

Full Length Research Paper

Turnover intention and job hopping behaviour of music teachers in Malaysia

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This study examines the extent to which perceived organizational support, employee exhaustion, job satisfaction, and affective commitment are related to the turnover intention and job hopping behaviour of music teachers. Results from a primary survey of 93 music teachers from private music schools around the Klang Valley in Malaysia showed that they were less likely to leave when they perceive their music schools supported them, and when they are job satisfied, and not emotionally exhausted from the pressures of teaching. Unlike their job hopping behaviour, the relationships between each of the three antecedents and the turnover intention of music teachers were mediated by their affective commitment to music schools. The music teachers were also not likely to job hop when they have a low perception of organizational support. Instead, they would job hop if they experience emotional exhaustion and are not job satisfied. This article also discusses some practical implications for owners and principals of music schools. It also reports the research limitations and provides suggestions for future research.

Key words: Turnover intention, job hopping behaviour, affective commitment, perceives organizational support, emotional exhaustion, job satisfaction.

INTRODUCTION

There is an increasing interest among parents in Malaysia to instill the love of music in their children as a form of recreation and to provide them with an additional lifelong skill. The recent mushrooming of music schools around the major cities in the country attests to an increase in student enrolment at music schools and centres and hence a higher demand for music teachers. However, unlike other professions, little is known about the problems and contributions of music teachers. Professionally, they use their special or gifted talents to teach, nurture, and send musical talents to the music industry and society. Sadly, their small population and low profiles have not attracted the attention of researchers and policy makers.

The government, for example, could ensure that music

schools/centres offer quality music curriculum and services, and employ only qualified, well - paid, committed, and motivated teachers. Researchers could perhaps examine the work behaviours and attitudes of not only music teachers but other professionals in the music industry. They could provide practical recommendations to alleviate their problems and improve their quality of work - life. According to a local media report (The Star Biz Weekly, October, 2006), the average annual rate of employee turnover in Malaysia is approximately 23%. The highest rate is reportedly to be those employed in the public relations industry, followed by those attached to the creative and media industries, in that order. Unfortunately, there are no official statistics on the rate of attrition of music teachers in Malaysia.

Personal interviews with parents, music students, teachers, and principals prior to the actual research seemed to suggest that music schools experience fairly high teacher turnover and job hopping. Parents opined that their children deserve to be taught by committed and

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permanent rather than part-time or temporary music teachers in their schools. This is to avoid any form of disruption and distraction in the teaching and learning process.

LITERATURE REVIEW

A literature search showed very few empirical reports of the work - related problems faced by music teachers and their attitudes towards their profession. This study therefore adds to literature by determining if perceived organizational support, emotional exhaustion, and job satisfaction of music teachers are related to their turnover intention and job hopping behaviour through their affective commitment. Kaplan (1966) was one of the early authors who examined the work conditions and motivation of music teachers at community music schools in the U.S. He highlights the administrative and academic problems faced by music teachers and suggests several improvement measures. They include providing music teachers with better compensation and benefit packages, and recommending their permanent and full-time appointments instead of the hourly paid positions. He notes that teachers who receive full - time salaries and additional fringe benefits are likely to be more satisfied and committed.

Lawrence (2001) reports that the core job characteristics of community music schools (such as their skill variety, task identity, task significance, autonomy, and feedback) are significantly related to the critical psychological states of music teachers (such as experienced meaningfulness, experienced responsibility, and knowledge of results), and their personal and work outcomes (such as their satisfaction, motivation, and the need for professional growth).

Turnover intention

Turnover intention is described as the cognitive process of thinking, planning, and desiring to leave a job (Mobley, 1977). Early literature reports that intention to leave is linked with actual turnover (e.g., Shore and Martin, 1989; Tett and Meyer, 1993). It occurs just before individuals actually leave their jobs. Bluedorn (1982) recommends the use of turnover intention over actual turnover because the latter is more difficult to predict than intentions. He adds that there are several external factors that affect actual turnover. In an analysis of occupational turnover, Dalessio et al. (1986) focuses on the direct and indirect antecedents of intention to quit, as opposed to the actual act of turnover.

