

THE INTERACTION EFFECT OF WORKPLACE CONDITIONS, TEACHERS'
COMPENSATION AND JOB SATISFACTION ON PERCEPTION OF WORK AND
CAREER DECISIONS: THE CASE OF PRESCHOOL TEACHERS OF A LEBANESE
SCHOOL IN QATAR

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by

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Dedication

To my kids, Andrew and Ella, for being my source of inspiration and the reason behind every dream I yearn to achieve. You are a blessing and a gift sent to us from above.

To my husband, Elian, who is the reason behind my determination, words could never thank him for his unconditional love, endless support and making me the better person I am today.

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Abstract

The teaching profession is broadly acknowledged to be a demanding and challenging profession. Job satisfaction and career decision have been one of the extensively studied concepts across different organizations, but is little dealt with in the teaching community. Research implies that teachers quit their jobs at twice the rate of other professions. Everyday teachers are faced with unjust decisions, not being appreciated, fewer opportunities for professional development, feeling stressed-out and dissatisfied which account to them at times quitting their jobs. Teachers' compensation and workplace conditions have been demonstrated to be the main predictors for explaining teachers' levels of satisfaction and career commitment.

The main objective of this study is to explore the challenges related to work place conditions, salaries and job satisfaction on teachers' perception of work and thus contribute to their willingness to pursue or leave their job. A descriptive analysis was carried out to identify the relationship between these variables. 60 teachers selected from a population of day care till KG2 teachers of different subjects in the Lebanese School of Qatar, completed a job satisfaction survey.

Findings of this study reveal that job satisfaction is positively correlated with perception of work and intentions to leave the job, whereas teachers' compensation and workplace conditions are negatively correlated. The interaction effect between workplace conditions, teachers' compensation and job satisfaction on perception of work and intent to leave the job has been confirmed.

Keywords: Teaching experience, job satisfaction, salaries, teachers, workplace conditions, environment, stress, interaction effect,

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Glossary of terms

Job satisfaction: refers to the way a person evaluates and rates one's job based on the degree of congruence or discrepancy between current work environment and a perceived ideal work environment (Bloom, 1988, 1989; Bloom, Sheerer, & Britz, 1991).

Turnover Intentions Variable: refers to a person's state of mind in relation to leaving the organization in which he/she is being employed. While turnover refers to actual behavior or action taken by an employee, turnover intentions mean a person's state of mind to leave the organization. Thus, these two terms are differentiated in the study because an employee's turnover intentions may or may not result in actual turnover behavior.

Turnover: is defined as an employee's voluntarily leaving the organization where he/she is being employed.

Early Childhood Teacher: refers to both head teachers and assistant teachers working in diverse early childhood programs.

Interaction effect: is the simultaneous effect of two or more independent variables on at least one dependent variable in which their joint effect is significantly greater (or significantly less) than the sum of the parts.

Fringe benefits: are additional compensation provided to employees above and beyond an agreed-upon wage or salary.

PROLOGUE

Every child has a dream. Some girls want to become models, fashion designers, artists, journalists; others want to become doctors, lawyers, psychologists, dental surgeons or nurses. My dream was to become a teacher. I always had an admiration to my teachers, of course good ones, through the way they taught us, helped us whenever we needed any kind of help, spent their free time in solving our personal problems and shared our tears and laughters. I was amazed by the way some teachers were not just teachers, they went beyond their profession to become family and that required a lot of sacrifice and effort. I was called to teaching. If people remember me as a good teacher, it will be a great honor.

I grew up with this dream. I graduated from school and since I loved children and teaching, I enrolled in early childhood education at NDU, continued my teaching diploma in English and pursued a Masters degree in School Management and Leadership. I enjoyed my courses and everything related to the teaching profession. I never saw it as a profession; or a check to imburse at the end of the month; to me it was a mission, MY mission.

Throughout my university years, from the books and articles we read, from the news we watched, from the internships we did in schools, I found myself interested in specific topics: job satisfaction, salaries, teachers' concerns, stress and teachers' turnover. We talked to the teachers, listened to their problems, discussed their concerns and from that time I was definitely sure that my decision to become a teacher was the right career decision.

Upon graduation from university, my first job was in "College des Frères Maristes Champville". This subject drew my attention more and more. I was very excited with the

entire experience: new programs, new students, new teachers and new environment. I thought this was my chance to go to class and apply all the theories I learned at university, but I was partially mistaken.

The teaching profession is much more challenging than I thought. It's not only about the theories we've learned, it's about the whole experience we face in dealing with students, managing our classes, providing discipline, interacting with parents and colleagues. On the other hand, we, as teachers, have other concerns of our own related to low salaries, lack of motivation and stress. Every year, a lot of teachers quit their jobs and this issue created a revolution inside me. Of course I cannot change the situation, but I definitely can make a difference in my classes and with my students. I applied to grow as a teacher because I believed it contains a movement of change within the system that has failed for many years.

Five years ago, I moved to Qatar and got accepted in the Lebanese School. I taught there for almost 2 years; however I was obliged to leave the school when I was 7 months pregnant due to health complications and came back to Lebanon to deliver my baby boy.

My experience in the Lebanese School was very rewarding, I learned a lot from each and every person there, whether colleagues or administrators, I was blessed to work with two professional ladies: My Head of Division and my coordinator; both were exemplary in their dedication and commitment to make a change. They were very supportive and encouraging and played a very major role in my teaching experience.

The school's main philosophy was to let students learn in a creative way which made classes more interesting. It provided students their own pace to learn and discover. Despite this, The Lebanese School, like many other schools, faced the same dilemma: lack of motivation among teachers due to low salaries, stress, having work overload and lack of appropriate appraisal. The main issue that drew my attention the most was the number of

teachers quitting their job by the end of every year and at times during the school year which had a negative effect on classrooms and students. I heard from colleagues that over the years a lot of teachers leave the school by the end of their first or second year; other teachers even leave the profession itself.

Throughout my teaching experience, many people had a great impact in my life. I met a lot of dedicated teachers who love their job, a lot of devoted coordinators who spent hours and days working hard to improve the educational system; I met a lot of lovely students who really taught me so much and a lot of caring and understanding parents. I truly believe that the teaching profession is very valuable. People see doctors as heroes because they help patients; they see firefighters as heroes because they save lives. I see teachers as heroes because they help doctors become doctors, and firefighters become firefighters. They help these heroes become heroes. They help every person become the person he is today. And that is what a hero is all about. Christa McAuliffe, an American teacher once said: "I touch the future, I teach."

I always thought that whenever I decide on my thesis topic, I would research this issue which has become a main concern to a lot of schools – teachers' turnover. I wanted to study the reasons behind the dissatisfaction and lack of motivation. I wanted to examine its effect on teachers' decisions to leave the school or even leave the profession itself. I'm not here to criticize the teaching profession but I felt the urge to make a change, to find ways to improve on this dilemma, to suggest some useful strategies that might help.

Introduction

The challenge of hiring highly qualified teachers has been a main concern for schools. Many questions have been addressed by researchers, HRs, administrators, principals and governmental agencies. The necessity of teaching qualifications for individuals employed by schools as teachers is supported by the view of “assurance of basic quality standard”. “However when comparing teaching to parenting-like qualifications, it is suggested that parents should then “enrol for a university course to qualify as parents.” (Dr. Sheldon, Wellington College)

Why are teachers leaving their profession so early? What are the factors that are forcing teachers, especially newly hired teachers, to change schools or even change the job itself? Why are some schools hiring unqualified or partially qualified teachers to start their school year? What effect has this attrition on students and classrooms? This sense of paradox quickly turns into a dilemma.

Today, few scholars would disagree that the teacher is the most influential school related factor affecting the quality of education a student receives (Darling-Hammond, 1999). The class size, the curriculum, parental involvement , the school’s mission and vision, the physical environment, all play an important role to school improvement and student success, however, teacher quality has a long-last effect on student learning. However the main problem that schools are currently facing is a serious teacher shortage in some core subject areas. While the actual magnitude of the shortage varies by subject, region, country and school type (Cooperman, 2000; Ingersoll, 2003; Rothstein, 2002), there is an evident gap between the projected demand and real supply of qualified teachers. The theme of teacher attrition and retention presents itself as an international, complex, multifaceted parameter.

Like any other business, employee's working conditions and monetary compensation influence their motivation and productivity. Schools are of no difference. In addition, what teachers need is a safe environment where they can excel, have positive relationships with their colleagues, administrators and a deeper symbolic representation about teaching and learning. Unfortunately many schools are losing quite a number of qualified teachers who are only lasting few years in the teaching profession before they quit their jobs. Leaving rates are particularly high in early-career teaching. (Grissmer and Kirby, 1987)

The growing demand for teachers is not simply caused by large increase in student enrollments, class size reduction or in teacher retirements, but it is rather caused by the high rate of teacher turnover (Grissmer and Kirby, 1987; Ingersoll, 2003). The proportion of teachers leaving the profession or changing schools has increased since 2010 and thus has an important implication on the future of the educational system and teaching workforce.

