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CALL FOR PAPERS
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Bi-Annual

IJOTRE, Vol. 25 No. 1, 2024

iv

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**COMPARATIVE STUDY OF JOB SATISFACTION AMONG
PRESCHOOL TEACHERS IN ODEDA LOCAL GOVERNMENT
AREA OF OGUN STATE, NIGERIA**

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Abstract

Teachers are facilitators of learning and key role players in the effective implementation of the Nigeria National Policy on Education. Quality assurance in education is impossible where teachers are not satisfied with their jobs. This paper, therefore, examined the level of job satisfaction among preschool teachers working in both private and public schools in Odeda Local Government Area (LGA) of Ogun State. The descriptive survey design was employed. Three public and seven private nursery and primary schools were randomly selected from the LGA. All preschool teachers in the selected schools, giving a total sample of one hundred and fifty (150) respondents, were involved in the study. The instrument for data collection was a questionnaire tagged "Teachers' Job Satisfaction Questionnaire" (TJSQ), which was duly validated giving a Cronbach Alpha coefficient of 0.805. The finding of the study revealed that preschool teachers were generally satisfied with their jobs except for their monthly salaries and their future pension and gratuity. No significant difference was found in the teachers' level of job satisfaction based on age, marital status, school type, teaching experience and educational qualification. It is recommended that there should be an upward review of preschool teachers' salary and other remunerations to increase their job satisfaction for better job effectiveness in order to achieve better quality of education.

Keywords: Early Childhood Education, Comparative Study, Job Satisfaction, Preschool Teachers, and Quality.

Introduction

Early childhood care and education is more than preparation for primary school. The programmes aim at the holistic development of a child's emotional, physical, cognitive, and social needs to build a solid foundation for future growth. It has been repeatedly shown in international studies, programme evaluations and quality measurements that ECEC programmes can have a positive effect on

children's developmental outcomes on the condition that the level of quality of the service is high (Burchinal et. al. 2010; OECD, 2001 and 2006; Sammons et al., 2002; Shonkoff and Philips, 2000), although setting high-quality standards or raising standards can be costly. If providers raise costs to compensate for higher standards, provisions risk being unaffordable for low-income families. The added costs might also serve as a disincentive for providers to expand access, which can negatively impact the goal of increasing ECEC coverage. High standards may also invite non-formal providers with low quality to enter the market.

On the contrary, lower standards may reduce operating costs and might be an incentive for providers to expand access. However, research demonstrates that children are more likely to have language, social and development problems in low-quality provisions (OECD, 2001 and 2006). Children in high-quality ECEC centres, or programmes with high standards, perform better in literacy and mathematics. These positive effects are strongest for poor children and for children whose parents have little education (OECD, 2006). Research also concludes that learning in one life stage begets learning in the next: investment in the foundation stage of early childhood increases the productivity of the next stage and so on (Cunha et al., 2005). The complementary effect of one stage on another can be weakened at any moment, for example, by a period of poor education and development.

The early childhood stage of learning is of major importance since it forms the foundation of life-long development: in early childhood, positive (or negative) dispositions towards society and learning are absorbed and the basic life skills acquired, such as cooperation with peers and adults, autonomy, meaning making, creativity, problem solving and persistence. Furthermore, remedial education interventions targeting young school dropouts or adults with poor basic skills are far more costly than early interventions such as ECEC and, according to research, are of limited benefit (Cunha and Heckman, 2010). Setting high minimum standards is therefore an investment not only in children but also in the future and society in general (OECD, 2006).

Educators play a key role in a child's life. They are partners, nurturers, guides, and researchers. They watch, listen and document each child's ideas and theories and inspire them to strive for greatness. Early Childhood Educators, in particular, inspire, encourage and promote children's education, care and rights. They also have a huge responsibility to ensure children feel safe and secure within their environments while creating a space for children to be and make meaning of the world. There is therefore the need for them to be satisfied with their jobs for optimal job performance and productivity.

Job satisfaction plays an essential role in the overall commitment and productivity of the school organization. The teachers' job satisfaction significantly influenced their commitment to the organization. Teachers who are satisfied with the job are also committed to work in the organization. The more the employers are satisfied in the job; the better is their participation and commitment to the organization (Shila and Sevilla, 2015). The happy or satisfied feeling of the teachers

towards the organization affects the overall process in carrying their job, thus, contributes to the school success (Sadasa, 2013).