In practice, employers would rather know their employees' intention to quit, than the actual turnover so that they can take preventive measures and discourage them from leaving. When employees leave, there is

nothing more that any employer can do except to bear the expenses of selecting and training new hires (Cohen and Cohen, 1983). This study, therefore, focuses on the turnover intention instead of the actual turnover of music teachers.

Job hopping behavior

Ghiselli (1974) notes that some workers have the natural internal impulse to move from one job to another for sometimes no apparent or rational reason, that is irrespective of whether they have better alternative job offers or not. The author describes this hobo syndrome behaviour as, "...the periodic itch to move from a job in one place to some other job in some other place" (p. 81). The hobo syndrome is observed by the number of times workers reportedly leave their jobs for another in their entire career.

According to Khatri et al. (1999), the definition of job hopping behaviour varies from one country to another. They suggest two types of such behaviours based on their study in Singapore. The first is when individuals change jobs because of their strong personal desire to try it for fun. The second type describes a turnover culture that is motivated by some social support. The turnover culture, according to Abelson (1993), is a shared value among peers in the same organization who dares each other to leave for other jobs or organizations. Such culture makes job hopping an acceptable social work behavior. If employees have not changed their jobs for sometime, they come under some social pressure from their co-workers to do so soon. Chew (1996) claims that job hoppers used to find alternative employments before quitting their jobs but the trend is to leave even before they have secured any alternative appointments. In Japan, the term "freeters," was coined during the bubble economy of the 1980s. They consist of high school leavers and fresh graduates (aged between 15 to 34 years old) who choose not to have regular full - time employment (Kondo, 2007). Such job hoppers like the mobility and freedom to be able to frequently change their jobs because they do know what exactly they want to do with their lives and career.

Kawabe (1991) finds job hopping common among the knowledge intensive and information technology (IT) employees in Malaysia. He says that they are mostly driven by monetary reasons. However, he was quick to add that the situation is more prevalent in the more industrialized Asian countries like Singapore, Hong Kong, and Korea. Inagami (1998) agrees that job hopping was a common phenomenon among employees in Malaysia in the early 1990s. Their mobility was driven by the shortage of labour across the economic sectors. Malaysian and foreign workers, he notes, readily changed their jobs for as little as one Malaysian Ringgit. James (1991) concurs that money is not the main reason

why some highly educated employees and those working in favourable labour markets job hop. They do so because of the availability of vast options in the job market.

Affective commitment

Organizational commitment refers to the attachment that individuals have towards their organizations (Mathieu and Zajac, 1990). It refers to employees' loyalty to and their identification with the organisation, as well as the internalization of organizational goals (Mowday et al., 1982). Mowday et al. suggest that when employees are committed to their organizations, they accept the corporate goals and values, and will go an extra mile to achieve organizational effectiveness. Much work has since been done conceptually and empirically to enable researchers and practitioners understand employee and organizational commitment better. Meyer and Allen's (1988) tricomponent model of organizational commitment is well - cited in literature. They used affective, normative, and continuance commitment to explain the motives for employees to remain loyal in their organizations.

Allen and Meyer (1990, p.3) propose that, "Employees with strong affective commitment remain because they want to, those with strong continuance commitment remain because they need to, and those with normative commitment because they feel they ought to do so." Of these three motives, affective commitment is often the focus of organizational commitment - intention to quit, and organizational commitment - performance studies. Affectively committed employees tend to invest more time and effort in their jobs because they want to and not because they have to. They are more likely to have low intention to leave or job hop. Chua (2001) reports that the technical school teachers she surveyed, have low commitment and high intention to quit because of their poor salaries and work conditions.

Perceived organizational support

There are several established studies on perceived organizational support (e.g., Eisenberger et al., 1986; Eisenberger et al., 2002). However, there are limited findings on perceived organizational support in collectivist Eastern cultures such as in Malaysia. The organizational support theory explains the employee - employer relationship (Eisenberger et al., 1986). They include among others, the extent to which employees perceive their organizations are willing to provide them with special support, assistance, and equipment to complete their tasks and work assignments. Employees are likely to reciprocate positively in the work behaviours and attitudes when they perceive their management supports and values them (Eisenberger et al., 1986, Eisenberger

et al., 1990).

