

Factors Determining Job Satisfaction of Early Childhood Teachers

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Abstract: Job satisfaction of teachers has recently demonstrated a great interest within educational researchers. However, little work has been done to explore this phenomenon in Pakistan. Therefore, the current study attempts to explore factors that determine job satisfaction of teachers teaching in early childhood classes in Karachi, Pakistan. It was hypothesized that after the literature review there will be a significant difference in job satisfaction between teachers relevant to their academic qualification, and salary range. Moreover, it is generally expected that there is a relation between overall job satisfaction with nine factors viz. pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communication. A sample of 133 teachers from early childhood settings was recruited for the study. The Job Satisfaction Survey (JSS; Spector, P., 1994) was administered to measure the factors that predict job satisfaction of the teachers. While, the data for the study was analyzed using two statistical tests: factor analysis of maximum likelihood and varimax rotation was used to explore the factors that determine job satisfaction and t-test deployed to explore the qualification, experience and salary differences. Results of the study suggest that the factors that determine job satisfaction in the study sample are (from highest to lowest) supervision, coworkers, promotion, continuous rewards, nature of work, pay, fringe benefits, communication and operational conditions. Furthermore, the data reveals no significant difference in the job satisfaction with regard to qualification and salary variables of the sample.

Keywords: teachers job satisfaction, teaching in early years, pay, promotion, supervision, coworkers, and communication

I. Introduction and Literature Review

The education system of Pakistan is facing innumerable challenges. Government and private sector aim to advance the quality of teaching and learning and have introduced initiatives that facilitate quality teaching and learning practices in the schools. These efforts aim to work for quality assurance and focus hugely developing teachers' capacity to participate constructively in quality improvement. However, increasingly growing concerns about teachers' lack of motivation, constant turnovers, and lack of sustainable quality staff have been a spotlight for educational researchers in Pakistan to explore this phenomenon.

The relevance of teachers' job satisfaction is vital for a long term growth and development of any educational system around the world. Although considerable research has been devoted to study factors that determine teachers' job satisfaction there is a growing need to explore this phenomenon further to facilitate understanding in diverse contexts.

Job satisfaction, as defined in a range of literatures is a positive and constructive perception or feeling of a person towards their job. It has also been referred to as a state of mind of an individual and how individuals experience their work lives. Job satisfaction can also be determined as a relationship between the work and the individual.

Furthermore, as stated by Adeyinka, Ayeni & Popoola in 2007 "Job satisfaction is often determined by how well outcomes meet or exceed expectations. For instance, if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitudes towards the work, the boss and their coworkers (p.4)".

In theory, job satisfaction in various research studies has been viewed from the perspectives presented by Maslow and Herzberg in their theories. Herzberg's as cited in Gawal (1997) has "constructed a two-dimensional paradigm of factors affecting people's attitudes about work. He concluded that such factors viz. company policy, supervision, interpersonal relations, working conditions, and salary are hygiene factors rather than motivators. According to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction (p.1)". There are number of determinants of job satisfaction of individuals and they vary from context to context and from person to person.

Job satisfaction can be influenced with the wide range of factors and a few of them relate to pay scale, promotion, professional development, individual commitment to the organization, relationship with coworkers,

supervision and mentoring provision (Akinboye, 2000; Akinboye, 2001; Opkara, 2002 & Spector, 1985). Furthermore, the demography of each individual also has been reported as a predictor of the job satisfaction. Wallace's study has widely focused on the implication of exploring factors that determine teachers' job satisfaction and asserts educational organizations and ministries to give respect to these rising needs. Many investigators have accentuated on teachers' retention and their research studies have shown a significant correlation between teachers' job satisfaction with teachers' turn over.

Teachers in various urban settings were found leaving the teaching profession and moving to other professions within the first five years of their career (Hammond, 2003; Wiebke & Bardin, 2009). Consequently, it is noteworthy to inspect the factors predicting teachers' job satisfaction to retain quality staff in educational organizations.

Several research studies have shown educational qualification impacts job satisfaction to a higher degree. Raydon & Chavelier's (2002) choosing 15000 sample surveyed variables that impact job satisfaction. The results of the study have shown a significant correlation of higher level of academic degrees with job satisfaction. Whereas, Bannerjee and Perrucci (2010) in their study have argued of sex and race having no impact but have highlighted the impact of co-workers relation on the overall job satisfaction.

