

Job Satisfaction of Child Development Teachers

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Abstract— There are many factors affecting one's job satisfaction, as such are the benefits, work environment, facilities, learning materials, support and professional development. Using a descriptive survey research design, the present study determined the level of job satisfaction of the child development teachers of Sorsogon City for the School Year 2018-2019. The study utilized the researcher's made questionnaire-checklist to determine the profile of the child development teachers and the level of their job satisfaction. Respondents of the study showed moderate satisfaction along their job. Result of the study may be utilized for the enactment of the Magna Carta for the Child Development Teachers to enhance, protect and improve the economic and social welfare of the child development teachers.

Keywords— Job Satisfaction, child development teachers, benefits, work environment, facilities, learning materials, support, professional development.

I. INTRODUCTION

There are factors that greatly affect the performance of a child development teacher which could possibly lead him/her to a job dissatisfaction. As emphasized by Alexander (2017), there are 6 tips on how to create a better work environment for your staff; (a) train and trust; (b) let them make decisions; (c) have regular one on one meeting with direct and open communication; (d) set clear expectations; (e) provide the tools that they need to do their job well; and (f) provide the communication and information they need to do their jobs well. Another factor that makes working condition better and satisfying is the salary and the benefits.

A well-compensated early childhood workforce, who are valued and respected by society, is the key to ensuring quality early childhood care. Teaching staff wages, work satisfaction, adult-child ratio, teacher's level of education and auspice are direct predictors of program quality (Doherty, 2000). However, the reality of the childcare sector is one of low wages and minimal benefits.

One of the objectives of the Republic Act 10410, also known as "The Early Years Act of 2013", is to employ teachers including teachers with disabilities who are qualified in sign language and/or braille, and to train professionals and staff who work at all levels of

education (Rule II, Section 2.2). Qualified teachers herein referred to as the service providers who may be professionals, paraprofessionals, and volunteer caregivers who are directly responsible for the care and education of young children from age zero (0) to four (4) years through the various centers and home-based programs. And they shall include child development teachers.

In the Philippines, the unnumbered House Bill for the Day Care Teachers states that "The amount necessary to cover the salaries and benefits of day care workers shall be charged from the Internal Revenue Allotment (IRA) and the Special Education Fund of LGU's concerned. Republic Act 6972 states that the Sangguniang Barangay is the implementing agency of the said act (R.A. 6972, Section 4). Therefore, smaller barangay with least sources of revenues is the meagre amount of salary the Child Development Teacher will receive.

Support from the government and other stakeholders played a significant role in the job satisfaction of the Day Care Teachers. Support is being given when trainings and seminars are being sponsored by the government to the early child educators. Community support is shown when they are participative to any child development activities or programs.

Professional development is formal training and education that gives Child Development Teachers the knowledge and skills they need to properly perform their duties. Targeted and well-planned training prepares Child Development Teachers to provide a high level of care to the children they serve. They must understand how children grow and develop, and how to properly communicate with them and their parents. Professional development is specialized training that is necessary for successful Day Care operations.

The day care centers in various barangays of Sorsogon City are under the direct supervision and control of the CSWD in coordination with the concerned LGUs. However, other improvement such as repainting of the day care center and other minor repair of some structures were done or paid for by the child development teachers. This is to mention a few problems encountered by the child development teachers of Sorsogon City. Moreover, the child development teachers hired by the city are being compensated through the provision of honoraria as they are not part of a formal government work force. These aspects lead to a job dissatisfaction of these teachers; hence, the researcher may develop an

output from this study to improve their level of job satisfaction. In spite of all the challenges, setbacks and disappointments of the Child Development Teachers in Sorsogon City, they still persevere in their chosen profession.

II.METHODOLOGY

This research utilized comparative descriptive technique to analyse meaningful contrast in the level of job satisfaction of the child development teachers.

Respondents of these research were the 30 child development teachers of Sorsogon City who were purposively chosen. Ten (10) child development teachers came from Sorsogon West District, ten (10) from Sorsogon East, and another ten (10 from Bacon District. The questionnaire used contains the profile of the child development teachers and the level of their job satisfaction. The determinants of the level of job satisfaction include the benefits, work environment, facilities, learning materials, support and professional development.