Howes et al. (2000) reveal that organizational support is related to the organizational commitment and turnover intention of employees. Hrebiniak (1974) reports that hospital employees serve longer when they perceive their management supports teamwork and makes consistent decisions. According to Johnsrud (2002), the inability of lecturers to keep up - to - date with their teaching and research disciplines, and the lack of management support are related to their low commitment, low morale, and high intention to leave.

Emotional exhaustion

Studies reveal that employees in social services such as caregivers often experience burnout (e.g., Maslach and Jackson, 1981; Kahn, 1993). The inability to endure physical, mental, and emotional exhaustion, according to Samantrai (1992), is the main reason social care workers leave their jobs. Teachers, likewise, are easily exhausted from imparting their knowledge and in performing multiple roles. They are sometimes social workers, parents, and counselors to both students and parents (Boyle et al., 1995). From a list of 26 occupational types, Johnson et al. (2005), report that teachers, social officers, customer service, ambulance drivers, prison and police officers experience the most stress. They explain that employees who frequently engage in face - to - face encounters with others are vulnerable to feeling emotionally exhausted and to having low job satisfaction.

Maslach and Jackson's (1981) tri-component burnout model which includes emotional exhaustion, depersonalization, and reduced personal accomplishment is well - documented in literature. The authors describe emotional exhaustion as the lack of energy due to being emotionally stressed out, and depersonalization as giving their clients a cold treatment or treating them as objects rather than individuals. Reduced personal accomplishment, they say, is the negative and low evaluation of one's performance.

Literature suggests that not all the three components of burnout have to occur together in employees. Berg (2004), for instance, finds that teachers become emotionally exhausted when they have heavy teaching and administrative responsibilities. When they are emotionally tired, it reduces their mental resources and energy to perform and to accomplish good results (Moore, 2000; Schaufeli, et al., 1995). In addition, as teachers often use their voice and interact face to face with others, their emotions can affect how others feel (Johnson et al., 2005). They therefore have to be at their best moods and behaviours at all times. Chua (2001) finds that 43% of the technical school teachers who participated in her survey experienced stress and burnout. She concurs with Moore (2000) that when teachers find their jobs physically and emotionally stressful they become less committed at work and it increases their turnover intention. Emotionally

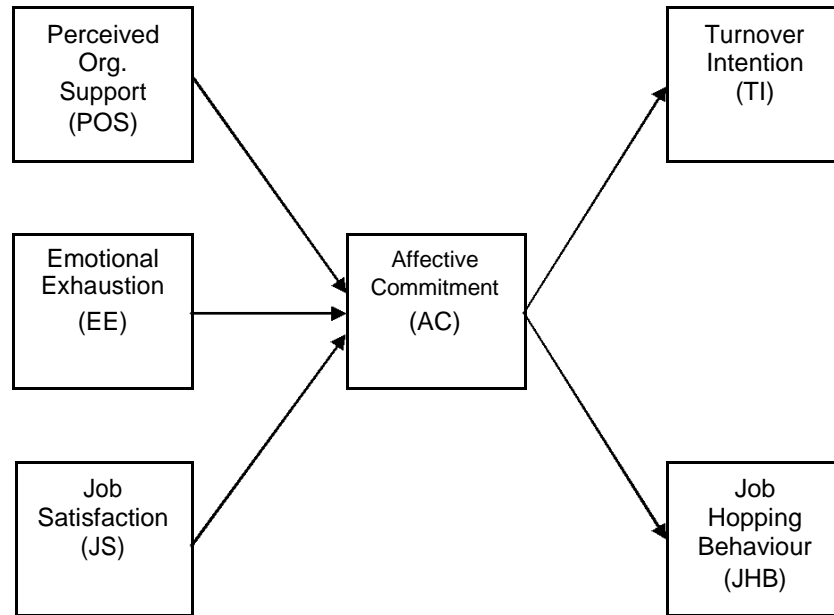


Figure 1. Research model.

exhausted teachers, she adds, are likely to be less committed in preparing and delivering their lessons, in examining the students' written assignments, and they are impatient with unruly and indiscipline students.