Amongst the studies that investigate the factors influencing job satisfaction of teachers many have attributed various factors that are directly associated with the overall job satisfaction. Bishey's (1996) study with the sample of 50 teachers has argued that the involvement of the teachers in co-curricular activities in the school have predicted their higher satisfaction. Remuneration has always been considered as the most influencing factor in job satisfaction. Kim and Loadman have in their study investigated determinants of job satisfaction and have found salary statistically significant predictor.

Ferguson, Forst & Hall (2012) in their study recruited 566 teachers from universities and have explored factors determining teachers' anxiety, depression and job satisfaction. The study postulates that workload and students' behaviour as positive predictors of job satisfaction and have reported stress and anxiety also being positively associated with job satisfaction. Likewise, Ali (2007) has conducted a similar study in NWFP of 212 teachers using job satisfaction survey and has explored the level of job satisfaction amongst the teachers. The study results indicated 1) high level of dissatisfaction amongst teachers with regard to promotions, 2) moderate level of dissatisfaction in respect of pay, fringe benefits, and contingent rewards while 3) moderate level of satisfaction with operating conditions, coworkers, nature of work and communication.

Teachers' job satisfaction has direct influence on their work performance. The sources that predict teachers' job satisfaction influence their teaching quality ultimately. This has been viewed consistent in the research studies in the past. Sargent & Hamman in 2005 have reported a research study and have investigated three factors that are associated with teachers' job satisfaction and they are community factors, school environment and teacher characteristics. The results in the study illustrated a bivariate relationship between the variables of school building conditions, economic resources availability and provision of instructional working hours.

Schroffel has studied the factor of supervision closely and its effect on job satisfaction. In the research study, the researcher has examined 84 professionally trained workers and has explored the phenomenon of quality supervision and its implication on the job satisfaction. The results of the study have shown higher job satisfaction amongst the workers who were satisfied with the quality of supervision provided,

Many studies have indicated a direct correlation of the teamwork and overall job satisfaction. It is vital to understand the team dynamics and how it impacts employees at work. Hence, a study carried out by Griffin, Pattarson, & West has given a dimension of teamwork and how the role of supervision impacts overall job satisfaction. The study was administered on a sample of 4,708 employees. The results of the study indicated high correlation between the teamwork and job satisfaction.

Khan (n.d) has conducted an extensive review of the literature on "teachers' job satisfaction and incentives". Gill & Ahmed (2009) have studied 110 university teachers to investigate effects of working conditions, pay benefits, and relationship with the coworkers. The study has shown positive significance relation between the variables. Likewise, Latif, Sohail & Shehzab (2011) have carried out a comparative study on public and private college teachers on the job satisfaction. Their study has discovered public college teachers to be more satisfied than the private sector college teachers.

Similarly, there are several studies conducted in Pakistan to explore the factors relevant to the job satisfaction of the teachers however there is a lack of study that focus on the job satisfaction of the teachers in early years setting. Hence, this research study intends to explore factors that predict job satisfaction of the early childhood teachers. Constant with the view, the subsequent research questions are addressed in this study:

- What are the factors that predict job satisfaction of the teachers in early childhood ?
- Is there a difference between the teachers' job satisfaction with relevance to their qualification and salary?
- Is there any relationship between overall job satisfaction with pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication?

II. Method

Participants

The non-probability purposive sampling was employed to select the teachers for this study. Teachers from Karachi, Pakistan were chosen to participate in the study. A total of 133 teachers were recruited (see Table 1 for demographics). Academic qualification of the teachers appeared in two categories. Bachelors (69.9%) and masters (30.1%). Respondents ranged in experiences from less than six years (61.7%) to more than six years (38.3%). The salary of the respondents varied from less than twenty thousand rupees (\$220) (71.4%) and more than twenty thousand rupees (28.6%)

Measures

The research tool for the study was divided into two sections. Section one consisted a detailed demographic information Performa intended to explore gender, age, qualification, years of experience, class of teaching, salary range, and working hours. Section two consisted of Job Satisfaction Survey (JSS; Spector, P., 1994) with an internal reliability of Cronbach's Alpha (.751) consisted of 36 items followed by 6-point response category scale (*Agree very much* = 6, *Agree moderately* = 5, *Agree slightly* = 4, *Disagree slightly* = 3, *Disagree moderately* = 3, *Disagree very much* = 4). The scale comprised of nine sub-scales Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication.