After securing needed permission, the respondents were asked about their level of job satisfaction through a 2-point scale:

- 1.50-2.00 Satisfied
- 0.50-1.49 Moderately Satisfied
- 0.00-0.49 Not Satisfied

After a month, all questionnaires were retrieved. Confidentiality of child development teachers’ responses were treated with utmost care.

Descriptive statistics were utilized for treatment and analysis of data. F-test and analysis of variance (ANOVA) were used to find out the significance differences on the level of job satisfaction among the three groups of respondents.

III.RESULTS and DISCUSSION

The data were presented as follows to facilitate data analysis and interpretation: (1) profile of the child development teachers in terms of their age, gender, educational attainment, length of service, and trainings attended; (2) level of job satisfaction of the child development teachers along benefits, work environment, facilities, learning materials, support, and professional development; (3) difference between the level of job satisfaction of the three groups of respondents on the identified variables.

1. Profile of the Child Development Teachers

Table 2A: Age of the Respondents

Age	Sor. East Dist.		Sor. West Dist.		Bacon Dist.		Total	
	F	%	F	%	F	%	F	%
30 & below	0	0	3	30	0	0	3	10
31 – 40	3	30	0	0	3	30	6	20
41 and up	7	70	7	70	7	70	21	70
Total	10	100	10	100	10	100	30	100

Table 2A shows that 21 or 70 percent of the respondents are aged 41 and up. There are 6 or 20 percent of the respondents who are aged between 31-40 and only 3 or 10 percent are aged 30 and below. The result denotes

that majority of the Child Development Teachers in Sorsogon City are aged 41 and above.

In terms of sex, result shows that 30 or 100 percent of the respondents are all female and none of them are male.

Table 2B: Educational Attainment of the Respondents

Educational Attainment	Sor. East Dist.		Sor. West Dist.		Bacon Dist.		Total	
	f	%	F	%	F	%	F	%
College Graduate	5	50	9	90	7	70	21	70
College Undergraduate	5	50	1	10	3	30	9	30
Total	10	100	10	100	10	100	30	100

It appeared in the table that 21 or 70 percent of the respondents are College Graduate and 9 or 30 percent are College Undergraduate.

Table 2C: Length of Service of the Respondent

Length of Service	Sor. East Dist.		Sor. West Dist.		Bacon Dist.		Total	
	F	%	F	%	F	%	F	%
5 & below	3	30	3	30	4	40	10	33
6 – 10	2	20	3	30	1	10	6	20
11 – 15	3	30	2	20	0	0	5	17
16 and above	2	20	2	20	5	50	9	30
Total	10	100	10	100	10	100	30	100

As reflected in the table, frequency of 10 or 33 percent of the respondents stayed 5 years and below as child development teachers. It also shows 6 or 20 percent of child development teachers had been in the service for

6- 10 years while there are 5 or 17 percent stayed in the job for 11-15 years in service. On the other hand, there are 9 or 30 percent of the respondents dedicatedly stayed with their job for 16 years and more.

Table 2D: Honorarium of the Respondent

Honorarium	Sor. East Dist.		Sor. West Dist.		Bacon Dist.		Total	
	F	%	F	%	F	%	F	%
Php 3,000 and below	0	0	0	0	0	0	0	0
Php 3,100 – Php 5,000	8	80	5	50	5	50	18	60
Php 5,000 and above	2	20	5	50	5	50	12	40
Total	10	100	10	100	10	100	30	100

As manifested in the table, a frequency of 18 or 60 percent of the child development teacher-respondents are receiving a salary of Php 3,100 to Php 5,000 while

12 or 40 percent of them are having their monthly honorarium of Php 5,000 and above.

Table 2E: Trainings Attended by the Respondents

Trainings	Sor. East Dist.		Sor. West Dist.		Bacon Dist.		Total	
	F	Rank	F	Rank	F	Rank	F	Rank
Early Childhood Care and Development	9	2	10	1	10	2	29	1
Assessment of Children	9	2	8	3	10	2	27	2.5
Guidance and Interaction	7	5	4	5	5	5	16	5
Health and Nutrition	9	2	8	3	10	2	27	2.5
Curriculum	8	4	8	3	9	4	25	4

The table shows that out of 30 respondents, 29 of them have attended Early Childhood Care and Development training as it was a designed program which aims to ensure all 5-year old children to have access to quality pre-school education. Assessment of Children and

Health and Nutrition trainings were attended by 27 respondents.

