see table 33.

<b>Have you been a victim of bullying in the workplace?</b>		<b>Have you witnessed bullying in the workplace?</b>	
<b>Yes</b>	4,8%	<b>Yes</b>	21,6%
<b>No</b>	95,2%	<b>No</b>	78,4%

Table 33 – Distribution for answers on workplace bullying

## 6. Discussion

The results of this thesis show that the employees that are most likely to have turnover intentions are those that are without young and/or without educational training. The proportion of unskilled employees among participants was 66% and if we consider younger employees being those 29 years old or younger, they account for 42% of participants.

There has been talk of bringing the preschool age closer to the end of the maternity leave so that children would start their education about one year old (“Strax í leikskóla eftir fæðingarorlof,” n.d.). It is perhaps not timely to go into such measures until both the workload on employees has decreased and the compensation made compatible with other specialists at university level. The ratio of professionals also needs to be higher for the composition of students to be even younger, to make sure that the children get the best child-care possible.

Research has shown that employees that are happy on the job provide better care and perform better. Group size and staff-child ratio are important in facilitating good working conditions, as well as the employees having enough time to spend on the children. Smaller groups and high staff-child ratios can facilitate this. The employees need time to plan, document, analyze and reflect on their work with the children to improve quality (Organisation for Economic Co-operation and Development, n.d.).

The findings show that the overall results from the job satisfaction statements are positive, this indicates that the job itself is more important than the salaries as other research on employees working in similar fields has shown (Smith & Shields, 2013).

It is quite concerning that over half of participants had thought of quitting and those that are likely to look for other jobs are far along in their withdrawal process. The fact that 26% of participants had thought of quitting but are not likely to look for other jobs might mean that they have already started the withdrawal process and perhaps become disengaged from their job. Most participants that had thought of quitting were dissatisfied with their salaries. It is important to try to get an employee base at the preschools of educated and driven employees who plan on making it their future career but not just a short stop on their way to further education.

It is a concern that not even the job of head of department can always be filled with preschool teachers as the results showed. The employees consist of mainly of younger people

that are to pursuing the preschool teacher education. Those employees might not be as invested in the well-being of the organization or profession since they often don't plan on staying for a long period of time. There is a need to make the preschool profession more attractive to people that have plans of getting more education.

Since preschool teachers only made a one year contract it is likely that their demands have not been fully met and perhaps the new contract has only been enough to temporarily satisfy preschool employees in their attempt to close the gap that has been made in current salaries and the extended education needed to get a permit as a preschool teacher. It is important to keep the salaries at a level that attracts people to the profession rather than to lead them in other directions.

It should be a concern that almost one third of preschool teachers are close to retirement age and will be retiring in following years. Increasing age of preschool teachers along with the overall shortage of preschool teachers and decreased enrollment into the preschool teacher education is a big problem.

It was interesting that even though other research have shown that employees that are a minority within a workplace are more likely to have turnover intentions (Heavey et al., 2013) that they results did not indicate a significant difference in turnover intentions by gender even tough men are a great minority within preschools.

The municipality should think about ways available to improve the working conditions of their preschool employees, both financial and non-financially, and as a result hopefully getting the turnover ratio lower. This includes trying to find ways of reducing the stress level to prevent burnout on the job and because results showed that the stress level was one of the most main reasons for why participants would leave their job. Making the staff-child ratios higher would be a good start in the quest to making the working conditions better. To enhance the status and quality of education within the preschool the municipality should find ways to increase salaries, add benefits both financial and non-financial and offer development opportunities, one way might be to encourage employees to seek education in the field by supporting them financially during that period.

### **6.1. Limitations and future research**

Limitation was that no measure from previous research could be used and the fact that the research designed might have needed more pretesting.

For future research it might be interesting to track down those that participated in this research and have left to ask more closely on what made them finally decide to leave and how long their withdrawal process took as well as what initially started the process.

As well as a turnover intention research on both privately and publicly run preschools to see if there is a difference in turnover intentions.

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**Appendix A – The questionnaire**

Dear recipient,

This questionnaire is a part of my master's project for M.Sc. degree in Organizational Behavior and Talent Management at Reykjavik University.

