

Study on relationship between job satisfaction, motivation and work engagement of kindergarten teachers in the preschool system in Albania

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Abstract

The study provides the results of data analysis of 176 interviews with kindergarten teachers. Job satisfaction, work motivation and work engagement are manifestations of the psycho-social state and behavior of Albanian kindergarten teachers that are evaluated at the "moderate" level. The evaluation of Pearson's correlation coefficients between Job satisfaction, work motivation and work engagement identified the statistical significant relationships ($p < 0.05$) between them. The multifactors linear regression analysis showed that job satisfaction is most important psycho-social indicator that affect the general variance of work engagement of the kindergarten teacher. Among the demographic features with the greatest effect on the variance of work engagement is family status ($p < 0.01$), followed by age and work experience of kindergarten. Propriety status of kindergarten and residential areas do not have a statistically significant impact on the state and psycho-social behavior of kindergarten teachers

Keywords: Relationship, job satisfaction, motivation, work engagement, educators, preschool system, Albania

Introduction

Preschool education as a precursor to the long process of education and formation of the future citizen, is a difficult process to realize. The difficulties of this process, among others, derive from the fact that, for its success, it is not enough to design a well-constructed education program and create the physical conditions and environmental infrastructure suitable for its implementation. In addition to these, in order to achieve the intended objectives, the educator plays an essential role. In addition to these, in order to achieve the intended objectives, the educator plays an essential role. Motivation, engagement in work and her behavior towards the tasks are very important factors for the success in the education process in the preschool education of children (Zembylas and Papanastasiou, 2004, Bezati, (2012), Massari, 2015, Yong Jiang, et al. 2019 As Cheng, J.N., & Chen, Y. (2011) also points out, success in working with children in kindergartens depends a lot on the fact that how spirited and how dedicated the educator is in carrying out the task. Such a circumstance makes it very important to understand and identify all the determining factors, the internal factors that are related to the psycho-social constitution of the educator and the external factors related to the environment in which she does the job. The identification of the determining factors of job satisfaction of educators, motivation at work and their work engagement are important studies that should be done. Through them, it becomes possible for the drafting of policies for the development of the preschool education system and the decision-making of kindergarten managers and leaders, to be based on accurate and scientific information (Rapti and Karaj 2012, Bezati, 2012).

Considering the fact that job satisfaction, work motivation and work engagement of kindergarten teacher, are concepts that could be evaluated as quantitative indicators, not directly measurable, which serve to reflect different aspects of the psycho-social state and behavior of the educator as individual subjects and as members of the organization, the study of the relationship that exists between them is necessary. The quantitative assessment of these relationships and evaluate of the quantitative models that reflect these relationships, are necessary to be carried out not only to understand the dynamics of quantitative changes that

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may occur in these indicators, but also to use these relationships as instruments to intervene in the preschool system with the objectives - to increase its effectiveness (Kahn, 1990, May et al.. 2004, Kular et al. 2008) Sharma, (2014) Varma, (2018), job satisfaction and job motivation are psycho-social states of the employee which are conditioned by each other. Meanwhile, job satisfaction and work motivation, together, generate a significant effect on the employee's work engagement and consequently on his performance. For these reasons, Singh, S., Tiwari, V. (2011), states that the study of relationships and interaction between them is of primary importance to understand and judge the progress of affairs in an organization. Kahn (1990) and May et al.. (2004) have studied these relationships using quantitative models in which they reflected, quantitatively, the hypotheses according to which the employee is engaged in work when the organization creates the conditions for him to express, without being limited or forced, his abilities and to feel free in choosing alternatives for work engagement. For the effective fulfillment of these conditions, the quantitative models built by them recommend that decisions about the interventions that can be made in the organization are made in accordance with the requirements related to various psychological, social and behavioral aspects of the individual, which are the determining factors for his job satisfaction and motivation at work.

