

Abstract

This study is to probe into the job satisfaction of Macao kindergarten teachers.

The purposes of this study are as follows:

1. to know the job satisfaction and the difference levels of satisfaction of kindergarten teachers.
2. try to examine the application of the basic assumption of the theories of Need Hierarchy and Two-factor in Macao children education.
3. to analyse the relationship between different background attributes of kindergarten teachers and their job satisfaction.
4. to provide detail suggestions of how to increase job satisfaction of kindergarten teachers. It is hoped that this study can be served as a reference for schools, teachers, education authorities and teacher training institutions.

The design of this study is as follows:

The methodology is based on questionnaire. First, a careful review of relevant theories and documentations is done as the first step to establish the framework basing on the objective and subject of this study. Then a self-designed questionnaire entitled "Job Satisfaction of Macao Kindergarten Teachers" is employed as research instrument. Second, local Portuguese and English kindergartens are excluded in this study. 83 kindergarten teachers are served as samples. Statistical methods, such as SPSS means, t-test, one way ANOVA are applied to analyse data collected in this study.

Conclusions of this study are as follows:

1. Job satisfaction of kindergarten teachers

- a. Mean of job satisfaction stands at medium level of the Likert chart, indicating the tendency of satisfaction.
- b. According to the analysis of T.Kunnin Face Scale, teacher are satisfied with their job.
- c. Among the six dimensions of the job satisfaction, teachers are most satisfied with "teaching work" followed by "work support", "work rewards", "working environment", and "advanced studies and seeking knowledge". Teachers are least satisfied. with "School administration"
- d. In the dimension of "work support", teachers are most satisfied with students' support and respect. Compared with salaries of other sectors, teachers are least satisfied with "work rewards" which includes welfare

measures, such as holidays, medicare, housing subsidies, provident funds, retired pensions etc, and "advanced studies" which is composed of the in-house teacher trainings.

2. The Application of the Theories of Need Hierarachy and Two-factor to Macao's Children Education

According to the analysis based on Maslow's theory of Need Hierarachy, the average points of the "teaching work" and "work support" which belong to Esteem Needs, Love and Belongingness Needs are higher. However, "Advanced Studies " which is part of the highest-level Self-actualization Needs is lower. Analysis based on Herzberg's theory of Two-factor has found that the average points of the "teaching work" and "work support" which belong to Motivating Factors are higher, while "advanced studies" is lower. A finding also shows the average points of "working environment" which is subordinate to Hygiene Factors is lower as well. According to the findings, the Two-factor theories are not fully supported. Motivating Factors and Hygiene Factors affect simultaneously satisfaction and dissatisfaction. But it shows those who are satisfied pay much attention to Motivating Factors; those who are dissatisfied are inclined to Hygiene Factors. Therefore, extrinsic Hygiene Factors will not be enough to bring about satisfactory work results. Work performance will not be escalated efficiently unless close attention paid to personal intrinsic Motivating Factors. If Maslow's theory of Need Hierarachy and Herzberg's theory of Two-factor can be used properly, these two theories are still of value to Macao's children education.

3. Relationship between background attributes and teachers' job satisfaction

- a. Teachers who have different age, marital status, years of service, record of formal schooling, position, scale of school, or if taking up administrative work or being in charge of a class do not have a big difference in aspects of the overall job satisfaction and satisfactions of all job dimensions, thus these do not affect the job satisfaction of kindergarten teachers.
- b. In the categories of schools, teachers working in public schools or private schools have a big difference in job satisfaction and in dimensions of "teaching work", "school administration", "work support", "work rewards", "advanced studies and seeking knowledge" and "working environment". All dimensions of the job satisfaction of public school teachers are obviously higher than those working in private schools.

- c. Kindergarten teachers who get different salaries show remarkable differences in the overall job satisfaction and dimensions of “work reward”, “advanced studies and seeking knowledge”, “working environment”, “school administration” and “work support”. Teachers with salaries of 15,001 patacas and above are more satisfied than those whose salaries range between 10,001 and 15,000 patacas, and those with a salary of 10,000 patacas and below.

Suggestions of this study are as follows:

According to the results of this study and the summary of substantial opinions of kindergarten teachers, the following suggestions are proposed :

1. Suggestions to school administrators:

- a. make best use of dimensions of initiating structure and consideration..
- b. enrich professions of educational administration and preschool education.
- c. expand the administrative involvement and exchange experience of communication so as to promote the harmonious operation of administrative affairs in school.
- d. relieve work pressure of teachers.
- e. pay attention to the living security of teachers and set up a good reward system.
- f. encourage and support the advanced studies of teachers so that they can fulfill self-cultivation and their education ideals.
- g. improve working environment of teachers and improve school equipment.

2. Suggestions to teachers:

- a. pursue continuous advanced studies and enrich professional skills and communicative skills.
- b. participate vigorously in school affairs and understand the operation of school and types of communication.
- c. establish a right self-consciousness of kindergarten teachers.

3. Suggestions to education authorities:

- a. organize more seminars on leadership theories of school administrators and practical issues.
- b. establish a teachers' professional statute as soon as possible.
- c. increase the budget for education and assist schools to meliorate teaching equipment and to improve working environment.

4. Suggestions to teacher training institutions:

- a. organize vigorously professional training and seminars for kindergarten teachers.
- b. improve the scholarship and self-cultivation of kindergarten teachers and enhance their understanding of operational affairs of school.
- c. increase advanced study opportunities for school administrators and teachers.