Job satisfaction affects students' performance; and educational improvement is not possible without improving these two factors. It leads towards school improvement, quality education, and student satisfaction, which is the ultimate goal of any organization. Besides, this variable significantly affects leadership behavior, work performance, and styles (Maqbool, 2017). It is critical in one's work. Adaptability, job motivation, and job success may influence each other. Satisfaction, health security creditability, and meeting basic requirements can be achieved when performance is better (Mirzaii, Riazi, Vares and Alamgard, 2014).

Job satisfaction had a positive effect on life satisfaction (Bachtiar, Sudibjo, and Bernarto, 2018). Motivation had a significant positive correlation with a willingness to stay with a job, while extrinsic motivation, integrative motivation, and demotivation had a significant negative relationship with a desire to stay with the job. The results of synchronous multi-variate regression indicated that six components of self-determined job motivations had multiple significant correlations with job satisfaction and willingness to remain with job among female elementary school teachers (Asgari, Rad and Chinaveh, 2017).

Male teachers are less satisfied than female teachers (Nazim and Mahmood, 2018). However, female teachers appeared to experience more personal accomplishment and job satisfaction than male teachers. Similarly, in Delhi, job satisfaction significantly differed between male and female but no difference between institutions (Tahir and Sajid, 2014). Teachers who graduated from arts and sciences were found to have a higher level of personal accomplishment, and job satisfaction than teachers who graduated from education (Yerdelen, Sungur and Klassen, 2016).

In Southern Tulare County, California, the teachers at each school have moderately high to high levels of job satisfaction. Teacher job satisfaction has a direct impact on teacher retention, instructional performance, positive school climate, and increased student achievement (Stoll-Lollis, 2015). Another study was conducted from six government secondary schools in the district of Penampang, Sabah, Malaysia. The teachers found to be reasonably satisfied with their job, with the responsibility factor as the most significant contributor to job satisfaction. Based on the years of service in their current school, a statistically significant difference in the level of job satisfaction among the teachers was noted. Secondary schools in Sabah have a positive and open climate, with the professional teachers' behavior factor as the most significant contributor. The results indicate the necessity to provide a positive organizational environment (Ghavifekr and Pillai, 2016).

Turkish elementary science teachers experience a high level of personal accomplishment and job satisfaction. As class size and weekly course hour increase, elementary science teachers tend to experience more emotional exhaustion but less job satisfaction. Professional community, collaboration, and teacher control are predictive of satisfaction, and these also have interactive influences. The association

between teacher collaboration and job satisfaction, as well as that between control over classroom policy and job satisfaction, is most pronounced in schools with weaker professional communities (Stearns, Banerjee, Moller and Mickelson, 2015).

Job satisfaction is a significant influence on whether teachers are willing to encourage others to join the profession. Job demands were the most significant predictor in the model, while extrinsic motivations were the only negative predictor in each model (England, 2016). Teachers were less willing to encourage their family members, including their children, while being more willing to promote either students or student teachers, to join the profession. Spirituality and general job satisfaction were moderately and positively correlated. Spirituality is related to job satisfaction for selected teachers. However, it is not related to the general job satisfaction scale (Forsythe, 2016). Job satisfaction is strongly associated with psychological aspects. Those who are satisfied with the job are also emotionally adaptive and satisfactorily enjoyed (Mirzaii, Riazi, Vares and Alamgard, 2014). Teachers from six universities in Shenyang, China had a moderate level of job satisfaction. Demographic and working characteristics were associated factors for job satisfaction. Perceived organizational support showed the most active association with job satisfaction (Pan, Shen, Liu, Yang and Wang, 2015).

The grade level taught revealed a moderate difference in job satisfaction perceptions. The most satisfied teachers are teaching from high school, while the least satisfied are coming from middle school level. As the years of teaching experience increases, the level of job satisfaction decreases (Churchwell, 2016).

There is a need to examine if the mentioned trend of teacher job satisfaction obtains in Nigeria. This is important considering the key role of the teacher in implementing education policies as well as the importance of early childhood education where the foundation for further education is laid.

Statement of the Problem

The early years of education are crucial years because they are believed to lay the foundation for higher education. At this level of education, the key role played by the teacher as role model, character moulder and facilitator of knowledge is unarguable. However, if they are not satisfied with their jobs, their productivity and overall job performance could be hampered. This paper, therefore, compares job satisfaction among preschool teachers in Odeda Local Government Area of Ogun State.

