



“One Person with Passion is Better Than Forty People Merely Interested”: A Survey of Early Childhood Education Teachers’ Job Satisfaction



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Methods

Early childhood classroom teachers were surveyed on their job satisfaction and the various factors affecting it.

Survey:

- The self-developed instrument is based on the Two-factor Theory and Maslow’s Hierarchy of Needs
- A total of 30 questions were developed using a 4-point Likert Scale: (1=not satisfied to 4=very satisfied)
- The survey addressed six areas:
 - Policies and Administration
 - Supervision
 - Working Conditions
 - Salaries
 - Reason for Becoming an Educator
 - Demographic Information (years of teaching and qualification)
- Cronbach’s Alpha (reliability score) = 0.789

Sample

- Thirty-two early childhood classrooms in public schools, private schools, and child care centers in Charleston, Mattoon, Martinsville, and Arcola, Illinois

- Teachers’ educational experience and qualifications are shown below:

Number and Percentage of Teachers’ Years of Teaching n=32

Item	Number	Percentage
Years of Teaching		
1-5	14	43.8
6-10	12	37.5
11-15	2	6.3
16-20	1	3.1
21 and more	3	9.4
Total	32	100

Teacher Qualification According to the Degree

Type of Degree	Number	Percentage
Associate Degree	21	65.6
Baccalaureate Degree	7	21.9
Masters Degree	3	9.4
No Degree	1	3.1
Total	32	100

Data Analysis

- Relationship between teachers’ job satisfaction, years of teaching, and qualification was analyzed for correlation.
- A stepwise multiple regression analysis of teachers’ job satisfaction was performed to analyze the predictors of job satisfaction.
- A stepwise multiple regression analysis of teachers’ qualification and years of teaching was performed.

Abstract

This quantitative study sought to assess the job satisfaction of early childhood educators and determine what factors influence satisfaction. Thirty-two teachers were surveyed on their job satisfaction and asked to rate their satisfaction with specific aspects of their jobs, such as administration and salaries.

Data was analyzed for correlations between influencing factors to determine predictors of job satisfaction.

Findings showed administration and working conditions have the most influence on job satisfaction. On the whole, teachers were fairly satisfied with school policies, administration, and working conditions.

Research Questions

- What are predictors to the job satisfaction among regular early childhood teachers?
- Are there significant relationships in job satisfaction between teacher qualification and years of teaching?

Purpose

The aim of the study was to find out what factors that predict early childhood teachers’ job satisfaction. Teachers’ job satisfaction, motivation, and their teaching performance are critical for the growth of educational system (Ololube, 2006).

Theoretical Framework

- The Two-factor Theory (Herzberg’s motivation theory and dual-factor theory) [1959].**
 - States that there are certain factors in the workplace that cause job satisfaction
 - A separate set of factors cause dissatisfaction
- Maslow’s Hierarchy of Needs (1943).**
 - Key factors that work to enhance people’s satisfaction at work
 - These factors include: finding work challenging and creative, assuming responsibility, earning promotions, policies and administration, working conditions, and salaries

Findings

- Overall, teachers were satisfied with policies, administration, supervision, and working condition in schools. Mean scores were between 3.12 and 3.31. (See Table 1).**
- Teachers scored low on their satisfaction with salary and reason for becoming educators. Mean scores were between 2.18 and 2.31. (See Table 1).**
- Satisfaction with school policies is highly correlated with satisfaction with administration and time on work. (See Table 2).**
- Teachers felt their administrators had good policies towards parents.**
- There were low correlations between teachers’ job quality, number of years teaching, and teaching qualifications. (See Table 2).**
- Administration and working condition were the primary predictors of job satisfaction for teachers.**
- Salary and a long teaching career were lower predictors for job satisfaction for teachers**

Data Results

Table 1

Mean and Standards Deviation of Six Category of Survey items

Variable	Mean	Standard Deviation
Policies and Administration	3.31	.55
Supervision	3.12	.75
Working Condition	3.28	.62
Salary	2.18	.93
Reason for Becoming an Educator	2.31	1.06

Table 2

Correlations Matrix for Relationship between Teacher’s Job Satisfaction, Years of Teaching, and Qualification

Variables	1	2	3	4	5	6	7	8	9
1. Policy	1.00	0.67*	0.19	0.48*	0.22	-0.06	-0.21	-0.01	-0.09
2. Administration		1.00	0.67*	0.31	0.57*	0.45	-0.062	0.02	0.45
3. Relationship			1.00	0.33	0.41	-0.10	0.03	-0.17	-0.7
4. Time on Work				1.00	0.32	.00	.00	0.08	-0.23
5. Parent					1.00	0.22	0.45	0.42	0.32
6. Number of Children						1.00	-0.06	-0.06	-0.10
7. Job Quality							1.00	-0.21	0.02
8. Years of Teaching								1.00	-0.1
9. Qualification									1.00

p > 0.5

Note: 1= Policy, 2= Administration, 3= Relationship, 4= Time on Work, 5= Parent, 6= Number of Children, 7= Job Quality, 8= Years of Teaching, and 9= Qualification

Table 3

Stepwise Multiple Regression Analysis of Teacher’s Qualification and Years of Teaching

Variables of the Estimate	R	R Square	Adjusted R Square	Std. Error
Qualification				
Supervisor+	0.248	0.0621	-0.039	1.254
Years of Teaching				
Salary	0.267	0.071	0.007	0.704

Note: Supervisor+ = include supervision, assistance, professional development

References:

- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work* (2nd ed.). John Wiley.
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