In the study of the links between job satisfaction, work motivation and work engagement of kindergarten teachers, the fact that the factors that determine the psycho-social condition and their behavior in the organization operate together must be taken into account. Their appearance is the kindergarten teacher's positive or negative reaction to the task it is assigned to perform, which can be measured by evaluating the level of the her work engagement. Meanwhile, as pointed out by Maslach and Leiter, (2008), Massari, et al. (2013) it is important to keep in mind that at this level of engagement in addition to the factors that are directly related to work engagement and are responsible for its value, positive or negative feelings about work also have an effect, which are manifested in the level of job satisfaction and work motivation.

Among the in-depth studies aimed at evaluating the relationships between satisfaction, motivation and engagement at work is the study conducted for the employees of Allied Bank, Pakistan (2013). This study showed that there is a strong positive relationship between work engagement and internal and external motivation of employees. On the other hand, it was proven that this relationship was also associated with the appearance of a good level of job satisfaction.

Based on the hypothesis according to which:

- work engagement is a manifestation of the employee's behavior towards the task, which is related to his passion, self-involvement or his willingness to invest himself and spend energy and efforts to achieve success in the organization,
- the organization's work success is a positive determining factor of the employee's job satisfaction
- work motivation and job satisfaction through the impact on work engagement together are responsible for generated an emotional state that has effect to the employee's `work performance,

Swaminathan and Rajasekaran (2010) cited by Tenenqexhi (2016), Ibnu Ruslan et al. (2014) have come to the conclusion that employee engagement occurs as a result of action, interaction and cooperation of job satisfaction and work motivation together with work effectiveness.

The Phd thesis "The influence of motivation and satisfaction on employee engagement", Teneqexhiu, M. (2016) is one of most important studies carried out in Albania for the identification and evaluation of the relationship between job satisfaction, motivation and work engagement in Albania In this thesis, the study of the impact of motivation and job satisfaction to the work engagement is done by acknowledging that the main components of work engagement are: energy, dedication and absorption

Bezati, (2012) communicates that in the case of Albanian teachers in the pre-university education system, the study of job satisfaction, work motivation and their relationship with the work engagement, as psychological condition that have significant effects on the feeling of stress among teachers, and to their work performance are scientific argument that should be given special attention.

Methodology

Working hypotheses

The study aims to verify the following hypotheses:

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H₁: Job satisfaction, work motivation at work engagement are psycho-social state and behavioral manifestations of kindergarten teachers which are realized in interaction conditioned by each other.

H₂: The relationships between work engagement, job satisfaction and motivation at work are realized in cooperation with the demographic characteristics of kindergarten teachers and are influenced by the ownership status of the institution and its location, in the urban or rural area.

Sample Design

The data obtained from the interview of 176 kindergarten teachers were used. The questionnaire used for data collection contained 14 questions for job satisfaction (7 questions corresponding to motivation factors and 7 hygiene factors), 11 questions for work motivation (7 questions related to intrinsic motivation, 4 questions related to extrinsic motivation). The information related to the work engagement reflects its three component aspects: energy (6 questions), dedication (6 questions) and absorption (4 questions). The answer of each questions has generated values of a Likert variable with 5 scales: from strongly disagree (1) to strongly agree (5).

When the average of the values of the Likert variable for all the answers received to the questions is ≤ 2 , the corresponding indicator, job satisfaction, motivation or engagement to work, is evaluated at the low level; 2.1-3.5 moderate level; 3.6 - 4.0 good level and ≥ 4.1 high level.

The calculated values of the Cronbach's Alpha coefficient (Table no. 1) show that the collected information is valid. According to Cortina, J.M. (1993) the validity of this information is assessed at the "Good" level.