Job satisfaction

Job satisfaction is described as the positive attitude and emotion towards one's job and work environment (Locke, 1978). The positive feeling results from employees' perception of the extent to which their jobs complement their personal goals. It reveals their value judgment about their expectations and perceptions of the effort they put in and the outcomes that they receive. Job dissatisfaction is not only one of the main reasons teachers quit teaching but the anticipation of it has discouraged others from joining the profession (Ingersoll, 2001, 2006). The author argues that the heavy workload, poor salaries and benefits, large class sizes, discipline problems among students, and the lack of teacher participation in decision - making, are some of the reasons teachers are dissatisfied and quit their jobs.

Empirical findings suggest that satisfied employees are more likely to be affectively committed to their organisation than those who are dissatisfied (Mathieu and Hamel, 1989; Williams and Hazer, 1986). Igbaria and Greenhaus (1992) observe that job satisfaction rather than organizational commitment related to the actual turnover of employees. However, Blau and Boal (1989), reveal that job satisfaction only accounts for a small percentage (less than 15%) of the total variance in the actual turnover of employees. Others report that job

satisfaction is negatively related to employees' turnover intention (Koh and Goh, 1995; Lam et al., 1995). The inconsistent reports, according to Mobley (1982), should not deter researchers from measuring employees' job satisfaction. He recommends that it be examined together with other constructs to effectively understand employees' intention to quit and their actual turnover. This study therefore proposes that the turnover intention and job hopping behaviour of music teachers are indirectly related to their job satisfaction through their affective commitment.

RESEARCH MODEL

Based on the review of literature, Figure 1 shows our proposed research model. It is hypothesised that music teachers' perceptions of organisational support, their emotional exhaustion, and job satisfaction are indirectly related to their turnover intention and job hopping behaviour through their affective commitment.

METHOD

Sample and data collection procedure

A primary survey of music teachers working around the Klang Valley was conducted in Malaysia in 2008. The survey sample included those employed in the private music schools and centers around the capital city of Kuala Lumpur, and its surrounding suburbs such as in Petaling Jaya, Shah Alam, and Klang. These areas have the highest concentration of private music teachers and schools in the country.

A total of 180 questionnaires were distributed to the prospective respondents through personal contacts and friends. Convenience sampling method was inevitably used because initial attempts to

use the random sampling method drew poor responses. Malaysians in general are only willing to share their personal thoughts and information with individuals that they have some rapport and trust. A pilot study of 35 respondents affirmed that the questionnaire was clear and that there was no necessity to translate it into the Malaysian language. As English is a pre-requisite in their profession, most music teachers are proficient in the language. The actual data was collected over 6 weeks. Of the 180 questionnaires that were distributed, 100 sets were returned, and of these, 93 forms were usable for analysis. Although the rate of return was 56%, the sample size was large enough for doing multivariate statistical analysis, using the Statistical Package for Social Sciences Programme (SPSS/PC+), version 14.0.

The three-page survey form had two sections. Section A had all the items that measured each of the six research constructs. The respondents were asked to indicate the extent of their agreement or disagreement in each of the items based on a 7-point Likert scale. Except for one measure (that is emotional exhaustion), the scale was anchored at 1 = strongly disagree, and 7 = strongly agree. Section B asked the respondents about their personal information. A cover letter was enclosed in each of the survey forms to explain the objective of the study and the preservation of their confidentiality. It also reminded respondents of their voluntary participation.

Measures

This study proposes that perceived organisational support, emotional exhaustion, job satisfaction, and affective commitment are related to the intention of music teachers to leave and job hop. These are almost similar reasons why school teachers leave their jobs (Chua, 2001). They were qualitatively supported by some local music teachers, principals, students, and their parents through personal interviews prior to the actual survey. The respondents were asked to complete a shortened version of Eisenberger et al.'s (1986, 1990) Survey of Perceived Organisational Support Questionnaire (SPOS) measure. Literature shows that the eight-item POS measures were used in past research of organizations from various industries. Two samples of the adapted POS items were, "This music school strongly considers my goals and values," and "This music school cares about my opinion."