A large number of qualified teachers abandon their teaching careers for reasons other than retirement (Ingersoll, 2001). One estimate of the annual teacher turnover rate is almost 16% (Ingersoll, 2003). Teacher turnover among beginning teachers is of particular concern. According to the National Center for Education statistics, 25% of new teachers quit the profession within the first 5 years of teaching in order to pursue other careers and 40% of those who leave say they would not teach again (Henke, Chen, Geis and Knepper, 2000).

Many factors are affecting teachers' decisions to quit their job, as stated by Hahs-Vaughn and Scherff, teachers' salaries has been identified as the most important factor in teachers' decisions to stay in the field of education. (Hahs – Vaughn and Scherff, 2008).

Ingersoll reported that the teacher shortages are the result of a “revolving door” in which large numbers of teachers leave for reasons other than retirement. This likely includes large numbers of teachers leaving the field due to stress and burnout. (Ingersoll, 2001)

According to Ostroff, job satisfaction can be an important policy issue since it is closely associated with teachers’ work attitude and performance that ultimately affect student learning (Ostroff, 1992). Specifically, teachers’ job satisfaction may influence the quality of instructional practice. Some researchers argue that dissatisfied teachers are less likely to do their best work in the classroom (Evans, 2001).

Another level that may lead to teachers’ turnover is the workplace conditions. In order to remain or leave teaching, teachers make ongoing assessments of the attractiveness of teaching in relation to other occupations. Though educators and policy makers agree that working conditions play a vital role in keeping teachers in schools, few states and districts have created new programs to improve working conditions (Hirsch, 2005; Loeb, Darling – Hammond and Luczak, 2005). It is well stated by researchers that people are profoundly affected by the social settings in which they are working.

Preschool teachers in the Lebanese School of Qatar are encountering similar hindrances which lead to their resignation, sometimes in the middle of the school year. Every year more than six preschool teachers quit their job; some of them are changing schools while others are leaving the profession for good. In an attempt to provide an informative, as well as evidence-based account of this problematization, the target population of this thesis is preschool teachers of the Lebanese school of Qatar.

Research Question

This thesis aims to discover the impact that working conditions, salaries and job satisfaction have on teachers' perception of work and willingness to pursue or leave the teaching career. Why are some teachers satisfied with their jobs while others are not? How do low levels of job satisfaction in schools affect teachers' career decisions? What are the relative weights of salary and working conditions on job satisfaction? Can job satisfaction lead to teachers' turnover? How do the direct effects and relative weights of salary, working conditions and job satisfaction differ according to teachers' characteristics and background (gender, age, number of children, and years of experience)?

Hypotheses

To what extent do workplace conditions, salaries and job satisfaction levels affect teachers' decisions to quit their jobs?

Thus, the dependent variables here are teacher's decisions to quit their jobs and perception of work. The independent variables are: workplace conditions, salaries and levels of job satisfaction.

The main hypothesis here is that low levels of job satisfaction, poor working conditions and low salaries will likely result in teachers' decisions to quit their job. In order to undertake hypotheses testing, each research hypothesis needs to be expressed as both a null and an alternative hypothesis – the null hypothesis being in the position of the devil's advocate.

Null Hypothesis 1: Low salaries are not associated with teachers' decisions to quit their job.

Alternative Hypothesis 1: Low salaries are positively associated with teachers' decisions to quit their job.

Null Hypothesis 2: Workplace conditions and environment are not associated with teachers' decisions to quit their jobs.

Alternative Hypothesis 2: Workplace conditions and environment are highly associated with teachers' decisions to quit their jobs.

Null Hypothesis 3: Lower job satisfaction levels are not associated with teachers' decisions to leave their job.

Alternative Hypothesis 3: Lower job satisfaction levels are more likely to influence teachers' decisions to quit their job.

Dependent Variables: Teachers' decisions to quit their job and perception of work,

Independent variables: Levels of job satisfaction, workplace conditions and compensation.

Now that the Null and the Alternative Hypotheses have been identified, evidence will be provided to support either one of them.

Objectives of the study

To better understand the factors related to teachers' turnover decisions, this study aims to assess the relative monetary compensation, working conditions and job satisfaction levels on teachers' perception of work and turnover intentions. So the purpose of this study is to investigate whether workplace conditions, salaries earned and levels of job satisfaction have an impact on teachers' willingness to pursue or leave the teaching career.

Research plan

This thesis is divided into four parts.

The first part includes the analysis of existing literature or Literature Review, which is made up of two chapters. The first chapter, Illustrating Job Satisfaction; is divided into 2

parts. The second chapter; Challenges of Teacher Turnover; is divided into five parts, all reviewing information gathered from research books and academic articles. All the information are related to the present research and its objectives. Its relevance is to clarify the reasons behind the chosen research question.

The second part of the thesis includes the Methodology section which describes how the research is conducted, what actions are taken to investigate the research problem, clarifies all the methods and instruments that are used and analyses the findings. A correlational study is conducted along with a descriptive analysis.

The third part, Results and Discussion section, discusses results and findings that are arranged in a logical manner, thus suggesting new understandings and insights about the research problem.

The final part, Conclusion, includes a summary of the findings, limitations and future research plans. Hopefully the study would move the reader forward from the introduction to the conclusion.

PART 1

LITERATURE REVIEW: ABOUT THIS RESEARCH

Introduction

Early childhood programs need to provide children and their parents with stability and continuity, therefore these programs should be of high quality. Most importantly, teachers who teach these programs should be highly qualified professionals who are able to provide children not only with the right education but with the necessary needs for their healthy development. It is rightfully said by our professors that you can have the greater influence on a person when they are in their early childhood years. Yet, the high turnover of early childhood staff is problematic to the holistic development of the children, to the security of these programs and thus to the whole future of the educational field.

Decisions to quit teaching or change schools are not a new concern among educators and researchers. In fact teacher turnover has been moderately stable for most of the 20th century. In 1924, 16% of public teachers turned over annually (National Education Association, 2004), in comparison with 19% in 1969 (Metz and Fleischman, 1974) and 26% in 2000 (Ingersoll, 2003). So according to these findings, the teaching profession is marked by high turnover.

Teachers leave schools for many reasons. This study explores the factors that lead teachers to take the decision to quit their job or leave the teaching profession itself. The objective is to determine the influence of job satisfaction, workplace conditions and salaries on the intent of preschool teachers to leave their job in the Lebanese School of Qatar. Subsequently, the question that the research thesis seeks to answer is the following: How do workplace conditions, teachers' compensation and job satisfaction affect teachers' willingness to pursue or leave their teaching career.

Part I – Literature Review includes two chapters, each addressing issues related to the thesis statement, briefly previewing studies and researches of useful books and recent articles.

Chapter I – Illustrating job satisfaction

“Job satisfaction is an affective reaction to an individual’s work situation. It can be defined as an overall feeling about one’s job or career or in terms of specific aspects of the job or career (e.g., compensation, autonomy, co-workers) and it can be related to specific outcomes, such as productivity” (Rice, Gentile, and McFarlin, 1991). According to Ostroff (1992), teachers’ satisfaction with their career may have strong implications for student learning. “Job satisfaction can be an important policy issue since it is closely associated with teachers’ work attitude and performance that ultimately affect student learning.” So as a matter of fact job satisfaction has a great impact on teachers’ performance and students’ learning outcomes.

As stated by Evans (2001), teachers’ job satisfaction may influence the quality of instructional practice. Some researchers argue that dissatisfied teachers are less likely to do their best work in the classroom. In addition, highly satisfied teachers are less likely to switch schools or to quit the profession than those who are dissatisfied with low salary, poor working conditions and lack of professional development supports (Baker & Smith, 1997; MacDonald, 1999). These actions disrupt student learning and workplace climate, requiring costly recruitment efforts. Thus, teacher dissatisfaction can be a critical problem for schools, other teachers, and students, even when it does not lead dissatisfied teachers to exit immediately.

Job satisfaction – a function of job attitude, has been widely studied. For decades, job satisfaction has captivated researchers due to the anticipated effects it has on employee retention, motivation, burnout and performance (Begley and Czajka, 1993). Various approaches have been taken to study job satisfaction. In this chapter, a brief overview of the approaches related to defining job satisfaction will be considered.

1. Approaches taken to define Job Satisfaction

The definition of job satisfaction became a common topic in the mid twentieth century. Prior to that period, only few studies were published.

a. Hoppock's Approach to Job Satisfaction

Studies of job satisfaction have their origin in early twentieth century psychological and management studies. Many researchers and psychologists have studied the concept, consequences and factors affecting job satisfaction due to their relevance to work attitudes and motivation. The first systematic study of job satisfaction occurred when Hoppock (1935) studied teachers' job satisfaction during 1932 and 1933 and published the book, *Job Satisfaction*, in 1935.