There were 16 respondents who underwent trainings on Guidance and Interaction and 25 have attended trainings/seminars on Curriculum.

2. Level of Job Satisfaction of the Child Development Teachers

Table 3A: Level of Job Satisfaction of the Teachers along Benefits

Benefits	Sor. East Dist.		Sor. West Dist.		Bacon Dist.	
	WM	D	WM	D	WM	D
1. Salary	1.10	MS	1.00	MS	0.60	MS
2. chance for promotion	1.00	MS	1.00	MS	0.70	MS
3. bonuses & allowances	0.90	MS	0.90	MS	0.50	MS
4. medical examination and treatment in government hospitals for work-related ailment	0.80	MS	0.50	MS	0.30	NS
5. retirement benefits	0.50	MS	0.20	NS	0.20	NS
6. insurance benefits	0.40	NS	0.40	NS	0.20	NS
7. overtime pay	0.10	NS	0.40	NS	0.30	NS
8. hazard allowance	0.00	NS	0.20	NS	0.20	NS
9. subsistence allowance	0.20	NS	0.60	MS	0.30	NS
10. access to livelihood program	0.40	NS	0.80	MS	1.00	MS
11. access to continuing education	1.10	MS	1.20	MS	1.10	MS
12. access to skills training	1.70	S	1.40	MS	1.40	MS
Overall WM	0.683	MS	0.717	MS	0.567	MS

Legend: MS –moderately satisfied S – not satisfied

It is reflected in the table that among the identified indicators along benefits such as (a)salary; wherein Sorsogon East District got a weighted mean of 1.10 Sorsogon West District got 1.00 and Bacon District got 0.60, (b)chance for promotion; wherein Sorsogon East and Sorsogon West District got a weighted mean of 1.00

and 0.70 for Bacon District, (c) bonuses and allowances; wherein both Sorsogon East and West Districts got a weighted mean of 0.90 and Bacon District has 0.50 weighted mean, the child development teachers from the 3 districts are found to be moderately satisfied.

Table 3B: Level of Job Satisfaction of the Teachers along Work Environment

Indicators	Sor. East Dist.		Sor. West Dist.		Bacon Dist.	
	WM	D	WM	D	WM	D
1. policies related to CDT	1.20	MS	1.20	MS	1.70	S
2. communication between the immediate head and the CDT	1.70	S	1.30	MS	1.70	S
3. cooperation among CDT	1.70	S	1.30	MS	1.60	S

4. feeling of accomplishment from the job	1.50	S	1.30	MS	1.60	S
5. grievance mechanism for teachers	1.30	MS	1.10	MS	1.10	MS
6. peer relationships	1.60	S	1.10	MS	1.70	S
7. the class size	1.30	MS	1.20	MS	1.00	MS
8. the classroom size	1.20	MS	1.20	MS	1.30	MS
9. general working conditions of the teacher	1.50	S	1.20	MS	1.70	S
Overall WM	1.44	MS	1.21	MS	1.49	MS

Legend: MS –moderately satisfied S – not satisfied

Overall weighted mean of Sorsogon East district is 1.44, Sorsogon West is 1.21 and 1.49 for Bacon District which means that the work environment of child development teachers is in moderate satisfaction level. Level of satisfaction of the three (3) groups of respondents along

learning materials simply implies to be moderate. There is a weighted mean of 0.90 for Sorsogon East, 0.97 for Sorsogon West and 0.89 for Bacon District. Below is the table showing the result of level of job satisfaction of child development teachers along learning materials.