The eight-item emotional exhaustion measure was taken from Moore (2000). They were originally developed by Maslach and Jackson (1981). The responses were measured on a 7-point Likert scale, ranging from 1 = never, to 7 = daily, instead of Moore's scale that was anchored at 0 and 6. This was to make it consistent with the scales of other measures used in the study. Two examples of the emotional exhaustion items were, "I feel emotionally drained from my work," and "I feel used up at the end of the work day." The five-item job satisfaction measure was taken from Hochwarter et al. (2002). Two examples of the job satisfaction measure were, "I feel fairly satisfied with my present job," and "Most days I am enthusiastic about my job." We adopted and adapted Allen and Meyer's (1990) eight-item affective commitment measure. They included items such as, "I would be happy to spend the rest of my career with this music school," and "I really feel that any problems faced by this music school are also my problems."

The three-item turnover intention measure was taken from the Michigan Organisational Assessment Questionnaire (Cumann et al., 1979). Two samples of the items included, "I will probably look for a new job in the next year," and "I will likely, actively look for a new job in the next year." Khatri et al.'s (1999) job hopping measure was adopted and two examples of the items were, "To me, switching job is kind of a fun," and "I switch job because my colleagues do so." To obtain additional information about the respondents' future career plans, one measure from Layne (2001) which consisted of multiple answers was asked in the survey. The question was, "If I leave my current job I will look for a job... (a) In

the field of music but in a different music school, (b) In another field other than music (another industry), (c) I will not seek employment (leave workforce), and (d) others".

RESULTS

Descriptive statistics summarized the key responses and demographic characteristics of the sample. Cronbach's alpha revealed the reliability of each measure, while Pearson's correlation examined the inter-relationships between the constructs. To test the research hypotheses, we used the hierarchical regression analysis.

Demographic characteristics of respondents

In general, about 69% of the 93 respondents were females, and Malaysian Chinese made up 86% of the sample. Almost 81% of the respondents were single and nearly half of them were between 25 and 29 years of age. About 46% of the respondents were music graduates from local colleges and universities, and 35.5% had diplomas in music education.

Nearly two thirds (64.5%) of the respondents had taught in their existing music schools for 3 years or less. In contrast, only 7.5% of them had remained for 10 years or more. Slightly more than half (57%) of the 93 respondents had at least 5 years of music teaching experience, and 17.2% had more than 10 years of experience. Some 69% of the respondents earned a gross income of about RM3000 (slightly less than USD\$1000) or less per month, perhaps because most of them (72%) had part-time appointments. In the context of this study, only teachers who had worked for most part of the week, in the same music schools for more than a year were considered as full-time employees.

Reliability of measures

The internal reliabilities of each of the 6 measures were above 0.70, and they met the minimum threshold recommended by Nunnally (1978). This meant that all the items in each measure were internally consistent and measured a single idea. The figures in parentheses along the diagonal in each of the correlation results, as shown in Table 1, report the Cronbach's alphas of each measure. The Cronbach's alpha for affective commitment was 0.80 and this was consistent with previous studies (Allen and Meyer, 1990; Meyer and Allen, 1988) with alpha coefficients ranging between 0.75 and 0.84. The Cronbach's alphas for perceived organisational support, job satisfaction, and emotional exhaustion were 0.83, 0.83, and 0.87, respectively. The internal reliabilities for the turnover intention and job hopping measures were 0.90 and 0.77, respectively. These were slightly higher than Khatri et al.'s (1999) report of 0.87 and 0.70, respectively.

Table 1. Means, Standard Deviation, Skewness, Correlations and Reliabilities of Measures.

Variables	Mean	SD	Skewness	1	2	3	4	5	6
1. POS	5.12	0.84	-0.18	(.83)					
2. EE	2.97	1.22	0.55	-.156	(.87)				
3. JS	5.08	0.83	0.17	.433**	-0.354	(.83)			
4. AC	4.82	0.88	-0.05	.672**	-0.313**	.471**	(.80)		
5. TI	2.65	1.40	0.76	-0.532**	.395**	-.488**	-.564**	(.90)	
6. JHB	2.00	1.05	1.28	-0.192	.221*	-0.258*	-.355**	.4680	(.77)

Notes: Figures in parentheses are α reliabilities at * $p < .05$; ** $p < .01$; POS = perceived organisational support; EE = emotional exhaustion; JS = job satisfaction; AC = affective commitment; JHB = job hopping behaviour; and TI = turnover intention.