According to Hoppock, job satisfaction is defined as “any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say; (I am satisfied with my job)” (Hoppock, 1977, p. 47). In his book, Hoppock describes the complicated concept of job satisfaction from a person's psychological aspect.

Acknowledging that “a person may be satisfied with one aspect of his job and dissatisfied with another,” Hoppock argues that “it is possible for him to balance the specific satisfactions against the specific dissatisfactions and thus to arrive at a merged satisfaction with the job as a whole” (p. 47). Hoppock emphasizes the diversity of factors that might affect job satisfaction. Using anonymous self-estimates of job satisfaction obtained from 500 teachers, he compared the 100 most satisfied and the 100 least satisfied.

Hoppock, in his study that focused explicitly on job satisfaction, found the following:

1. Those who were satisfied a) showed fewer indications of emotional maladjustment; b) were more religious; c) enjoyed better human relationships with superiors and associates; d) felt more successful; e) “selected” their vocations; f) were teaching in cities with a large population; and g) were 7.5 years older than the dissatisfied;
 2. The difference in average salaries was not statistically significant between the most satisfied and the least satisfied groups;
 3. Family influence and social status were more favorable among the satisfied; and
 4. Monotony and fatigue were reported more frequently by those who were dissatisfied
- (Hoppock, 1977, pp. 25-40).

b. Locke’s Range of Affect Theory

Locke (1969) defines job satisfaction as “the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating one’s job values” (p. 316). In his Discrepancy Theory, Locke suggests that “job satisfaction is a result of what a person feels is important as opposed to the fulfillment or lack of fulfillment of needs.” Locke (1976) added that job satisfaction has several determinants/dimensions that represent characteristics associated with job satisfaction: work-related and personal determinants.

The nature of the work itself, promotions, salary, benefits, working conditions, recognition, coworkers, and supervision are considered work-related dimensions while age, years of experience, marital status, and education are considered personal determinants. Locke’s theory concluded that too much of a particular determinant will produce stronger level of satisfaction according to whether expectations are met or not. Locke’s definition has been used by most subsequent researches.

c. Bloom's Model on job satisfaction

In the early childhood field, Bloom has studied the concept of job satisfaction. This model narrowed the scope to determine the disposition of job satisfaction. Introducing ideas of previous researchers (Jones & James, 1979), Bloom (1989) defines job satisfaction as a kind of *psychological contract* between the worker and the demands of the workplace that is influenced by personal needs, values, and expectations.

This model also defines job satisfaction as “one’s valuative reaction to a center” (Bloom et al., 1991, p. 91) and “individual perceptions of the degree to which individual needs and expectations are met” (Bloom, 1997, p.2). In this view, a person’s job satisfaction is affected by the “discrepancy between current working conditions and a perceived (ideal) work environment” (p. 28).

2. Measuring Job Satisfaction

Job satisfaction may be measured for a variety of reasons and in many different ways. Several kinds of instruments are used to measure employees’ job satisfaction. The first instrument is the Job Satisfaction Blank (JSB) developed by Hoppock (1935). Inspired by Hoppock’s study; researchers have developed instruments to measure job satisfaction such as the Job Descriptive Index (JDI) by Smith, Kendall, and Hulin (1969); the Minnesota Satisfaction Questionnaire (MSQ) by Weiss, Dawis, England, and Lofquist (1967); and the Faces Scale by Kunin (1955). However, with some exceptions (Bloom, 1988; Palsha, 1989; Whitebook et al., 1993), most studies on early childhood years have not used specific instruments to measure the job satisfaction level of teachers.

Rather than asking teachers about their satisfaction level with various facets of the job,

most studies in the early childhood field measure the level of job satisfaction by asking about the overall satisfaction level of teachers using Likert Scale offering a range of options such as “Are you satisfied with your job?” and “How satisfied are you with your job?” These norms for existing job satisfaction scale make it impossible to generalize human service organization.

The first systematic effort in defining and measuring the concept of job satisfaction for early childhood teachers was conducted by Bloom (1986), who studied the working environment and work attitudes of early childhood teachers. Bloom, Sheerer, and Britz (1991) pointed out that many aspects of an individual’s work life influence one’s feelings of professional fulfillment. Table 1 shows each facet of job satisfaction and its definition.

Table 1. Bloom’s Definitions of the 5 Facets of Job Satisfaction.

Facets of job satisfaction	Definition
Co-worker Relations	The extent to which a worker has formed close relationships with colleagues. The degree of mutual trust and respect.
Supervisor relations	Perceived quality and quantity of feedback, encouragement, and helpful support from supervisor. The worker’s assessment of the supervisor’s overall competence.
The nature of the work itself	Various job components as they relate to the nature of the work experience (degree of challenge, autonomy, and control) as well as the sheer quantity of tasks to be done and the timeframe in which to do them. Extent to which the job provides intrinsic enjoyment and fulfills one’s needs for recognition, creativity, and skill building. Also includes task identity (the perceived importance of the work).
Working Conditions	Structure of the work experience (flexibility of hours, teacher-child ratio, adequacy of breaks, substitutes, and teaching materials) as well as the context in which the work is performed (the aesthetic quality of the physical environment, overall noise level,

	heat, ventilation, light and spatial arrangement).
Pay and promotion opportunities	The adequacy of pay as well as the perceived equity and fairness of policies regarding the distribution of pay, fringe benefits, and opportunities for advancement. Also includes the worker's perceived job security.

Source: Bloom, P. J. (1988).

While Bloom's research tool is developed based on previous research findings, the instrument is unique in terms of its specific focus on measuring early childhood teachers' job satisfaction. This study uses an instrument that can measure multiple facets of satisfaction as well as overall satisfaction to analyze the levels and areas of teachers' job satisfaction. The categorization of job facets used in Bloom's studies allows us to know the aspects of a teacher's work with which the teacher is feeling satisfied or dissatisfied.

Chapter II – Challenges of Teachers' Turnover

The question that comes directly to mind: Who is leaving the teaching profession and what are the reasons for leaving? The literature study continues with a subject that is sometimes a consequence of burnout, Intent to Leave. For nearly half a century research has been focused on investigating individuals' decisions to leave their job. Mobley (1977) also argued that job dissatisfaction leads to quitting when an employee has expectations that a more satisfying job exists.

Teacher turnover is costly. In recent years there have been alarming reports regarding severe teacher shortages. Many researchers hypothesize that the shortage of teachers is due to both increasing student enrollments and an increasing number of teachers reaching retirement (Ingersoll & Smith, 2003). However Ingersoll and Smith (2003) found that these two occurrences are not the primary cause of staffing difficulties and teacher shortages but the

main problem was teacher turnover. The Merriam Webster dictionary defines turnover as “the number of persons hired within a period to replace those leaving or dropped from a workforce.” This chapter discusses teachers’ turnover and the different factors that lead to this attrition.

1. Review of Early childhood teacher turnover

According to Burton et al., approximately 2.3 million individuals make up the paid teaching staff who work with young children (birth through 5) in the United States. About one-third of them leave the field every year. (Burton et al., 2002) Ingersoll found that approximately 30-50% of teachers leave the profession within their first three years of teaching.

A longitudinal study, *Then and Now: Changes in child care staffing, 1994 – 2000* conducted by Whitebook, Sakai, Gerber and Howes in 2001, found that 30% of teachers employed in child care centers in 1999, 76% of teachers employed in the centers in 1996 and 82% of those who worked in the programs in 1994 were no longer on the job in 2000. The high turnover rates of early childhood teachers have become a major problem in the field.

The turnover rate in the early childhood profession, “As reported by The Bureau of Labor Statistics”, is nearly double the overall turnover rate across various other occupations in the U.S. According to national data, during 1995-1996, 7% of registered nurses, 11% of social workers, 15% of parking lot attendants and 21% of home health aides left their jobs (Bureau of Labor Statistics, 1998). By contrast, the turnover rate of childcare workers during the same period was 30%. This shows that the considerably higher turnover is not a recent phenomenon for early childhood staff.

This information clearly reveals that the field of education has regularly experienced high turnover. Whitebook and Bellm have noted that even though high teacher turnover in the

field has been considered “an undefeatable problem”, “an energy drain” and even a “plague” by practitioners, the field has made “little progress in reducing it” (Whitebook and Bellm, 1999). Addressing early attrition is imperative to lessening the continuation of teacher shortage dilemma.

2. Theories Related to Teacher Turnover

Reports from media on teacher attrition have become a debatable topic in the educational system. Various models have been developed and tested to explain teachers’ turnover behavior. These models differ in their content, but they all focus on explaining and understanding some variables that affect voluntary turnover.

a. Human Capital Theory

Human capital theory of occupational choice provides a conceptual framework for understanding the underlying factors that may contribute to an individual’s decision to become a teacher, and subsequently, to remain in or leave the profession. This theory mostly demonstrates the relationships among education and training as well as migration and the search for a new job. (Becker, 1993; Ehrenberg & Smith, 2003) One of the major principles of human capital theory is that the greater the amount of knowledge and skills accumulated in a job over time from education and job training, the lower one’s probability of turnover from that occupation (Ehrenberg & Smith, 2003).