Purpose of the Study

The following are the specific objectives of the study:

1. exploring the level of job satisfaction among preschool teachers in Odeda LGA of Ogun State;
2. determining job satisfaction differences by age, educational qualification, school type, marital status and working experience among teachers in preschools in Odeda LGA;
3. ascertaining what could be done to improve job condition of preschool teachers in the study area.

4. identifying the overall rating of the extent to which preschool teachers in the study area are satisfied with their job.

Research Questions

1. What is the level of job satisfaction among preschool teachers in Odeda LGA?
2. What could be done to improve the job condition of preschool teachers in Odeda LGA?
3. How do preschool teachers in Odeda LGA rate their overall level of satisfaction with their job?

Hypotheses

- H₀₁: There is no statistically significant difference in preschool teachers' job satisfaction based on school type (public or private)
- H₀₂: There is no statistically significant difference in job satisfaction for Preschool teachers based on their teaching experience.
- H₀₃: There is no statistically significant difference in job satisfaction for Preschool teachers based on Educational Qualification
- H₀₄: There is no statistically significant difference in job satisfaction for Preschool teachers based on age.
- H₀₅: There is no statistically significant difference in preschool teachers' job satisfaction based on marital status.

Methodology

This study adopted the descriptive survey research design. The population comprised all preschool teachers in Odeda Local Government Area of Ogun State, Nigeria. The location was purposively selected because it features communities that can be classified as urban, semi-urban and rural areas which represent all the types of communities found in the state. The schools involved were selected using a simple random sampling technique giving a total of 11 schools. In the schools selected, all the available preschool teachers were selected giving a total sample of 99 teachers for this study. One self-designed questionnaire tagged 'Teachers' Job Satisfaction Questionnaire' was used for data collection. The questionnaire had four sections: section A has items which measure the demographic data of the teachers. Section B has 20 items which sought information on the teachers' level of satisfaction with their jobs. This section adopted a 4-point modified Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The rating was on a scale of 1-4 where 1 stood for 'Strongly Disagree' and 4 for 'Strongly Agree'. The cut-off point for the decision making was 2.5. Therefore, 2.5 and above were regarded as an acceptable level of job satisfaction. Section C has 1 structured item which sought information on what could be done to improve the teachers' job satisfaction. Section D sought information on the teachers' overall rating of their job satisfaction. The Cronbach alpha coefficient for the internal consistency of the questionnaire was 0.805. Simple percentages,

means and standard deviation were used in answering the research questions while the hypotheses were tested with t-test and Analysis of variance (ANOVA).

Results and Discussion

The demographic variables of the respondents were analysed under their respective subheadings and presented in tables 1 to 6 as follow:

Table 1 Distribution by School Type

School Type	Frequency	Percentage
Public	20	20.2%
Private	79	79.8%
Total	99	100%

Table 1 shows that 79 respondents, representing 79.8% worked in private schools, while the remaining 20 respondents representing 20.2% worked in public schools. This indicated that private preschool teachers constituted the largest proportion in this study. This is probably because more private schools are involved in preschool education than public schools in Nigeria.

Table 2: Distribution by Teaching Experience of the Respondents

Teaching Experience	Frequency	Percentage
Below 5 yrs	38	38.4%
6-10 yrs	37	37.4%
11-15 yrs	14	14.1%
16-20 yrs	4	4.1%
21-25 yrs	3	3.0%
Above 25 yrs	3	3.0%
Total	99	100

Table 2 revealed the teaching experience of the respondents. From the table, majority of the teachers (38.4%) had below 5 years' experience, followed by those with 6-10 years of experience (37.4%), and ten those with 11-15 years' experience (14.1%). The remaining 10.1% was made up of teachers with 16 years of experience and above. This shows a low retention rate among preschool teachers, probably because of poor salary and remuneration as reported in the study.

Table 3: Distribution by Teachers' Age

Age	Frequency	Percentage
Below 20 yrs	3	3.0%
20-25 yrs	20	20.2%
26-30yrs	29	29.3%
31-35yrs	24	24.2
36-39 yrs	5	5.1
Above 40yrs	18	18.2%
Tota	99	100

Table 3 above shows the distribution of respondents based on their age. Majority of the respondents fell between the age range of 20 to 35 years (73.7%) while the lowest percentage were aged 20 years or below (3%). This is probably because teachers working with young children need to be strong and agile to be effective in their job and to cope with the children's level of activity.