Correlations

Table 1 shows the descriptive statistics of the measures and their mean scores, standard deviations, skewness, and correlations. Based on the seven-point scale for each measure, the mean values showed that the respondents had reasonably good perceptions of organisational support (mean = 5.12), and that they were reasonably satisfied with their jobs (mean = 5.08) but were moderately (mean = 4.82) committed to their music schools. The mean scores for the respondents' emotional exhaustion, turnover intention, and job hopping behaviours were 4.82, 2.97, 2.65, and 2.00, respectively. In general, there was no obvious skewness in most of the measures, indicating a balanced distribution of responses across the seven - point scale.

Most of the constructs were significantly correlated with each other. For example, perceived organisational support and overall job satisfaction were positively correlated with affective commitment. Emotional exhaustion was negatively correlated with affective commitment and positively correlated with turnover intention and job hopping behaviour. Both the dependent variables namely, turnover intention and job hopping behaviour, were negatively correlated with affective commitment and the job satisfaction of music teachers.

Mediational relationships

We used hierarchical regression equations to test the mediational hypotheses. According to Baron and Kenny (1986), three conditions must exist in order to establish mediational relationships. First, the independent variable must be related to the mediator; second, the independent variable must be related to the dependent variable; and third, the mediator must be related to the dependent variable. If all these three conditions exist then the independent variable should have no effect on the dependent variable when the mediator is held constant (full mediation) or it should become significantly smaller (partial mediation).

The F - ratios as exhibited in Table 2 assessed the statistical significance of the overall regression model.

The larger the F-ratio, the more variance is explained in the dependent variable by the independent variable. The table showed that perceived organisational support which had the highest F - ratio value of $F(1, 91) = 74.78$, explained 45.1% of affective commitment. Emotional exhaustion and the job satisfaction of music teachers explained only 9.8 and 22.2% of the variance in affective commitment, respectively. Based on Baron and Kenny's suggestion, affective commitment was initially regressed on each of the independent variables, namely, perceived organisational support, emotional exhaustion, and job satisfaction.

The standardized regression coefficients results ($= .672, = -.313$ and $= .471$) showed that the independent variables were significantly associated with affective commitment at $p < .01$. Condition 1 for mediation was therefore achieved. Baron and Kenny's second condition suggests that the three independent variables be regressed on the dependent variable, namely employee turnover intention, in the first set of the analysis. Results from the analysis showed significant relationships between all the three independent variables and employees' turnover intention at $p < .01$. The standardized regression coefficients for perceived organisational support, emotional exhaustion, and the job satisfaction were $= -.532, = .395$, and $= -.488$, respectively. Condition 2 for mediation was also met for turnover over intention. To satisfy the third condition, turnover intention was then regressed on affective commitment. The relationship between affective commitment and turnover intention was also significant ($= -.564, p < .01$), therefore, meeting condition 3 for mediation. There were mediated relationships between the constructs as all the three conditions were in the predicted direction for turnover intention. When affective commitment was controlled, the three independent variables were significantly related to turnover intention ($= -.279, p < .05$ for perceived organisational support; $= .242, p < .01$ for emotional exhaustion; and $= -.286, p < .01$ for job satisfaction).

The findings therefore revealed that there were significant direct and indirect relationships of perceived organisational support, emotional exhaustion, job satisfaction, and turnover intention. This was evident from the significant R^2 value whereby, the presence of a

Table 2. Results of mediated regression for perceived organisational support, emotional exhaustion and overall job satisfaction on turnover intention and job hopping behaviour of music teachers.