Expected utilities from turnover decisions are influenced by entry requirements (e.g., licensure), future benefits such as better salary (monetary rewards), working conditions (non-pecuniary attribute), and professional training benefits. If the present value of the benefits

associated with turnover exceeds the costs, individuals are more likely to make a decision to change jobs. The present value of the net benefits of turnover (i.e., the benefits minus the costs) will be larger under the following conditions: 1) greater is utility derived from the new job; 2) less happiness derived from the job of origin; and 3) smaller immediate costs associated with change (Ehrenberg & Smith, 2003).

Monetary Benefits

From the perspective of human capital theory, monetary benefits (e.g., health/life insurance, pensions) from the teaching profession can be viewed as returns on investment in education and training. Such training may make individuals more productive, resulting in higher wages and the trade-offs associated with the costs (Becker, 1993). Generally speaking, if teachers feel that their return is being lowered as they work, they will be less likely to invest in training and thus leave. In other words, teachers who have perceived that they have put too much into teaching but have not gotten enough in return, decide to leave (Becker, 1993).

Unlike other professionals, the overwhelming majority of teachers in the U.S are paid according to a single salary schedule. Under the single salary schedule, all certified teaching personnel are paid according to the same schedule with no differentials reflecting field, individual effort, talent, or merit. In general, all teachers in a school district, regardless of the character of the school's working conditions, are paid according to the same salary schedule.

Thus, teachers will naturally tend to gravitate to jobs with less stress, fewer demands, and more desirable working conditions or change to jobs offering higher salaries. Some

economists suggest that single salary schedule be replaced by salary differentials that adjust to compensate for differences that make some jobs relatively more attractive than others.

Non-monetary Benefits

Along with monetary benefits, teachers consider non-monetary benefits as one of the most important factors affecting their career decisions. In general, non-monetary benefits may include support from fellow teachers and administrators, the quality of school facilities and resources available, autonomy in classroom, participation in school decision-making, student learning attitudes, and assigned teaching hours. Most of the literature refers to these nonmonetary benefits as working conditions; working conditions vary by school type, location, and demographics of students, teachers and parents.

Scholars differentiate between firm-specific and generic human capital. Firm-specific human capital refers to factors that cannot be transferred to other schools, while generic human capital is that which can be easily transferred to other schools and professions. Firm specific human capital includes knowledge of school practices, seniority in the system, respect of colleagues, and other forms of autonomy and privilege (Becker, 1993; Grissmer & Kirby, 1987). In principle, the more firm-specific human capital that is built up, the less likely an individual is to leave that profession if the human capital is rewarded (Kirby & Grissmer, 1993). Most researchers generally agree that working conditions and/or school level characteristics contribute significantly to teachers' decisions about where to work, along with monetary benefits (Ingersoll, 2001; Mont & Rees, 1996).

Compared to monetary benefits, working conditions have received less attention in earlier literature (Ingersoll, 2001). This may be partly because of data availability at that time. As information about school characteristics and/or working conditions has become available

at state and national levels, recent studies have found them to be effective predictors of teacher turnover (e.g., Hanushek, Kain, & Rivikin, 1999).

b. Social Learning Theory

Unlike human capital theory, social learning theory applied to career decisions emphasizes the interaction of personal characteristics, previous behavior (social learning experience), and environmental determinants (Chapman, 1984). Krumboltz (1979) identified four factors that influence the nature of a career decision: genetic endowment and special abilities (e.g. gender, race, intelligence, physical characteristics), environmental conditions and events (e.g., social, cultural, political or monetary factors), learning experiences (e.g. job training opportunities, technological developments, and training resources), and task approach skills (e.g., set of skills, standards, values, work habits, perceptions, emotions, and cognitive process). Thus, individual career decisions are seen as outcomes of a combination of four factors that interact in different ways.

Chapman (1984) and Chapman and Green (1986) expanded on Krumboltz' social learning theory and developed a public school teacher retention/attrition model. The model suggests that teacher retention is a function of: (a) teachers' personal characteristics (e.g., age, gender, and race), (b) educational preparation (e.g., degree obtained, quality of teacher preparation program, and student performance such as grade point average, course grades), (c) learning experiences (e.g., initial commitment to teaching and quality of first year teaching), (d) social and professional integration into teaching (e.g., a teacher's values, skills and abilities, and accomplishments), and (e) external influences (e.g., employment climate, alternative employment opportunities).

Chapman (1984) and Chapman and Green (1986) tested the suggested model using four groups of University of Michigan graduates with teaching certificates. The groups included (a) those who taught continuously, (b) intermittent teachers, (c) those who left teaching, and (d) those who never taught. Researchers found that the groups differed in personal characteristics, educational experience/initial commitment, professional integration into teaching, external influences, and career satisfaction. They concluded that teacher retention/ attrition is a result of the social learning process.

Focusing on psychological factors and individual processes in turnover, social learning theory of career decision provides a more comprehensive picture of the teacher turnover process than do economic models like human capital theory which focus instead on the rationality of decision-makers who weigh costs and benefits. The two theories can improve our understanding of the factors associated with the turnover decision among teachers. In addition to social learning theory, job satisfaction theories help to better understand seemingly invisible relationship between factors (e.g., workplace conditions) and actual turnover behavior in the process of turnover decisions.

c. Dual-Factor Job Satisfaction Theory

Often cited in education literature, Herzberg's (1968) dual-factor job satisfaction theory suggests that there are two dimensions of job satisfaction: motivation and hygiene. The motivator or intrinsic rewards includes recognition, achievement, possibility of growth, advancement, responsibility, and work itself (Hirsch et al., 2001). Motivator factors cause positive job attitudes because they satisfy the worker's need for self-actualization, an individual's ultimate goal (Judge, Bono, & Locke, 2000). Many enter teaching because they want to make a difference with children by successfully meeting their academic needs

(Farkas, Johnson, & Foleno, 2000). Therefore, teachers are satisfied according to this view, when they can facilitate learning and cultivate positive relationships with students.

The hygiene or extrinsic dimension is similar to that explained by human capital theory. This dimension includes salary, supervision, administrative policies, working conditions, and interpersonal relations (Herzberg, 1968). Teachers who are deprived of adequate hygiene factors accept the status quo or leave the profession.

Conceivably, teachers may have different opinions as to what makes a satisfying job. Certain positive components of teaching job could offset some negatives; depending on individual's preferences and the importance of each component to the person. Teachers most frequently cite less discipline problems, more control over one's own classroom and lesson plans, more administrative and professional support, more opportunity to participate in school decision making, and more involvement and collaboration of parents as the most significant factors that positively influence their job satisfaction (Farkas et al., 2000; Fraser, Draper, & Taylor, 1998; Ingersoll & Rossi, 1995; Kim & Loadman, 1994; Ma, Xin, & MacMillan, 1999; Pisciotta, 2000).

However, teachers tend to report in self-reported surveys that monetary benefits from the profession are not much important dimensions in affecting their job satisfaction (Farkas et al., 2000; Fraser et al., 1998; Perie & Baker, 1997). In addition, irrelevant or lack of professional development, pressures from changing policies, strong accountability, inadequate facilities and resources, and low social respect frequently dissatisfy teachers (Boe et al., 1997; Prince, 2002).

It is important to acknowledge characteristics of teacher labor market. The labor market for teachers is nested within and continuously influenced by a larger labor market that includes the markets for all other occupations requiring roughly similar levels of education or

skill. The teacher labor market perspective provides a useful theoretical lens for better understanding teacher career decisions.

3. Problems Related to Early Childhood Teacher Turnover

According to year 2000 census data, 58.6% of children under age 6 have both parents in labor force. A study by West, Wright and Hausken, estimated that approximately 78% of 4 year olds and 84% of 5 year olds are receiving early education services on a regular basis (West, Wright and Hausken, 1995). A more recent survey reported that 82.3% of 4 year olds are in non-parental care (National Center for Education Statistics, 2005). Due to this current social context, where the number of working mothers with young children is increasingly growing and more children are being placed into non-parental settings, providing effective early childhood programs is very important for children and families.

Schweinhart, Montie, Xiang, Barnett, Belfield and Nores emphasized the role of early care and education programs and the lasting positive impact they have on children's well-being and success in school and society. (Schweinhart, Montie, Xiang, Barnett, Belfield and Nores, 2005). One of the major factors influencing program quality is staff stability but due to high turnover of the early childhood staff, this has been a serious issue because it's endangering the staff stability of early childhood programs, thus negatively affecting the quality of care that young children are receiving.