Table 5: Distribution by Qualification of Teachers

Educational Level	Frequency	Percentage
Others	2	2.0%
SSCE	3	3.0
NCE	63	63.7%
Grade II	2	2.0%
PGDE	10	10.1%
B.Ed	17	17.2%
M.Ed	2	2.0%
Total	99	100

The above table shows the respondents' qualification. It is observed from the table that majority of the respondents had NCE (63.7%) . This is the minimum certificate recognized by the government for a teacher to qualify to teach in preschools. Moreover, since most of the schools sampled were private schools which are mostly set up for profit making, employing teachers with higher degree would amount to higher salaries to be paid. So, school proprietors would prefer to employ staff with minimum qualification to reduce the amount of salary to be paid, thereby maximizing their profit.

Table 6: Respondents' Religious Affiliation

Religion Affiliation	Frequency	Percentage
Christianity	80	80.8%
Islam	17	17.2%
Traditional	2	2.0%
Total	99	100%

The table above reveals the religious affiliation of the respondents. It could be observed that most of the respondents were Christians (80.8%) with a few traditional worshippers (2%).

Table 7 Distribution by Marital Status

Marital Status	Frequency	Percentage
Married	65	65.7%
Single	34	34.3%
Total	99	100%

Table 7 shows that majority of the respondents were married (65.7%) while 34.3% were single.

Research Question 1: What is the level of job satisfaction among preschool teachers in Odeda LGA?

Level of Job Satisfaction	SD	D	A	SA	$\bar{x}$	SD
I feel happy with my present fringe benefits	7.1%	25.3%	57.6%	10.1%	2.71	.746
I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job (employment contract)	7.1%	16.2%	48.5%	28.3%	2.98	.857
Teaching is an interesting job to me	3%	3%	38.4%	55.6%	3.46	.704
I feel satisfied with my professional ability for doing my job	2%	6.1%	50.5%	41.4%	3.31	.680
I am happy with the cooperation I receive from school management team	4%	10.1%	50.5%	35.4%	3.17	.770
I am satisfied with the autonomy I have in making decisions about my daily tasks	7.1%	10.1%	63.6%	19.2%	2.95	.761
The monthly salary is sufficient to meet all important expenses	57.6%	18.2%	17.2%	7.1%	2.01	1.095
I am happy with the cooperation I receive from my work mates	5.1%	10.1%	59.6%	25.5%	3.05	.747
I feel comfortable with my present level of responsibility in my job	10.1%	14.1%	49.5%	26.3%	2.92	.900
I enjoy much freedom in my place of work	6.1%	25.3%	57.6%	11.1%	2.74	.737
I feel satisfied with the recognition I have in the community	8.1%	17.2%	58.6%	16.2%	2.83	.796
I am satisfied with the opportunities for workshops organized within and outside the school	9.1%	26.3%	44.4%	20.2%	2.76	.882
I am satisfied with the school facilities	9.1%	27.3%	45.5%	18.2%	2.73	.867
I am comfortable with my future fringe benefits (pension & gratuity)	34.3%	21.2%	29.3%	15.2%	2.25	1.091

Level of Job Satisfaction	SD	D	A	SA	$\bar{x}$	SD
I am satisfied with the in-service training opportunities available for me as a teacher	7.1%	20.2%	58.6%	14.1%	2.80	.769
I am satisfied with the care I receive from my immediate supervisor(s)	2%	12.1%	65.7%	20.2%	3.04	.638
I feel comfortable with the rewards I get for doing a good job in school	9.1%	17.2%	54.5%	19.2%	2.84	.842
I am happy with the appreciations I get from my employer for the contributions I make in the school	3%	15.2%	67.7%	14.1%	2.93	.643
I am comfortable with the geographical location of the school in which I teach	5.1%	11.1%	57.6%	26.3%	3.05	.761
I am not intending to look for another well-paying teaching job in another school	35.4%	21.2%	27.3%	16.2%	2.24	1.107

Weighted Mean =2.84

The table above reveals the job satisfaction level of preschool teachers in the study area. From the table, it could be observed from the items 1 to 6, 8-13 and 15-19 with mean value of ($\bar{x}$ = 2.71, 2.98, 3.46, 3.31, 3.17, 2.95, 3.05, 2.92, 2.74, 2.83, 2.76, 2.73, 2.80, 3.04, 2.84, 2.93 and ($\bar{x}$ = 3.05 respectively, that the respondents were satisfied with their job. However, they were dissatisfied that the monthly salary, which was not sufficient to meet all important expenses, neither were they comfortable with their future fringe benefits (pension & gratuity) with mean value of 2.01 and 2.25 respectively. They were also intending to look for another well-paying teaching job in another school. Based on the weighted mean of 2.84, the respondents were generally satisfied with their job. This finding agrees with those of Stoll-Lollis, 2015; Ghavifekr & Pillai, 2016 and Stearns et al, 2015, who found that teachers were generally satisfied with their jobs in California, Malaysia and Turkey respectively.