Table.no. 1 Cronbach's Alpha coefficients

Indicator	Components	Number of questions	Cronbach's Alpha
Job satisfaction		14	0.81
	Motivation factors	7	0.86
	Hygiene factors	7	0.82
Work motivation		11	0.85
	Intrinsic motivation	7	0.88
	Extrinsic motivation	4	0.84
Work engagement		16	0.79
	Energy	6	0.82
	Dedication	6	0.86
	Absorption	4	0.78

The demographic features of the respondents: age, work experience as an educator, civile and family status are provided in Table. no. 2

Table No. 2 Samples characteristics

Items	Number	%
Age		
20-30 years old	38	21.6
31-40 years old	87	49.4
>40 years old	51	29.0
Work experiences		
< 5 years	53	30.1
5-10 years	92	52.3
>10 years	31	17.6
Civile status		
Single	31	25.0

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Married	126	60.2
Divorced	29	11.4
Widowed	12	3.4
Family status		
Without children	58	33.0
With children	118	67.0
Ownership of the kindergarten		
Privat	53	22.0
Public	123	78.0
Residential areas		
Urban areas	132	75.0
Periurbane/rurale areas	44	25.0

In the sample, kindergarten teachers who belong to the age group of 30-40 years old and kindergarten teachers who have 5-10 years of work experience as educators have a higher frequency. Regarding civil status and family status, the highest frequency has the group of married kindergarten teachers. Kindergarten teachers with the status "mother with children" are more frequent.

The structure of the sample by property status and residential area of the garden reflects the current reality. In urban areas, there is a greater concentration of public kindergartens. Private investments for kindergartens are also more frequent in these areas.

Methods

SPSS 17.0 has been used to process and analyze the data. Correlation analyze has been used to identified the relationship between job satisfaction, work motivation, work engagement of kindergarten teachers. The multifactorial linear regression analyze has been performed according to the following regression model:

$$Y = \alpha + \sum_{i=1}^6 \beta_i X_i + \sum_{i=1}^6 \gamma_i Z_i + \epsilon_{ij}$$

ku:

Y – work engagement

X_i – job satisfaction (i=1), motivation factors (i=2), hygiene factors (i=3), work motivation (i=4), intrinsic motivation (i=5), extrinsic motivation (i=6),

Z_i - demographic and social factors: age (i=1), seniority at work (i=2), civil status (i=3), family status (i=4), ownership of the kindergarten (i=5), residential areas (i=6)

α - constant

β_i, γ_i - partial regression coefficients

ϵ_{ij} - random error

Through the regression analysis that should be performed according to the above linear regression model, it is possible to study and quantitatively evaluate the psycho-social conditions and behaviors of employees in the preschool education system. In this way, could be possible the construction of an effective instrument that can be used to compiling the interventions that should be made in this system, having as the main objective the increase of its effectiveness (Massari, 2015, Teneqexhi, 2016).

Rezultate

Evaluation of overall average scores of job satisfaction, work motivation and work engagement for kindergarten teachers, the average scores according to the demographic characteristics of the respondents and propriety status of kindergarten and residential zone shown in Table no.3

Table no. 3 Average scores of job satisfaction, work motivation and work engagement per kindergarten teachers

Overall	Ownership of the	Residential areas
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average	kindergarten		Urban	Periurban/rural
	Privat	Public		
Job satisfaction				
3.35 ± 0.51	3.05 ± 0.26 ^a	3.61 ± 0.37 ^b	3.39 ± 0.42 ^a	3.24±0.39 ^a
Work motivation				
3.02± 0.38	2.7±0.36 ^a	3.11±0.41 ^b	3.36± 0.32 ^a	2.63± 0.44 ^b
Work engagement				
3.51 ± 0.76	3.49 ± 0.51 ^a	3.52 ± 0.87 ^a	3.54 ± 0.69 ^a	3.09 ± 0.72 ^a

Referring to the evaluations for the general averages, it can be affirmed that job satisfaction, work motivation and work engagement of Albanian kindergarten teachers are classified at the "Moderate" level. The difference between the average values of these indicators is statistically significant only between work motivation and work engagement ($p < 0.05$).

Comparing the general averages of job satisfaction, work motivation and work engagement of Albanian kindergarten teachers with Albanian teachers who work in the lower, primary education system (Kume, E. 2020) does not identify significant differences ($p > 0.05$).