Young children need consistent care. Cryer, Hurwitz and Wolery state that "Continuity in caregivers creates a more dependable personal relationship between the children and the teacher." Staff turnover is a barrier to producing a continuity in caregivers." (Cryer, Hurwitz and Wolery, 2000) A study by Howes and Hamilton found that there is a relationship

between the number of caregiver losses that young children experience and the likelihood that a child becomes aggressive to his peers or socially withdrawn. Additionally, Hamre and Pianta have noted that in programs with high teacher turnover, young children may face difficulties in developing secure relationships with their teachers. (Hamre and Pianta, 2001)

Research has shown that young children in programs with less staff turnover “develop more secure attachments, engage in a higher complexity of play, have more advanced language development and show higher school achievement.” (Hayes, Palmer and Zaslow, 1990) By contrast research has found that young children who are exposed to high teacher turnover become lost, get off the track, and are less engaged in social activities and in “age-appropriate play behaviors with peers” (Howes, 1992)

These studies clarify the bond between high teacher turnover and negative outcomes for young children in early childhood programs. Teacher turnover also affect the parents of young children. Whenever teacher turnover occurs, parents feel uncomfortable and are afraid from the new situation and whether it’s appropriate for their children or not. Whitebook and Bellm noted that parents may feel stressed out while trying to build a relationship with a new teacher or they might have to choose between their job and the care of their children and this might force them to look for another child care setting. They also noted that teacher turnover is often cited as a major reason for parental dissatisfaction with early childhood programs. (Whitebook and Bellm, 1999)

According to the literature, teacher turnover also has a negative impact on the remaining staff members in early childhood programs. High turnover among teachers negatively affects their abilities to do their job properly and contributes to their decision to leave. They often face the extra workload, heavier duties and more responsibilities until a new teacher is being hired. This will create a stressful atmosphere for the teacher who might not be able to carry this entire burden. (Whitebook and Bellm, 1999) And when a new teacher

is hired, teachers have to adjust to the new staff member and this might not be an easy process.

Thus teacher turnover can be disruptive for the quality of early childhood programs and can negatively affect teachers' performance. (Ingersoll, 2001, p.8) When teachers leave their job, directors start facing a lot of problems by spending a huge amount of time, effort and money to find substitute teachers, hire new teachers or retain qualified teachers.

Consequently, teacher turnover is closely tied to "the performance and effectiveness of organizations" (Ingersoll, 2001, p.7) When high turnover persists, all the school staff face a lot of difficulties from the principal, to program directors, staff and especially young children who might suffer from relatively ineffective teachers.

It has been identified that among all school resources, good teachers have the largest impacts on students' learning and development. No matter how advanced school resources are, effective teachers play the biggest and most important role. (National Commission on Teaching and America's Future, 1996). Research shows that newly hired teachers are more likely to be much less educated and trained, might be specialized in a totally different major and tend to leave their jobs sooner than the teachers they replace. (Whitebook et al., 1989, 1993, 1997, 2001)

Thus, it is argued that keeping good and effective teachers should be considered on the top of the list of any school leader. (Darling – Hammond, 2003). The main concern of Early Childhood Programs is to provide children and their parents with stability, continuity and care. However, the high teacher turnover is negatively affecting the positive development of children, the quality of the programs provided to them and the future of the field.

4. Intent to Leave and Actual Turnover

Turnover intention has been a significant variable in relation to job satisfaction and actual turnover in organizational behavior studies and applied psychology (Van Breukelen, Van der Vlist, & Steensma, 2004; Vandenberg & Nelson, 1999). Similar to job satisfaction, turnover intention has implications for job performance and organizational effectiveness. Because of this, school administrators are trying with a consistent search to identify signals of potential labor turnover.

Teachers with high levels of turnover intentions are less likely to dedicate themselves to teaching. Teachers with high levels of turnover intentions may also be more likely to leave the job. However, the results of studies of relationship between intent to leave and actual behavior have been mixed (Vandenberg & Nelson, 1999). This is because actual turnover is more difficult to predict than intentions, as many external factors affect turnover behavior such as childrearing (pregnancy), moving, family status, family income, and job alternatives.

It is important for policy makers and educators to understand the relationships among job satisfaction, intent to leave, and actual turnover. This will provide a better understanding of the complicated turnover process and allow for more accurate prediction of whether dissatisfied teachers or teachers with high levels of turnover intentions actually leave teaching.

There is a large gap between the number of qualified teachers willing to teach and the number of teachers needed to fill every classroom. Certainly, since the quality of education rests upon the quality of teaching, the reduction of the high turnover rate of the most

competent and talented teachers must continue to be the primary concern in American education.

5. Factors Contributing to Early Childhood Teacher Turnover

Turnover is a complex phenomenon caused by the interaction of many factors. Researchers identify several personal (e.g. illness, personality, marriage) and work-related (e.g. working conditions) causes of turnover. Yet, due to the diversity of interpretations, studies in early childhood field generally focus on issues of compensation (e.g. salary, benefits), working conditions (e.g. unpaid overtime work) and organizational climate, and how these factors are related to teachers' job satisfaction. Ingersoll (2001) reported that teacher shortages are the result of a "revolving door" in which large numbers of teachers leave for reasons other than retirement.

This issue has been a main concern for researchers and policy makers who are spending an enormous amount of time studying the causes and effects of turnover and trying to develop appropriate policies to prevent this problem.

In an organization like a school that has extensive interactions among administration, faculty, staff, and students, turnover can disrupt school cohesion, culture and morale. Annually recruiting and replacing teachers is both time consuming and costly for school administrators (Boe et al., 1997).

A number of factors have been established as contributing to teacher attrition (MacDonald, 1999). The factors that create the most prominent sources of voluntary turnover are job dissatisfaction and the desire to pursue a better job. Dissatisfaction accounts for 42% of all teacher departures (Ingersoll, 2001). The most cited causes of dissatisfaction leading

teachers to leave the field include low salaries, inadequate support from school administration, lack of student motivation, and student discipline problems (Ingersoll, 2001). Job dissatisfaction also stems from problems such as desire to pursue a better job, another career, or to improve career opportunities (Ingersoll, 2002).

March and Simon (1958) began the investigation of turnover with a theory on the ease of movement, how easy it would be for the employee to find another job, and the desirability of movement, or how much jobholders want to leave their job. The major factor affecting perceived ease of movement is the number of available opportunities perceived external to the organization. The lack of perceived possibility of intra-organizational transfer and low job satisfaction are the two factors that contribute to desirability of movement in their model.

The teachers' argument is in line with Adams' (1963) Equity Theory of Motivation. This theory calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition). According to its findings, a fair balance serves to ensure a strong and productive relationship with the employees. The theory is built-on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation, reduced effort and becoming dissatisfied. Preschool teachers are facing a lot of problems in schools where employees' inputs exceed employees' outputs.

Harris and Adams (2004) claim that the consequences of not having enough properly qualified teachers to fill every classroom are severe and include, for example, teachers teaching out of their subject field or certification, poor student performance, and a high dropout rate of students.

a. Salaries

When one thinks about teacher attrition, one of the first explanations that may be considered is the monetary compensation, mainly salaries.

Teachers' ability to provide positive classroom environments for children may be supported or compromised by the compensation and benefit practices of early childhood programs. Research indicates positive associations between teachers' wages and their sensitivity and instructional practices in classrooms (Whitebook et al., 1989; Whitebook and Sakai, 2003; Whitebook, 2013).

Early childhood teachers' compensation continues to be an issue for teachers' financial well-being, as early childhood educators are among the lowest paid professionals in the United States (Bureau of Labor Statistics 2013; Whitebook et al., 1998), making it the lowest paid profession for a university graduate.

Early childhood educators are among the most poorly paid professionals (Center for the Child Care Workforce, 2002; Whitebook, Howes, & Phillips, 1998). Individuals providing care and education for children ages 0–5 earn less than kindergarten or elementary school teachers, on average (Fuller & Strath, 2001). Low wages are associated with higher staff turnover, which is known to be harmful to the development of children (Whitebook, 2002).

Teachers' low compensation is a concern in the field of early childhood education, as it has been associated with teacher turnover, teacher burnout, less sensitivity to children, and less developmentally appropriate practices and quality instruction in classrooms (Whitebook et al., 1989; Whitebook and Sakai, 2003; Whitebook, 2013). Teachers' salary has been identified as the most important factor in teachers' decisions to stay in the field of education (Hahs-Vaughn and Scherff, 2008).

Low teacher wages may lead to teachers experiencing an inability to pay for their basic expenses, another indicator of teachers' financial well-being and a potential source of financial stress. Teachers' beliefs that they do not receive adequate compensation can increase teachers' feelings of stress, which can negatively impact both classroom quality and child outcomes (Grining et al., 2010). The financial stress associated with an inability to pay for basic expenses may impact teachers' behaviors in classrooms, which may in turn affect children's experiences in preschool classrooms, including their emotional expressions and behaviors.

Studies profiling early childhood programs and teachers have revealed that early childhood teachers receive low wages, few benefits and no pay for working overtime. In fact, a longitudinal study by Whitebook, Sakai, Gerber and Howes, (2001), that examined quality indicators in child care centers in three communities in California in 1994, 1996 and 2000 revealed that: 1) compensation of teachers has not kept pace with the cost of living; 2) 88% of former teachers who left their jobs recommended improved pay as essential to preventing turnover and 3) centers paying higher wages were better able to retain qualified teachers and directors.