Independent variables	Dependent variables								
	Condition 1		Condition 2		Condition 3		Condition 4		
	(IV M)	(IV DV)	(M DV)	(IV M and M DV)	AC	TI	JH	TI	JH
Perceived organisational support									
β	.672**	-.532**	-.192	-	-.279*	.085			
B	.699**	-.886**	-.239	-	-.465*	.106			
ΔR ²	.451**	.283**	.037	-	.078**	.093			
F	74.78	35.923	3.469	-	25.418	6.722			
Emotional exhaustion									
β	-.313**	.395**	.221*	-	.242**	.122			
B	-.224**	.452**	.189*	-	.277**	.104			
ΔR ²	.098**	.156**	.049*	-	.215**	.091			
F	9.886	16.839	4.662	-	26.565	7.283			
Job satisfaction									
β	.471**	-.488**	-.258*	-	-.286**	-.117			
B	.440**	-.729**	-.289*	-	-.427**	-.131			
ΔR ²	.222**	.238**	.067*	-	.144**	.070			
F	25.953	28.446	6.514	-	27.784	7.124			
Affective commitment									
β	-	-	-.564**	-.355**	-	-			
B	-	-	-.903**	-.425**	-	-			
ΔR ²	-	-	.318**	.126**	-	-			
F	-	-	42.479	13.116	-	-			

Note: DV=dependent variable, IV=independent variable, M=mediator; AC=affective commitment, TI=turnover intention, JH=Job hopping behaviour, **p<.01, *p<.05.

mediator (affective commitment) had weakened the direct link of perceived organisational support, emotional exhaustion, and job satisfaction with turnover intention. In summary, the relationship between perceived organisational support, emotional exhaustion, and job satisfaction with turnover intention were partially mediated by the music teachers' affective commitment.

The next set of analyses regressed job hopping behaviour on the three independent variables. The standardized coefficient for these relationships were significant for emotional exhaustion (=.221, p<.05) and job satisfaction (= -.258, p<.05), but not for perceived organisational support. Therefore, only emotional exhaustion and job satisfaction were directly related to the job hopping behaviour of music teachers. The findings also revealed that affective commitment did not mediate the relationships between the three independent variables and their job hopping behaviour. Therefore, perceived organisational support was neither related directly nor indirectly to the job hopping behaviour of music teachers through their affective commitment.

Comparatively, the F - ratios showed that emotional exhaustion (F1, 91 = 16.839, p<.01) and job satisfaction (F1, 91 = 28.446, p<.01) explained the respondents' turnover intention more than in their job hopping behaviour (F1, 91 = 4.662, p<.05 and F1, 91 = 6.514, p<.05, respectively). The results showed that emotional exhaustion and overall job satisfaction explained only 4.9 and 6.7% (at p<.05) of the variance in job hopping behaviour compared to 15.6% and 23.8% (at p<.01) in their turnover intention, respectively.

Additional information

When the music teachers were asked where they would like to serve should they leave their existing schools, nearly half said (47.3%) that they preferred to remain as music teachers but teaching in different schools. About 19% said that they would likely work in another field other than in the music industry, 20.4% had other plans, and the rest preferred not to be employed. Among some of

their plans and interests were their intentions to be musicians, music producers, and to open their own music schools. A small number wanted to be insurance and multilevel marketing agents because of the attractive rewards.

DISCUSSION AND IMPLICATIONS

The findings from this primary survey of music teachers showed that their turnover intentions were directly related to their perceptions of support from the music schools they served, the level of their emotional exhaustion and job satisfaction. Their intention to leave was also indirectly related to the extent to which they were affectively committed to their schools. The results supported past findings that the relationship between perceived organisational support and turnover intention becomes stronger if employees are affectively committed (e.g., Eisenberger et al., 1986; Howes et al., 2000; Koh and Goh, 1995). In general, when employees perceive that their organizations support them, they reciprocate by remaining loyal and by contributing positively back to the employers (Eisenberger et al., 2002).