Research Question 2: What could be done to improve the job condition of preschool teachers in Odeda LGA?

Steps for improvement	Percentage (%)
Improved salaries/incentives	52.5
More teaching aids/school facilities	20.2
Improvement in school location	2.0
Teachers' self-motivation	3.0

Steps for improvement	Percentage (%)
More accessible / approachable management	
Better cooperation from parents	3.0
More trainings/further education	18.3
To leave teaching	1.0
Total	100.0

The table above reveals that improved salaries and incentive, provision of more teaching aids and improvement in school facilities as well as better cooperation between teachers and parents would go a long way to improve teachers' job satisfaction.

Research Question 3:How do preschool teachers in Odeda LGA rate their overall level of satisfaction with their job?

Rating of Job Satisfaction	Percentage (%)
Low extent	13.1
Moderate extent	68.7
High extent	18.2
Total	100.0

The table above reveals that the sampled teachers were generally moderately satisfied with their jobs.

Tested Hypotheses

For each hypothesis, descriptive statistics including mean and standard deviation (M and SD) were reported. The number (N) and Number per cell (n) was reported, along with the degrees of freedom (df within/df between) and observed F value.

H₀₁: There is no statistically significant difference in preschool teachers' job satisfaction based on school type (public or private)

Table 8: T-test showing difference in job satisfaction based on school type (public or private)

School Type	No	Mean	Std.	t-value	Df	p-value	Decision
Public	20	56.85	7.995				
		56.75	10.021	.049	97	.650	Accepted
Private	79	56.85	7.995				

It is clear from above table that the mean scores of job satisfaction of public preschool teachers are 56.85 and standard deviation is 7.995, while the mean scores of job satisfaction of Private preschool teachers are 56.75 and standard deviation is 10.021. On analysing the data, it is clear that the two groups do not differ significantly on their job satisfaction as the t- value between the mean scores of job satisfaction of public and private preschool teachers is calculated to be 0.049 which is less than the tabulated t -value (1.98) at 0.05 level of significance. Thus, there is no

significant difference between preschool teachers' job satisfaction based on school type (public or private). This corroborates the submission of Tahir & Sajid (2014) and Lusena-Ezera et al (2023) which found no significant difference in teachers' job satisfaction based on their institutions or school types. This is probably because the main reason for dissatisfaction with their jobs (poor salary and fringe benefits) cuts across all school types. The finding however, contradicts that of Ozkan & Akgenc (2022) who found that school type, whether state or private, were determinants of teachers' job satisfaction.

H₀₂: There is no statistically significant difference in job satisfaction for Preschool teachers based on their teaching experience.

Table 9: ANOVA Analysis of job satisfaction for Preschool teachers-based teaching experience

Job satisfaction					
	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	754.490	5	150.898	1.692	.144
Within Groups	8293.166	93	89.174		
Total	9047.657	98			

The result in Table 8 shows that there is no significant difference in the level of preschool teachers' level of job satisfaction based on their teaching experience, $F(5, 93) = 1.692, p = 0.144$. Since the critical value of the F-ratio is not significant at 0.05 significant level, it follows that the hypothesis tested is not rejected. Hence, teachers teaching experience does not significantly influence their level of job satisfaction. This finding was corroborated by those of Ozkan & Akgenc (2022), Mocheche (2018) and Gu (2016). It, however, contradicts the studies of Churchwell (2016) and Claessens et al (2016) which found that as teachers' experience increased, their job satisfaction decreased while Ghavifekr & Pillai (2016) reported that the more the years teachers spent in the school, the more satisfied they were with their jobs. Other studies which reported significant relationship between teaching experience and job satisfaction were Lusena-Ezera et al (2023), Kuchy (2021), Ombeni (2016), Murage & Kibera (2014) and Eliofootou-Menon & Athanasoula-Reppa (2011).