Bobbitt et al. (1994) stated that teachers who leave the profession or move to other schools often cite low pay as a main reason for doing so. And this is the case in most of the schools. The teaching profession has been under-estimated and teachers themselves are being unappreciated. Among professions that require a minimum of a bachelor's degree, teaching is a relatively low-paying profession.

Now of course teaching is a mission, and teachers are not only teachers, they are educators and care-givers. Still this doesn't reduce the fact that salaries are important and are considered motives for teachers. Research has proven that if teaching salaries are not competitive with those offered in other professions requiring comparable education and

skills, it may be difficult to retain teachers who may find more profitable opportunities elsewhere. This raises the red flag and it could result in many teachers giving up their teaching profession.

b. Workplace Conditions

Like salaries, workplace conditions also play a significant role in influencing teachers' decisions about remaining in the profession. Research shows that safe environments, strong administrative leadership, collegial cooperation, high parental involvement, and sufficient learning resources can improve teacher effectiveness, enhance their commitment to school, and promote their job satisfaction (Darling-Hammond, 2003; Guarino, Santibanez, and Daley, 2006).

Though educators and policy makers agree that working conditions play a key role in keeping teachers in schools, few states and districts have created new programs to improve working conditions (Hirsch, 2005; Loeb, Darling-Hammond, & Luczak, 2005). It is a matter of little interest to policy makers whether and how each of these policy interventions affects teachers' turnover behaviors. In examining this, turnover behavior can be well understood when it is seen as a multistage process linking individual attributes, attitudes toward the job, intent to quit, and the behavior of actually quitting (Price, 2004).

Financial incentives, workplace conditions, and professional development experiences are likely to interactively influence teachers' job satisfaction, their intention to leave, and actual turnover behavior.

Children's learning occurs within their classroom contexts via interactions with the classroom system. Classroom contexts are also teachers' work environments; thus, teachers' perceptions of their work environments, including the financial well-being they experience due to their jobs and their work time supports, may influence the experiences and interactions

that children have in classrooms. Preschoolers' emotionality may be particularly susceptible to teachers' perceptions of their work environments, as teachers' perceptions and emotions affect the emotional climate of the classroom, which in turn are associated with preschoolers' social competence (Brophy-Herb et al., 2007), emotional knowledge, and emotional behavior (Morris et al., 2013). Moreover, research suggests that the organizational climate of early childhood education programs (consisting of aspects such as opportunities for professional growth, supervisor support, and reward systems) is directly related to teachers' language and interactions with young children (Lower and Cassidy, 2007).

c. Teachers' characteristics

Research on teacher turnover has tended to focus on teachers' characteristics, such as demographics, qualifications, and subject specialty, to determine those most likely to leave the profession (Bobbitt, Leich, Whitener, & Lynch, 1994; Ingersoll & Bobbitt, 1995; Murnane & Olsen, 1991). Despite a wealth of research, there appear to be few demographic characteristics that meaningfully predict turnover, except for age.

Some studies have determined that a teacher's age is highly influential, indicating that younger teachers and older teachers leave at much higher rates than middle-aged teachers (Grissmer & Kirby, 1997; Ingersoll, 2001; Kirby, Berends & Naftel, 1999).

In addition, teachers' gender is associated with teacher turnover, i.e., female teachers are more likely to leave schools (Gritz & Theobald, 1996; Stinebrickner, 2001; Weiss, 1999).

Teachers in particular academic fields, most notably Mathematics and Science, are also seen as being the most difficult to retain, due to the availability of well-paying career alternatives (Ingersoll, 1999; Weiss, 1999). Weiss (1999), however, found that Math and

Science teachers were no more likely to depart than other teachers, once he controlled for the effects of school and organizational characteristics. Studies have also identified special education teachers as having particularly high attrition rates (Boe, et. al., 1997).

The evidence on whether teachers with post-graduate degrees stayed in teaching longer is mixed. Several studies have found that teachers with advanced degrees at entry tended to have higher attrition rates than those entering with a Bachelor's degree (Ingersoll et al., 1997; Kirby et al., 1999; Theobald, 1990). On the contrary, other studies have shown that teachers with only a bachelor's degree were more likely to leave (Adams, 1996). In addition, some studies have found that teachers with advanced certificate are more likely to switch schools or leave teaching (Boe, Bobbitt, & Cook, 1997; Henke et al., 2000; Shin, 1995)

Individual teacher characteristics have been found to affect teacher turnover. In particular, one consistent finding in the literature is that turnover has a U-shaped relationship with age and experience. Guarino, Santibanez and Daley noted that young and new teachers have a high probability of leaving that decreases as they continue to teach and then increases as they near retirement age (Guarino, Santibañez, and Daley, 2006). Family also plays a large role in teachers' turnover decisions, as married women and women with newborn children are more likely to leave teaching (Stinebrickner, 1999; Stinebrickner, 2001). Consistent with this effect of child-rearing on attrition, younger women in general are also more likely to leave teaching (Theobald, 1990). Moreover, a substantial percentage of exiting teachers later return to teaching, perhaps when their kids are older (Stinebrickner, 2001).

Indeed, some women may choose teaching as a career precisely because of the flexibility it allows for raising a family. These teacher characteristics, however, are not

particularly agreeable to policy interventions by policymakers concerned about turnover and not much evidence was provided concerning this point.

PART 2

METHODOLOGY

Introduction

In the literature review, we discussed job satisfaction and the different approaches that were taken to define it. We also presented the kinds of instruments that are used to measure employees' job satisfaction. The challenges of teacher turnover and the problems related to it; were surveyed together with the different theories related to teacher turnover: Human Capital Theory, Social Learning Theory and Dual-Factor Job Satisfaction Theory. We delved into the notion of actual turnover and intent to leave the job. Finally, we presented the different factors that lead to teachers' turnover from salary to workplace conditions, perception of work and teachers' characteristics.

In the second part of the thesis, the methodology of the quantitative research will be explored. This part answers two main questions: How was the data collected? And how was it analyzed? Also a small introduction is done about the education in the State of Qatar.

Chapter I starts with the correlational study methods, the sampling and the study's participants where the target population is preschool teachers of the Lebanese School of Qatar. The instrument or method used to identify and collect information is a survey that includes questionnaire about job satisfaction and the objective behind each question is discussed.

Chapter II engages in the practical research where the findings and results will be discussed. It describes the data collection process, the statistical analysis and the descriptive statistics that were utilized to study the underlying hypotheses.

Chapter I – Methods

1. Education in Qatar

Before I go deep into the participants of this study, which was held in The Lebanese School of Qatar, I will start by introducing Education in Qatar.

All areas of development in the State of Qatar are being driven forward by its 2030 Vision, put in place to help the country move from an economy that relies solely on its hydro-carbon resources to one that is technology and knowledge-based. Education plays a central part in this far-reaching blueprint for the nation. There is a firm belief that Qataris should have access to the best education available.

All schools in Qatar are regulated by the Supreme Education Council (SEC), divided up into departments with specific responsibilities. International schools, for example, are the responsibility of the Director of the Private Schools Office. Qatari children, and those of other Arabic-speaking nations whose parents are government employees, can attend Qatari independent schools. There are about 200 of these schools, and they make up the equivalent of the state-funded education sector. The schools are divided into three stages: primary, preparatory (or middle school) and secondary. At the secondary level, schools specialise in the subjects offered, for example accountancy or engineering. All of these schools are single-sex only. There has been quite a lot of development in these schools, especially in the use of new technologies, as the academic bar is raised and standards improved.

Children who do not qualify for entry into the state sector schools (and Qatari children whose parents do not wish to send them to state schools) must attend fee-paying international private schools. There are over 150 of these schools, and the curriculum choice is wide – from Finnish to Filipino, British to Japanese – and is tailored to the needs of the particular expat parent and pupil body they serve. Education in Qatar plays a very important role, with a lot of schools representing a variety of international curriculum systems. There are around 338 international schools in the country.

It goes without saying that teachers are any school's most valuable asset, so those responsible for recruiting them to the leading schools in Qatar will ensure that they are properly qualified (to degree level and with a recognised teaching qualification), and experienced in their field of expertise. In English-speaking schools, the vast majority of the teachers will be mother-tongue speakers, and in the main will come from the UK. Nowadays, with the number of English-speaking schools rapidly increasing, teachers are becoming much more mobile and more international in their outlook. It is not unusual, therefore, to find teachers from across the English-speaking world at work in schools in Qatar. Parents and children can be sure to hear an accent they recognise!

As for my research territory, the Lebanese School of Qatar and after obtaining the consent of its administration, willingly accepted to provide me access to the population of my research.