In practice, if the principals of music schools desire to lower their teachers' intention to leave, they should allow teachers to participate in decisions that affect them and their work. Teachers should also not be over burdened with work such as by teaching a large number of students per session and given packed timetables until they become emotionally exhausted at the end of each working day. When teachers are emotionally exhausted, they would become less committed to their work and it would increase their likelihood to leave their employers (Chua, 2001; Moore, 2000). Music schools must also make an effort to satisfy the needs of music teachers by allowing them to do what they are most passionate about. This may mean having to align the goals of music schools with the individual goals of their teachers. They would perhaps appreciate having a free hand to use innovative teaching methods and to exercise their creativity. They should be appreciated and be treated with more dignity by acknowledging their special creative and artistic talents. As professionals with innate abilities, music teachers, deserve full - time and not part - time appointments and better remuneration packages such as better basic salaries and benefit packages that include paid annual, maternity, and medical leaves. Samuel and Chipunza (2009) affirm that employees are likely to stay when they have a strong sense of job security, are recognized for their good performance, and offered good salary packages, bonuses, and pension benefits. Although music teachers may be smaller in number than other professionals, they should also be allowed to air their work-related grievances. They deserve more for their unique and valuable contribution to society. It would be most unfortunate if they leave the music industry due

to their lack of commitment as a result of feeling unsupported by their schools, emotionally exhausted, and dissatisfied with their jobs.

This study also revealed that music teachers were likely to job hop when they persistently feel dissatisfied with their jobs and when they are emotionally exhausted. Strangely, they are not likely to job hop even if they perceive they have poor organisational support. Like Mathieu and Hamel (1989), as well as Williams and Hazer (1986), this study also found that employees' job satisfaction was not related to their affective commitment and job hopping behaviour. Perhaps music teachers are more committed to their profession, as teachers, than to their organizations. It did not seem to matter where or which music schools they served as the joy of teaching may have made them less likely to job hop. Alternatively, they could have taken their part - time appointments in their stride. Since most of the music schools offered almost similar terms and conditions of work, it may have seemed pointless for them to job hop. Besides, their career mobility may have been hindered by their special professional training and skills. There are limited labour market options in the music industry for music teachers to choose from. Perhaps, this partly explains why some said that they would like to become insurance and multilevel marketing agents.

In summary, this study found that affective commitment of music teachers mediated the relationships of their perceived organisational support, emotional exhaustion, job satisfaction, and their turnover intention but not the job hopping behaviour. There are perhaps other mediators such as professional commitment instead of affective organisational commitment that could have better explained the relationships between the three antecedents and their job hopping behaviour.

The findings from this study would enable the owners and principals of local music schools to take proactive measures to improve the work conditions, quality of work-life, and career development opportunities of music teachers to encourage them to stay and not to job hop in future. This is just a start and in future, there should be more academic research on other types of work-related behaviours and attitudes of music teachers and other professionals in the music industry. Their work and industry related problems should be empirically highlighted for policy makers and other stakeholders to provide them with better terms and conditions of work and a brighter and rewarding future.

LIMITATIONS AND FUTURE RESEARCH

The results from this cross sectional study should be interpreted with caution. The manner in which the data were collected could be improved in future by using the random sampling method. As data for this study were gathered from known and recommended sources,

familiarity and the fear of offending their employers could have prevented some respondents from providing their frank opinions. This study also suffers from other limitations that are presented in most cross-sectional studies. A longitudinal study and a larger sample size taken from across all states in the country would make generalizations of the findings possible. A larger sample size would also enable the use of fixed effects in the panel data method to eliminate the problem of selection bias.

In future, other antecedents of turnover intentions and job hopping behaviours of music teachers should be considered. This could include their intrinsic and extrinsic motivations such as salary and benefit package satisfaction as well as work climate and creativity. Other mediators should also be identified such as their professional commitment and organisational citizenship behaviour, instead of their affective commitment. The scope of this study could also be extended by including other occupational categories in the music industry such as the sound engineers, singers, musicians, music programmers and composers. Comparative studies between the diverse music occupations from different Asian countries or between the Eastern and Western work environment could address some of Kawabe's (1991) concerns.

Conclusion

Professionally, music teachers, have contributed much to the well-being of society. They deserve better recognition, remuneration and work conditions. Researchers should continue to highlight their problems to enable policy makers and other stakeholders in the music industry to address them accordingly. This study is only a small step towards achieving that big goal. It has highlighted some of the current challenges that music teachers face in Malaysia. Their intentions to leave the music schools were related to their perceptions of organisational support, emotional exhaustion, job satisfaction and their affective commitment. However, their likelihood to job hop were only related to their perceived emotional exhaustion and job satisfaction. It was not mediated by their affective commitment.

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