Table 3D: Level of Job Satisfaction of the Teachers along Learning Materials

Indicators	Sor. East Dist.		Sor. West Dist.		Bacon Dist.	
	WM	D	WM	D	WM	D
1. computer-based learning materials	0.30	NS	0.60	MS	0.40	NS
2. books available in the room	1.20	MS	0.90	MS	0.80	MS
3. magazines available in the room	0.70	MS	0.80	MS	0.90	MS
4. availability of ICT equipment	0.30	NS	0.60	MS	0.40	NS
5. printed learning materials	0.90	MS	1.10	MS	0.80	MS
6. adequacy of learning materials	0.80	MS	1.30	MS	1.20	MS
7. appropriateness of supplies to learning objectives	1.00	MS	1.10	MS	1.20	MS
8. availability of activity books/worksheets for the DCC	1.50	S	1.10	MS	1.20	MS
9. availability and adequacy of manipulative toys	1.40	MS	1.20	MS	1.10	MS
Overall WM	0.90	MS	0.97	MS	0.89	MS

Legend: MS –moderately satisfied NS – not satisfied S - satisfied

Table 3E shows the result of the level of job satisfaction of the child development teachers along support.

According to Muhondwa, Mwangi and Mbembati (2008) supportive work environments help workers to perform duties more effectively, making best use of their

knowledge, skills and competences and the available resources in order to provide high quality services.

This is true to Sorsogon East respondents who are satisfied with their job of 1.50 weighted mean under coaching, guidance, mentoring ability of their superior and the provision for trainings.

Table 3E: Level of Job Satisfaction of the Teachers Along Support

Indicators	Sor. East Dist.		Sor. West Dist.		Bacon Dist.	
	WM	D	WM	D	WM	D
1. coaching and guidance of the superior	1.50	S	1.40	MS	1.40	MS

2. mentoring ability of the superior	1.50	S	1.50	S	1.30	MS
3. government supports	1.30	MS	1.50	S	1.30	MS
4. availability of funds	1.10	MS	1.40	MS	1.10	MS
5. provision for trainings	1.50	S	1.30	MS	1.70	S
6. financial support	1.00	MS	1.20	MS	0.90	MS
7. parent’s involvement/participation to school activities	1.10	MS	1.30	MS	1.40	MS
8. stakeholder’s support	0.70	MS	0.80	MS	1.00	MS
9. availability of assistant Aide	0.50	MS	0.90	MS	0.80	MS
10. collaboration among CDT	1.20	MS	1.00	MS	1.50	S
11. attitude of the immediate head and colleagues	1.40	MS	1.10	MS	1.30	MS
Overall WM	1.16	MS	1.22	MS	1.25	MS

Legend: MS –moderately satisfied S – satisfied

A weighted mean of 1.50 to mentoring ability and government supports are being interpreted as satisfying for child development teacher respondents in Sorsogon West. Results show good collaboration among child development teachers in Bacon District with a weighted mean of 1.50 and 1.70 for the provisions of trainings.

Among all indicators identified under support, an overall weighted mean of 1.16 was computed for

Sorsogon East, 1.22 for Sorsogon West and Bacon District has the highest weighted mean of 1.25. ECCD programs at the community level as mandated by the R.A. 8980, section 9 shall be financed through a combination of public and private trust. Yet in general, it can be deduced from these results that support given to the child development teachers are not enough, not less, but just fair.

Table 3F: Level of Job Satisfaction of the Teachers along Professional Development

Indicators	Sor. East Dist.		Sor. West Dist.		Bacon Dist.	
	WM	D	WM	D	WM	D
	1. access to professional development and opportunities aligned to the needs of teachers	1.20	MS	1.20	MS	1.30
2. teacher’s content knowledge on ECCD	1.40	MS	1.70	S	1.60	S
3. trainings related to instruction	1.50	S	1.50	S	1.50	S
4. trainings related to assessment	1.50	S	1.70	S	1.50	S
5. trainings related to ECCD	1.40	MS	1.70	S	1.60	S
6. trainings related to IM development	1.30	MS	1.50	S	1.40	MS
7. trainings related to health and nutrition	1.30	MS	1.40	MS	1.40	MS
8. trainings related to curriculum	1.60	S	1.70	S	1.60	S
9. trainings related to guidance interactions	1.30	MS	1.40	MS	1.20	MS

10. Trainings on National Early Learning Curriculum, Roadmap to Quality Early Childhood Care and Development and Enhancement Program of Day Care Workers	1.50	S	1.60	S	1.70	S
Overall WM	1.39	MS	1.54	S	1.48	MS

Legend: MS –moderately satisfied S – satisfied

Table shows weighted mean of 1.39 for Sorsogon East District and 1.48 for Bacon West District, both belong to an adjectival description of Moderately Satisfied while Sorsogon West is Satisfied with an overall weighted mean of 1.54.