Procedure

The informed consent form and questionnaire was given to the participants, upon receiving their consent to participate. The participants were asked to complete the questionnaire manually. The forms were then coded for the data entry processes and data was entered and analyzed using Statistical Package for Social Sciences (SPSS) Version 20. Factor loading was used to explore the factors that determine job satisfaction; T-test was used to explore the differences between the samples, and Pearson's correlation to explore the relationship between the variables.

III. Results

The data analysis focused on exploring factors that determine job satisfaction. Factor analysis was subjected to the data using SPSS. The extraction method of maximum likelihood and varimax rotation was employed for the factor loading. The results of the analysis indicated seven factors with eigenvalues greater than 0.4. Hence, factors which had more than 0.4 considered appropriate for reporting (see Table 2). The first factor, (Factor I), labeled "Fringe Benefits" accounted for 44.5% of the variance ($M = 13.7$, $SD = 3.4$) and had a coefficient of variance of 25%. The second factor, (Factor II), labeled "Pay" accounted for 46.4% of the variance ($M = 14.11$, $SD = 3.4$) and had a coefficient of variance of 24.5%. The third factor, (Factor III), labeled "Nature of Work" accounted for 46.5% of the variance ($M = 19.8$, $SD = 3.6$) and had a coefficient of variance of 18.9%. The fourth factor, (Factor IV), labeled "Continuous Rewards" accounted for 49.3% of the variance ($M = 14.4$, $SD = 3.9$) and had a coefficient of variance of 27.1%. The fifth factor, (Factor V), labeled "Promotion" accounted for 52.7% of the variance ($M = 14.3$, $SD = 3.4$) and had a coefficient of variance of 24%. The sixth factor, (Factor VI), labeled "Coworkers" accounted for 54.3% of the variance ($M = 18$, $SD = 3.1$) and had a coefficient of variance of 17.5%. The seventh factor, (Factor VII), labeled "Supervision" accounted for 63.8% of the variance ($M = 18.1$, $SD = 3.5$) and had a coefficient of variance of 19.7%.

An independent-samples t-test was conducted to compare Job Satisfaction of the teachers having masters' degree and the teachers having bachelors' degree. There was no significant difference found between the teachers who have masters' degree ($M=138.5$, $SD= 16.3$) and teachers with bachelors' degree ($M=139$, $SD= 17.1$); $t = .173$, $p > 0.5$.

Likewise, an independent-samples t-test was conducted to compare Job Satisfaction of the teachers having more than twenty thousand salary and the teachers having less than twenty thousand salaries. There was no significant difference found between the teachers who had higher salary ($M= 141$, $SD= 16.2$) and teachers having lower salary ($M=138$, $SD= 17.1$); $t = -.925$, $p > 0.5$.

In addition to it, Pearson Correlation was administered to explore the relationship between overall job satisfaction with pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. Results of the correlation indicate that the overall job satisfaction is associated with pay ($r = .552$, $p < .001$), promotion ($r = .411$, $p < .001$), supervision ($r = .687$, $p < .001$), fringe benefits ($r = .571$, $p < .001$), contingent rewards ($r = .655$, $p < .001$), operating conditions ($r = .424$, $p < .001$), coworkers ($r = .462$, $p < .001$), nature of work ($r = .601$, $p < .001$) and communication ($r = .557$, $p < .001$).

.001). The analysis (Table 4) revealed that there is a statistically significant relation between the overall job satisfaction and all nine facets of job satisfaction.

The data provided few evidences of the difference in scores but no significant difference and hence the null hypothesis is rejected and it can be concluded that there is no difference between more qualified teachers and less qualified teachers: high salaried teachers and low salaried teachers in regard to job satisfaction. Furthermore, there is a statistically significant association between the overall job satisfaction with pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication.

IV. Discussion

The major aim of the study was to explore the factors that predict job satisfaction. The factors that emerged most important for job satisfaction are promotion, coworkers and supervision. Researches in the past have indicated a statistically significant correlation of the promotion with the overall job satisfaction.

Koasteas's study has investigated promotion and its impact on the job satisfaction; the results of the study have indicated higher job satisfaction in the employees who believed in receiving promotion from their employers. Like, the other research studies have indicated significant impact of higher promotion on job satisfaction although the study has argued its sustainability in the longer run (Hammermesh, 2001; Koasteas, 2009; & Stutzer, 2004). In Pakistani context teachers are amongst lowest paid workers and with the mounting inflation and competition it becomes very challenging for the educational institutions to sustain teachers. These influencing factors enable teachers to expect and demand promotion and raise in salary. Therefore, it can be seen in the data that the promotion has appeared third most important factor that influences teachers' job satisfaction.