The aim of the research is to examine the attitudes of employees working in education and child-care to various aspects of the occupation, the workplace and management. The research will be conducted within a few preschools run by Hafnarfjörður municipality. The research is done with permission from the Educational Manager of Hafnarfjörður municipality.

It takes about 5 minutes to answer the questionnaire and your participation is very important for the research and would be greatly appreciated. Full confidentiality is promised and the questionnaire is anonymous and untraceable. All documents will be erased after they have been processed. Participants are not obligated to answer the questionnaire as a whole or particular questions within the questionnaire.

Thanks for your cooperation,  
Helga Hrönn Óskarsdóttir

**1. Are you a man or a woman?**

- Man
- Woman

**2. How long have you been at your current job?**

- Shorter than 1 year
- 1-3 years
- 4-6 years
- 7-9 years
- 10 years or longer

**3. What is your age?**

- Younger than 20 years
- 20-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- 60-66 years
- 67 years or older

**4. What is your education?**

- Assistant in preschool
- Preschool teacher from Fóstruskóli Íslands
- B.Ed. in preschool studies
- M.Ed. in preschool studies
- Diploma in preschool studies (Assistant preschool teacher)
- Other educational training at university level

- Other university degree
- Matriculation examination or compatible
- Compulsory school or compatible
- Other: \_\_\_\_\_

**5. What is your occupation?**

- Head of department
- Special needs education
- Education and child-care

**6. Are you working full-time or part-time?**

- Full-time
- Part-time

**7. How much do you agree or disagree with the following statements about the workplace:**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable/don't know</b>
I would recommend the workplace as a good place to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along with my coworkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have promotional opportunities in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

opportunity for continuous education in the workplace						
The facilities in the workplace are good	<input type="checkbox"/>					
The morale at the workplace is positive	<input type="checkbox"/>					
I am satisfied with my work-life balance	<input type="checkbox"/>					
I am satisfied with the flexibility the workplace offers	<input type="checkbox"/>					
Management at the workplace is good	<input type="checkbox"/>					
I fit in well with the workplace	<input type="checkbox"/>					
I trust the managers at the workplace	<input type="checkbox"/>					
I get support/motivation from my supervisors	<input type="checkbox"/>					

**8. How much do you agree or disagree with the following statements about the job:**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable/Don't know</b>
It is clear what is expected of me in my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My talent is fully used on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

All in all, I am satisfied with my job	<input type="checkbox"/>					
I am satisfied with my salaries	<input type="checkbox"/>					
I have good control over all aspects of my job	<input type="checkbox"/>					
The job is intact with the hiring process	<input type="checkbox"/>					
The new employee training was good	<input type="checkbox"/>					
The stress level on the job is acceptable	<input type="checkbox"/>					
My communication with the headmaster is good	<input type="checkbox"/>					
My communication with my next supervisor is good	<input type="checkbox"/>					

**9. Have you been a victim of workplace bullying in your current workplace?**

- Yes
- No
- Don't know

**10. Have you been a witness of workplace bullying in your current workplace?**

- Yes
- No
- Don't know

**11. How easy or hard do you think it would be to get a job at another preschool?**

- Very easy

- Easy
- Neither easy nor hard
- Hard
- Very hard
- Not applicable/don't know

**12. Have you in thought about leaving your job in the last six months?**

- Yes
- No
- I have already resigned
- Don't know

**13. How likely or unlikely is it that you will actively start looking for another job in the next six months?**

- Very likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Very unlikely
- Not applicable/don't know

**14. If you would decide to leave your job, what would be the main reasons for that?**

- Stress level
- Lack of social communication with coworkers
- Lack of flexibility at the workplace

- Problems with work-life balance
- Lack of challenges or boredom
- Bad management
- Disagreement with my next supervisor
- Disagreement with the headmaster
- Lack of opportunities for continuous education
- Felling of not fitting in with the workplace
- Lack of training on the job
- Lack of support/motivation from managers
- Lack of promotional opportunities
- Unacceptable salaries
- To go to school
- Other: \_\_\_\_\_

**15. If you would quit your existing job what would be your plans for your next occupation?**

- I would like another job at the same workplace
- I would like the same job at another workplace
- I would like another job at the same workplace
- I would completely change my field of work
- I would not look for another job/retire
- I would go to school
- Other: \_\_\_\_\_

***Thanks for your participation***