The Lebanese School in Qatar (LSQ) is a non-profit, private school that was founded in 1975, under the sponsorship of the Lebanese Embassy in Doha, offering classes from Preschool to Grade 12.

The Lebanese School was established to serve the needs of the growing Lebanese population in Qatar by offering the Lebanese Baccalaureate program in French. In 2001, the

school expanded its academic offering to include an English-based curriculum, giving students the option of choosing between two different streams: French and English.

In 2004, the school was relocated to a new campus in the West Bay area, to accommodate for around 1,700 students. Currently, the entire school hosts a student population of over 2,300, including Lebanese, Qatari and other nationalities. There are 800 students enrolled in the Preschool division.

2. Definition of Methods and Research used

The origins of correlation methods started with Francis Galton who initiated the first formal presentation of a statistical relationship (Miller and Millar, 1996). Galton was very well-known for creating correlation in most of his work. He was mostly responsible for the development of regression, which in turn resulted in the creation of correlation as a logical conclusion. However, according to Miller and Millar, Karl Pearson was the one responsible for the mathematical development of correlation. That's why, if we look at the SPSS today, we can see "Pearson's correlation" written on it.

The main purpose of a correlational study is to establish relationships between variables. It requires determining associations between the same variables in 2 populations or between 2 or more variables in the same population (Leedy and Ormrod, 2010)

As for the Descriptive research, it is designed to create a snapshot of the current thoughts, feelings or behavior of individuals. There are 3 types of descriptive research: case studies, surveys and naturalistic observation. In my thesis I used a survey about job satisfaction.

In survey method research, participants answer questions administered through interviews or questionnaires. After participants answer the questions, researchers describe the responses given. To make the survey both reliable and valid, it is important that the questions

are well constructed. Questions include open-ended, closed-ended, partially open-ended or rating-scale questions. (Jackson, 2011)

Descriptive and correlational studies examine variables in their natural environments and do not include researcher-imposed treatments. (Jackson, S.L. 2009)

In this thesis, a correlational examination is used to determine the relationship between the dependent and independent variables i.e. between salaries, workplace conditions and perception of work (independent variables) and teachers' decision to quit the job (dependent variable). A simple correlational analysis is used to find the positive or negative relationships between the variables, where 60 teachers ($n=60$), in a representative sample of preschool teachers in the Lebanese School of Qatar, aged between 23 and 55 were asked to complete a survey that includes questions about job satisfaction.

3. Participants

A sample size of 60 teachers ($N=60$) from preschool teachers of the Lebanese School of Qatar took part in the study. The participants were asked to complete the survey (see Appendix B). All responded positively and returned usable questionnaire.

The sample was selected from day care till KG2 teachers from both English and French section. Day care consists of 1 class, 1 teacher and 2 assistants. Nursery, KG1 and KG2 consist of 4 classes each and 2 sections; French and English, which makes them 24 classes. So in total there are 25 classes. Day care has 1 teacher and 2 assistants while the other classes have a teacher and an assistant. There are also 2 Arabic teachers for each level (2 for Nursery, 2 for KG1 and 2 for KG2). Many class sections remain with 1 teacher due to reasons which we will discuss later. The total number of participants was 60 teachers divided into 34 teachers, 25 full time teacher assistants and 1 part time teacher assistant. All teachers were females aged between 23 and 55; their years of experience vary between 1 and 23 years.

4. Instruments of Measurement

In this quantitative study, a survey about job satisfaction was used to examine the underlying hypotheses and research questions. The study aims to examine the relationship between workplace conditions, salaries and job satisfaction on perception of work and career decisions.

The questionnaire, which was made up of two sections: socio-demographic and workplace related, is specifically designed to accomplish the objectives of this study. The first part collected socio-demographic information on respondents' age, gender, educational level, marital status, number of children, years of experience, position and salary. The second part collected information related to satisfaction in the workplace. If the teachers were not satisfied they have to tick one or more answers to show why they are not satisfied and which work aspect is affecting their intentions to leave the job. The objective behind this part is to show the reasons that are affecting teachers negatively like stress, low salaries and being unappreciated.

After that teachers were asked if they often think of quitting their jobs to see if they are having the intentions or not. If they were not thinking of quitting their jobs is it because they are satisfied or is it due to reasons such as residency in the country, environment and children tuition fees.

The objective behind this part was to explore how some teachers are having the intentions to leave but do not quit because of the friendly environment or because their children are in school, but are not satisfied at work. Although the survey was tested for validity and reliability by performing a pilot study on a number of participants, a number of

changes were incorporated, clarifying statements and omitting items that were ambiguous and not relevant. The revised questionnaire was finalized (see appendix B)

Chapter II – Procedure

In this chapter, I will present the procedure of the study and its findings. First, I start by talking about how the data was collected for my study,

1. Data collection

Data collection is the process of collecting information from teachers to find answers to the research problem. An initial contact with the school was conducted. An appointment was scheduled with the school's principal and the head of division to present the research and to discuss the work plan. In the meeting, the researcher explained the purpose of the study and the willingness to work with the teachers. After securing the approval of the school administration, the Head of Division gathered all the preschool teachers in a big hall and presented the whole purpose of the research and the questionnaire to be filled out. A detailed instruction was written on the first page of the survey and the consent form to be signed (see Appendix A). The teachers were very cooperative, none of them was hesitant and they all filled every single part of the survey. The conclusion of data collection was 60 usable questionnaires.

2. Data analysis

The next step in determining the methodology was to determine the methods of data analysis. Statistical analysis methods are discussed below by objective.

The first objective was to describe the teaching workforce in the school system by demographic characteristics. These characteristics include age; gender; marital status, number of children, if children are in the same school they teach in; if teaching in their area of certification; educational level (Bachelor's Degree, Master's Degree or Doctorate); years of experience in education; years with current organization; position (home room teacher or assistant) and salary range.

The second objective was to explore the relationship between job satisfaction and intentions to leave the job. A survey was conducted by the researcher that contained a list of questions at extracting specific information about job satisfaction. It was divided into two major parts with 2 broad questions. The first question was whether they were satisfied or not, it included different sub categories (ability to apply own methods, provided with all the material, satisfied with principal's/coordinators methods, ability to prove one's self, salary satisfaction, chances of advancement, appreciation, satisfied with co-workers, work overload and stress. The second question was whether they think of quitting their job which also included different sub categories, if yes: searching for jobs on the internet, having sent their resume to another school, totally quitting and not coming back, if no is it due to residency issues, their children tuition fees or used to the environment)

When all information was recorded, a preliminary idea about the association between salaries, workplace conditions and work perceptions and intentions to leave the job was revealed.

Statistical analysis of the data was performed and correlations were analyzed using the Statistical Package for the Social Sciences (SPSS) software. The "SPSS is a comprehensive system for analyzing data mainly in social sciences. SPSS can take data from almost any type

of file and use them to generate tabulated reports, charts, and plots of distributions and trends, descriptive statistics, and complex statistical analysis." SPSS is one of the most popular statistical packages which can perform highly complex data manipulation and analysis with simple instructions.

PART 3

RESULTS AND DISCUSSION: LOOKING

BENEATH THE SURFACE

Introduction

In the previous part, the methodology of the study was described and the study methods were discussed. A small introduction was included to introduce the Educational system in the state of Qatar.

A description of the population and the instrument used to measure job satisfaction which is the survey were detailed. In the second chapter we discussed the findings and results, including how data was collected and how it was analyzed through content analysis and statistical analysis.

In the upcoming part, findings and discussion, the results of the study will be stated, arranged in a logical sequence and in a concise manner. The purpose of the study is to interpret and describe the significance of the findings in light of the research problem being investigated.

The primary purpose of this study is to determine the influence of job satisfaction, workplace conditions and salaries on intent to leave the job among preschool teachers in the Lebanese School in Qatar. The results are reported by objectives of the study in the following sections. This chapter presents the findings of the study. Analyses of the collected data are presented using descriptive statistics. Related tables and figures on the analyzed data are also presented, with texts summarizing the results.

Findings and Discussions

Objective one

The first objective was a description of the teaching workforce of preschool teachers in The Lebanese School based on the following demographic teachers' characteristics:

- a) Age
- b) Marital status
- c) Number of children
- d) If children are in the same school they teach in
- e) Educational level
- f) If teaching in the same area of certification
- g) Years of teaching at their current school
- h) Years of teaching in general
- i) Position
- j) Salary

There were 60 respondents and the results for each variable are as follows:

Age

Participants were asked to report their age, and then the ages were sorted into 3 age groups: between 23-30 (43.3%), between 31-40 (46.7%) and 40+ (10%).