Another strong factor that predicts overall job satisfaction is coworkers. It is fundamental to have a workplace environment that is conducive and free from subjectivity. Moreover, the expectations of the employees from their coworkers play a key role in developing a workplace that reflects teamwork and harmony amongst the staff. Harmer and Findlay in their study have investigated on the workers as core determinants of the overall job satisfaction and have found positive significance and correlation for the similar factors. Correspondingly, a few more research studies have quoted similar results and have paid emphasis on the workers' cooperation and its influence on job satisfaction. However, they have also indicated its negative influence on biased employment practices. Since, the coworkers while emergent to their relationship develops work covetousness additionally (Ducharme & Martin, 2000; Reece & Brandt, 1999 & Vigoda, 2009).. In Pakistani context, empirical observation indicates a trend of females opting for professions like teaching and especially young females selecting to teach young children. Moreover, in early childhood sections teachers are encouraged to work in pairs and in small groups for a single project.

The data revealed that the strongest predicting factor is supervision on job satisfaction in this study. Interestingly, it was evident in the research analysis that supervision plays a great role in job satisfaction of the teacher whereas, there had been suggestions about salary and pay as the being the leading predicating factors for job satisfaction.

Moreover, the findings of the study have discovered a strong association between overall job satisfaction and its influencing facets. The findings showed a highly significant correlation of all the facets of JSS, Spector, "pay, promotion, Fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communication". The results of the study conveys insights and reflections for educational organizations to strive rigorously and pay attention to the needs of the teachers. Additionally, this carries intellectual capacity for the human resource department of the educational sectors to promote activities within the schools that facilitate capacity building of the staff in teambuilding, participation, and self-reflection amongst the teachers. Besides, head of the educational institutions can be groomed to cater to the needs of the teachers and provide adequate personal and professional support to the teachers. Lastly, capacity development sessions for administrators to work on the working environment and operating conditions of the schools.

There are a few limitations to this study. Firstly, the sample chosen for this study was limited and targeted on early childhood teachers from Karachi private schools. Hence, generalisation of the findings is limited to a similar context and comparable population. Despite the limitations, the study provided the grounds for the conclusion to be established and it can be concluded that provision of satisfying remuneration, promotions, incentives, relation with coworkers and quality of the supervision predict job satisfaction. Therefore, the findings of the study might be helpful to facilitate human resource management and teachers' appraisal for early childhood private schools.

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Author’s Note

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Table 1

Demographic of the Study Participants

Categories	Variables	N	M	S.D	S.E
Qualification	Bachelors	93	139.1	17.2	1.8
	Masters	40	138.5	16.3	2.6
	Below 20k	95	138.0	17.1	1.8
Salary	Above 20k	38	141.0	16.2	2.6

Table 2
Factor Loading of the Nine Facets of Job Satisfaction

Variables/Facets	Factor
Operating Conditions	.264
Communication	.351
Fringe Benefits	.445
Pay	.464
Nature of Work	.465
Contingent Rewards	.493
Promotion	.527
Coworkers	.543
Supervision	.638

Table 3
T-Test Analysis of Demographic Variables

Categories	Variables	N	M	S.D.	S.E	df	t	Sig.(two tailed)
Qualification	Bachelors	93	139.1	17.2	1.8	131	.173	.863
	Masters	40	138.5	16.3	2.6			
Salary	Below 20k	95	138.0	17.1	1.8	131	-.925	.357
	Above 20k	38	141.0	16.2	2.6			

Table 4
Correlation of Overall Satisfaction with Nine Facets of Job Satisfaction

Variables/Facets	M	SD	r	Sig.(two tailed)
Pay	14.1	3.5	.552**	.000
Promotion	14.4	3.5	.411**	.000
Supervision	18.2	3.6	.687**	.000
Fringe Benefits	13.8	3.4	.571**	.000
Contingent Rewards	14.5	3.9	.655**	.000
Operating Conditions	11.6	3.0	.424**	.000
Coworkers	18.1	3.2	.462**	.000
Nature of Work	19.1	3.6	.601**	.000
Communication	15.3	2.9	.557**	.000

** Shows Significance

* N: 133