Level of job satisfaction of the three groups of respondents along benefits showed that the f-computed value of 0.378 is within the f-critical value of 3.354 at 0.05 level of significance when the degrees of freedom are 2 and 27 hence the null hypothesis cannot be rejected.

3. Level of Job Satisfaction of the Child Development Teachers among the Three Groups/Clusters of Respondents

Level of Job Satisfaction of the Child Development Teachers among the Three Groups/Clusters of Respondents

Statistical Bases	Statistical Analyses					
	B	WE	F	LM	S	PD
Level of Significance	0.05	0.05	0.05	0.05	0.05	0.05
degree of freedom	2,27	2,27	2,27	2,27	2,27	2,27
F critical value	3.354	3.354	3.354	3.354	3.354	3.354
F computed value	0.378	1.218	0.155	0.080	0.160	0.454
Decision on Ho	Do not Reject	Do not Reject	Do not Reject	Do not Reject	Do not Reject	Do not Reject
Conclusion	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig

Legend: B – Benefits LM – learning materials WE – Work Environment S – support
F – facilities PD – professional development

As shown in the table, the f-computed value of 1.218 is within the f-critical value of 3.354 at 0 and 05 level of significance when the degrees of freedom are 2 and 27. This means that the null hypothesis cannot be rejected and that there is no significant difference among the perceptions of the three groups of respondents in terms of their job satisfaction along work environment.

It can also be gleaned from the table along support that the computed f-value of 0.160 is within the f-critical value of 3.354 at 0.05 level of significance when the degrees of freedom are 2 and 27. The data presented were interpreted to have no significant difference among the perceptions of the three groups of respondents in terms of their job satisfaction along the support given to them. Thus, the null hypothesis cannot be rejected. It implies that all indicators along support were just similarly received by the child development teachers of three groups of respondents.

Likewise, the f-computed value of 0.155 under facilities is within the f-critical value of 3.354 at 0.05 significant levels when the degree of freedom is 2 and 27. This means that the null hypothesis of no significant relationship cannot be rejected.

Results in table 4 show that the f-computed value of 0.454 along professional development is within the f-critical value of 3.354 at 0.05 level of significance when the degrees of freedom are 2 and 27. A close examination of the finding, means that there is no significant different among the perceptions of the three groups of respondents in terms of job satisfaction along professional development; thus, the null hypothesis cannot be rejected.

Along learning materials, the computed f-value of 0.80 is within the f-critical value of 3.354 at 0.05 level of significance when the degrees of freedom are 2 and 27,

hence, the null hypothesis cannot be rejected. Analysis of this result means that Sorsogon East, Sorsogon West and Bacon District respondents are of no significant difference among each other along job satisfaction in terms of learning materials.

IV. CONCLUSION AND RECOMMENDATION

Based on the findings of this study, the following were concluded; all the child development teachers are female and are mostly in their middle age and are educationally qualified with relevant trainings on Early Childhood Care and Development. Many of them are still new in the service and therefore are earning a meagre pay as Day Care Teachers.

The child development teachers are not fully satisfied on their job particularly along their benefits, work environment, facilities, learning materials, support and professional development.

The child development teachers from the three districts of Sorsogon City have similar level of job satisfaction in terms of benefits, work environment, facilities, learning materials, support and professional development and the foremost problem encountered by the child development teachers was on the parents' attitude towards them.

Result of this study may be used for the enactment of the Magana Carta for the child development teachers for them to enhance, protect and improve their economic and social welfare. City Social Welfare and Development, being the immediate head agency of the child development teachers in Sorsogon City, is encourage to conduct interventions such as seminar-workshops, trainings and team building activities that would suffice the needs of the teachers. It is also recommended to allocate a fund for their salary increase and additional allowances. The teachers may establish rapport with the parents by keeping the communication lines open. They may also regularly conduct teacher-parent's sessions to discuss and resolve issues that concern the children.

The proposed Action Plan be implemented to improve level of job satisfaction of the child development teachers and related researches be conducted to validate results of the present research.

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