H₀₃: There is no statistically significant difference in job satisfaction for Preschool teachers based on Educational Qualification

Table 10: ANOVA Analysis of job satisfaction for Preschool teachers based on Educational Qualification

Job satisfaction					
	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	496.691	7	70.956	.755	.626
Within Groups	8550.966	91	93.967		
Total	9047.657	98			

The analysis of variance (ANOVA) from the table above shows that there is no significant difference in the Level of job satisfaction among preschools teachers based on their educational qualification, $F_{(7,91)} = 91, p = 0.626$. Since the critical value of the F-ratio is not significant at 0.05 significant level, it follows that hypothesis tested is not rejected. Hence, there is no statistically significant difference in job satisfaction for Preschool teachers based on Educational Qualification. This finding is corroborated by Murage & Kibera (2014) who reported no significant influence of educational qualification on job satisfaction. Conversely, highly qualified teachers were found to be more satisfied with their jobs (Ozkan & Akgenc, 2022; Toropova, Myrberg & Johansson, 2021; Kuchy, 2021; Adeoye, Akoma & Binuyo, 2014) while Maina, Kiumi & Githae (2012) found job satisfaction to decrease with increase in academic qualification.

H₀4: There is no statistically significant difference in job satisfaction for Preschool teachers based on age.

Table 11: ANOVA analysis of difference in job satisfaction for Preschool teachers based on age
Job satisfaction

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	560.844	5	112.169	1.229	.302
Within Groups	8486.813	93	91.256		
Total	9047.657	98			

The result in Table 10 shows that there is no significant difference in the teachers' level of job satisfaction based on age, $F_{(5,93)} = 1.229, p = 0.302$. Since the critical value of the F-ratio is not significant at 0.05 significant level, hence, the null hypothesis was not rejected. Therefore, there is no statistically significant difference in job satisfaction for Preschool teachers based on age. This is contrary the findings of Ozkan & Akgenc (2022), Mocheche (2018), Murage & Kibera (2014), Adeoye, Akoma & Binuyo (2014) and VanMaele & Van Houtte (2012) who reported that job satisfaction increased with age, while Eliofotou-Menon & Athanasoula-Reppa (2011) gave a similar report adducing the reason that older teachers were likely to handle discipline issues better than younger ones.

H₀5: There is no statistically significant difference in preschool teachers' job satisfaction as based on marital status.

Table 12: Independent t-Test on Difference between Married and Single Teachers' job satisfaction

Gender	No	Mean	Std.	t-value	Df	p-value	Decision
Married	65	57.74	8.69	1.295	97	.201	Accepted
Single	34	54.91	11.07				

Table 11 reveals no significant difference between married and single teachers' job satisfaction in preschools. The t-value of 1.295 and the p-value of 0.201 in the table are both greater than $P < 0.05$ (.201 > 0.05). The null hypothesis is therefore not rejected. This finding was corroborated by Staton (2018) and Murage & Kibera (2014) who reported no significant influence of marital status on job satisfaction. On the contrary, Sudha & Kalpana (2022), Mocheche et al (2018) as well as Adeoye, Akoma & Binuyo (2014) found that married people were more satisfied with their jobs than the singles.

Conclusion

There is the tendency to perform better at a job in which one derives satisfaction and fulfilment. Therefore, the issue of job satisfaction is paramount to job effectiveness. This study has revealed that preschool teachers are generally satisfied with their jobs except with their salary and fringe benefits. It also shows no statistically significant difference in the teachers' satisfaction with their jobs based on school type, teaching experience, educational qualification, age and marital status. It also reveals that improved salaries and incentive, provision of more teaching aids, improvement in school facilities as well as better cooperation between teachers and parents would go a long way to improve teachers' job satisfaction.

Recommendations

In the light of the findings of this study, the following recommendations are made:

- There should be upward review in the salaries and fringe benefits (incentives, pension and gratuity) for all preschool teachers. The issue of pension and gratuity is even more important in the private schools where teachers could be sacked without any remuneration, not minding their number of years of service.
- There should be adequate provision of teaching aids to facilitate teaching and learning.
- There should be improvement in the school facilities. Teachers should have conducive and well-equipped offices in which they could be happy and comfortable.
- The government and school authorities should continue to fashion out ways by which the cooperation between the teachers and parents could be encouraged and sustained for the good of the pupils.

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