The job satisfaction of kindergarten teachers in public kindergartens is estimated to be 18.3% higher than that of their colleagues who work in private kindergartens. Meanwhile, the sample data do not identify statistically significant differences in the level of job satisfaction among kindergarten teachers who work in urban areas and those who work in peri-urban/rural areas. These results differ from those reported by other authors (Akhtar, et al. 2010, Ayele, 2014, León, et al. 2021).

Work motivation among kindergarten teachers is estimated to be about 15.1% higher among teachers who work in public kindergartens compared to teachers who work in private kindergartens and about 27.7% higher among teachers who work in kindergartens located in urban areas ($p < 0.05$).

Ownership of the kindergarten, private or public, and its location, urban or peri-urban/rural area, do not statistically affect ($p > 0.05$) the level of work engagement of kindergarten teachers.

Table no. 4. Estimation of Pearson's correlation coefficients

	Job satisfaction	Work motivation	Intrinsic motivation	Extrinsic motivation	Work engagement	Energy	Dedication	Absorption
Job satisfaction	1	0.42**	0.36*	0.28*	0.36*	0.28*	0.40**	0.12 ^{NS}
Work motivation		1	0.56**	0.44**	0.33*	0.29*	0.33*	0.11 ^{NS}
- Intrinsic motivation			1	0.08 ^{NS}	0.22*	-0.04 ^{NS}	0.32*	0.26*
- Extrinsic motivation				1	0.16 ^{NS}	0.12 ^{NS}	0.09 ^{NS}	0.10 ^{NS}
Work engagement					1	0.31*	0.29*	0.32*
- Energy						1	0.17 ^{NS}	0.09 ^{NS}
- Dedication							1	0.10 ^{NS}
- Absorption								1

^{NS} $p > 0.05$; * $p < 0.05$; ** $p < 0.01$

The estimation of Pearson's correlation coefficients (Table no. 4) shows that between satisfaction in work and work motivation of kindergarten teachers, there is a moderate ($r = 0.42$), statistically significant ($p < 0.01$) correlation. Such a relationship is also identified between job satisfaction and commitment ($r = 0.36$), although it is weaker. Meanwhile, between motivation at work and commitment, the existence of a correlational, positive ($r = 0.33$) and statistically significant ($p < 0.05$) relationship has been identified. Job satisfaction has a correlative relationship with the internal and external motivation of kindergarten teachers. The relationship is stronger between job satisfaction and intrinsic motivation than with extrinsic motivation (0.36 vs 0.28). Job satisfaction has a stronger connection with dedication, as one of the important components of work commitment. The same situation is observed in the case of the connection between

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work motivation and work engagement. Meanwhile, no statistically significant correlations ($p > 0.05$) have been identified between the components of work engagement.

The existence of the correlative relationships between job satisfaction, motivation and work engagement supports the hypothesis according to which a multifactor linear regression model, like the model presented above, can be used to quantitatively evaluate the interaction between these psycho-social state and work behaviors of educators in kindergarten.

The data of Table No. 5 show that the multi-factor regression model explains about 35.0% of the total variance of the dependent variable-work engagement of kindergarten teachers ($p < 0.01$). Consequently, we can affirm that this model can be effectively used as an instrument to evaluate the quantitative relationships that exist between the various factors responsible for the psycho-social condition and the behavior of kindergarten teachers towards the task, job satisfaction, work motivation and their work engagement

Table No. 5 Coefficient of determination

Model	R	R square	Adjusted R square	Std. Error of the Estimate
1	0.592	0.350	0.327	0.108
a. Predictors (Constant), Job satisfaction, Motivation factors, Hygiene factors, Work motivation, Intrinsic motivation, Extrinsic motivation, Age, Work experiences, Civil status, Family status, Ownership of the kindergarten, Residential areas				

Analysis of variance (ANOVA) shows that the estimated regression model could be used as an effective quantitative instrument ($p < 0.00$) to study the linear relationships between work engagement and the factors included in this model. This result supports the working hypothesis of H_1 .

Table no.6. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sign
Regression	7.284	12	607,00	9,127	0.00
Residual	10.840	163	66,50		
Total	18.124	175			
a. Dependent Variable: Work engagement					
b. Predictors (Constant), Job satisfaction, Motivation factors, Hygiene factors, Work motivation, Intrinsic motivation, Extrinsic motivation, Age, Work experiences, Civil status, Family status, Ownership of the kindergarten, Residential areas					

Referring to the values of the partial regression coefficients, standardized and their statistical significance (Table No. 7), it can be affirmed that the data of this study support the working hypothesis H_2 . Based on them, it can be affirmed that the work engagement of kindergarten teachers is realized as their behavior in performing the tasks, which is also conditioned by the effects of factors that are responsible for job satisfaction and work motivation. Hygiene factors that determining the job satisfaction and determining factors responsible for the psycho-social condition of teachers related to their extrinsic motivation have statistically significant effects on the variance of work engagement.

Table no. 7 Coefficients^a

Modeli		Unstandardized Coefficients		Standardized Coefficients	t
		β	Std. Error	β	
1	Constant	0.213	0.391		
	Job satisfaction	0.164	0.405	0.151	4.12**
	-Motivation factors	0.076	0.213	0.072	1.22 ^{NS}
	-Hygiene factors	0.112	0.407	0.174	3.29*
	Work motivation	0.091	0.503	0.122	3.28**
	-Extrinsic motivation	0.101	0.504	0.107	2.47*

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- Intrinsic motivation	0.046	0.254	0.062	1.06 ^{NS}
Age	0.218	0.442	0.281	4.26**
Work experiences	0.221	0.364	0.222	4.16**
Civil status	0.082	0.211	0.116	2.96*
Family status	0.292	0.114	0.126	6.87**
Ownership of the kindergarten	0.022	0.212	0.029	1.00 ^{NS}
Residential areas	0.006	0.178	0.018	1.14 ^{NS}

^{NS} p>0.05; * p<0.05; ** p<0.01

Related to the demographic features of the teachers, the regression analyze identified that all the four features taken into account have statically significative effect on the variance of work engagement.

Referring to the values of standardized coefficient of regression that can be interpreted as quantitative estimation of the effect of the corresponding demographic feature on the variance of the work engagement of kindergarten teachers, these features can be listed - family status, work experience, age and civil status of the teachers.

The sample data fail to identify the existence of statistically significant differences in work engagement between kindergarten teachers who work in public kindergartens and in private kindergartens (p>0.05) as well as between kindergarten teachers who work in urban kindergartens and their colleagues who work in the suburban/rural area (p>0.05).

The above results are a valuable information in the service of the decisions that should be made for the interventions that can and should be made in the preschool education system in Albania and in kindergarten management. Albania is a country where experiences in the private preschool education system are relatively new, while this system is currently characterized by a growing trend. Likewise, the extension of the service of this cycle of the education system, especially in peri-urban areas, is a progressive process. For the most effective development of these processes, it is necessary to design supporting policies and programs, in which special attention should be paid to the creation of conditions that affect the increase in teachers' commitment to work (Ministry of Education, 2021). The results of this study show that these policies and the solutions they will determine for the cycle of preschool education should be drafted as unique documents, applicable regardless of the ownership status of the kindergarten and residential area.

Conclusion

Job satisfaction, work motivation and work engagement are manifestations of the psycho-social state and behavior of Albanian kindergarten teachers that are evaluated at the "moderate" level.

Between Job satisfaction, Work motivation and Work engagement, and their constituent components there are linear relationship that have effects on the change in time and space of the state and psycho-social behavior of the kindergarten teacher

The general variance of work engagement is influenced by the changes that may occur in job satisfaction, work motivation and demographic features of kindergarten teachers.

The analysis of the regression model that reflects the quantitative links between Work engagement and Job satisfaction, Work motivation, demographic feature and social-economic factors supports the assertion that the policies and programs for intervention in the preschool education system in Albania should be drawn up

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as a unique document, the same for public and private educational institutions and for urban, suburban and rural areas.

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