Age of Respondent	Frequency	Percent	Valid Percent	Cumulative Percent
23.00	1	1.7	1.7	1.7
24.00	1	1.7	1.7	3.3
25.00	1	1.7	1.7	5.0
26.00	1	1.7	1.7	6.7
27.00	5	8.3	8.3	15.0
28.00	4	6.7	6.7	21.7
29.00	8	13.3	13.3	35.0
30.00	5	8.3	8.3	43.3
31.00	3	5.0	5.0	48.3
32.00	7	11.7	11.7	60.0
33.00	4	6.7	6.7	66.7
34.00	3	5.0	5.0	71.7
35.00	2	3.3	3.3	75.0
36.00	1	1.7	1.7	76.7
37.00	2	3.3	3.3	80.0
39.00	4	6.7	6.7	86.7
40.00	2	3.3	3.3	90.0
42.00	1	1.7	1.7	91.7
44.00	2	3.3	3.3	95.0
47.00	1	1.7	1.7	96.7
50.00	1	1.7	1.7	98.3
55.00	1	1.7	1.7	100.0
Total	60	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 23-30	26	43.3	43.3	43.3
31-40	28	46.7	46.7	90.0
40+	6	10.0	10.0	100.0
Total	60	100.0	100.0	

Marital status

The study participants were also described on marital status. Of the 60 respondents, 86.6% were married, 10% were single, 1.7% were divorced and 1.7% widowed.

Marital status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Divorced	1	1.7	1.7	1.7
Married	52	86.7	86.7	88.3
Single	6	10.0	10.0	98.3
Widow	1	1.7	1.7	100.0
Total	60	100.0	100.0	

Fringe benefits: Children tuition fee

Married participants were asked about the number of children they have and if their children are in the same school they teach in. 50% of the teachers had 1 child, 33% had 2 children, 14.6% had 3 children and 2.4% had 4 children. 81% of the teacher's children were at the same school they teach in.

Fringe Benefits: Child in School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	39	65.0	65.0	65.0
No	9	15.0	15.0	80.0
Not applicable	12	20.0	20.0	100.0
Total	60	100.0	100.0	

Educational level

Respondents were asked to select their level of education from the following list of degrees: Bachelor’s Degree, Master’s Degree and Doctorate. 82% of the teachers had a BA and 18 % had an MA.

Educational level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BA	49	81.7	81.7	81.7
MA	11	18.3	18.3	100.0
Total	60	100.0	100.0	

Teaching in the area of certification

Teachers were asked if they were teaching in their area of certification and the results were as follows: 53% answered by yes and 47% by no.

Teaching in the area of certification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	32	53.3	53.3	53.3
No	28	46.7	46.7	100.0

Total	60	100.0	100.0
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Years of experience in the current school

48% of the teachers have been teaching between 1-3 years, 35% have been teaching between 4-7 years and 17% have been teaching for more than 8 years.

Years of Teaching in School

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	5	8.3	8.3	8.3
2.00	15	25.0	25.0	33.3
3.00	9	15.0	15.0	48.3
4.00	7	11.7	11.7	60.0
5.00	8	13.3	13.3	73.3
6.00	2	3.3	3.3	76.7
7.00	4	6.7	6.7	83.3
8.00	1	1.7	1.7	85.0
9.00	1	1.7	1.7	86.7
10.00	2	3.3	3.3	90.0
12.00	2	3.3	3.3	93.3
13.00	1	1.7	1.7	95.0
14.00	1	1.7	1.7	96.7
17.00	1	1.7	1.7	98.3
23.00	1	1.7	1.7	100.0
Total	60	100.0	100.0	

Years of experience

Out of the 60 teachers who filled the questionnaire, 28% have been teaching between 1-3 years; 34% have been teaching between 4-7 years and 38% have been teaching in general for more than 8 years.

Years of teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	3	5.0	5.0	5.0
2.00	10	16.7	16.7	21.7
3.00	4	6.7	6.7	28.3
4.00	6	10.0	10.0	38.3
5.00	5	8.3	8.3	46.7
6.00	6	10.0	10.0	56.7
7.00	3	5.0	5.0	61.7
8.00	3	5.0	5.0	66.7
Valid 9.00	4	6.7	6.7	73.3
10.00	7	11.7	11.7	85.0
11.00	1	1.7	1.7	86.7
12.00	2	3.3	3.3	90.0
14.00	3	5.0	5.0	95.0
19.00	1	1.7	1.7	96.7
22.00	1	1.7	1.7	98.3
33.00	1	1.7	1.7	100.0
Total	60	100.0	100.0	

The purpose of objective one was to describe preschool teachers in The Lebanese school of Qatar on a number of selected demographic characteristics. Findings for objective one indicated that all preschool teachers were females. The majority of participants were married and between 31 and 40. Most of these teachers have been working in this field for more than 8 years and the majority has been working in this school specifically between 1 and 3 years.

Objective 2

The second objective was to determine the relationship between the demographic characteristics and intentions to leave the job. Correlations are analyzed using the Statistical Package for the Social Sciences (SPSS) software.

Age and intentions to leave

The researcher determined 3 age groups, the first is between 23-30 (A), the second is between 31-40 (B) and the third is over 40 (C). 15.4% of Group A intend to leave the job while 84.6% don't think of leaving. 32.1% of Group B intend to leave the job while 67.9% don't think of leaving and 1.3% of group C intend to leave while 4.7% are willing to stay. According to the results, no significance was found between age and intentions to leave the job.

Marital status and intentions to leave

Marital status consists of 4 parts: Divorced, Married, Single and Widowed. 100% of divorced teachers said that they don't think of leaving their job. 19.2% of married teachers think of leaving their job while 80.8% are not willing to leave. 50% of single teachers think of leaving their job and the other 50% don't think of leaving. 100% of widowed teachers don't think of leaving. According to the results, no significance was found between marital status and intentions to leave the job.

Children's tuition fee and intentions to leave the job

65% of the teachers had their children in the school they teach in. 17.9% think of leaving their job while 82.1% said they will stay.

15% of the teachers don't have kids in school (they either have a newborn baby or their children are in university) but still 22.2% think of leaving their job while 77.8% are willing to stay.

20% of the teachers have no kids, 33.3% intend to leave their job while 66.7% don't think of leaving. According to the results, there is no significance between child in school and intentions to leave the job.

Degree and intentions to leave the job

81.7% of the teachers have a BA degree, 20.4% intend to leave their job while 79.6% are willing to stay.

18.3% have an MA degree, 27.3% are willing to leave their job while 72.7% don't think of leaving. According to the results, there is no significance between degree and intentions to leave the job.

Working in the field and intentions to leave the job

53.3% of the teachers are working in their area of certification while 46.7% are not. Among the 53.3%, 28.1% intend to leave their job while 71.9% don't think of leaving. Whereas teachers who are not working in their field (46.7%), 14.3% intend to leave their job while

85.7% don't. According to the results, there is no significance between working in the field and intentions to leave the job.

Objective 3

The third objective was to determine if there is a relationship between job satisfaction and intentions to leave the job.

23.3% of the teachers were satisfied with their job while 76.7% were not. Among the satisfied teachers, 100% are not willing to leave the job. Whereas among the teachers who were not satisfied, 71.7% are not willing to leave the job and 28.3% intend to leave.

According to the results, there is significance between job satisfaction and intentions to leave the job.

Job Satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	14	23.3	23.3	23.3
Valid No	46	76.7	76.7	100.0
Total	60	100.0	100.0	

Objective 4

The fourth objective was to determine the reasons behind teachers' dissatisfaction and if teachers are satisfied with workplace conditions and intentions to leave the job.

Workplace conditions and satisfaction

	Yes	Percent	No	Percent
Not satisfied with the way my principal handles the faculty and staff	2	4.3%	44	95.7%
Not satisfied with the way my coworkers deal with each other	2	4.3%	44	95.7%
Not satisfied with my salary	34	73.9%	12	26.1%
Being stressed all the time	29	63%	17	37%
No chances of advancement	13	28.3%	33	71.7%

Intentions to leave the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	13	21.7	21.7	21.7
Valid No	47	78.3	78.3	100.0
Total	60	100.0	100.0	

Objective 5

The fifth objective was to determine the reasons for staying. When teachers were asked why they don't intend to leave their job, 41.7% said they are staying because their kids are in school, 35% said they are staying because they are used to the environment. 5% said because they have no other opportunities and 2% are staying because of residency issues.

Reasons for Staying

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Children in school	25	41.7	49.0	49.0
Teacher used/happy with environment	21	35.0	41.2	90.2
no other opportunity	3	5.0	5.9	96.1
Residency issues	2	3.3	3.9	100.0
Total	51	85.0	100.0	
Missing System	9	15.0		
Total	60	100.0		

DISCUSSION

1. Discussion of the demographics

The first part of the discussion will highlight the three teacher demographic characteristics that were the most salient and they are: Teachers' Educational level, Teachers' Certification, Teachers' Marital Status and their children Tuition Fee.

a. Teachers' Educational Levels

Findings obtained from this study show that, there is no significant difference in overall job satisfaction level between employee groups of different educational levels, which

corresponds to Bachelor's degree and Master's degree. Some previous researches showed that, if educational level of employees increases, their expectations also increase from their job. Therefore, increase in educational level of employees may cause dissatisfaction about their job (Sun, 2002). In our study, findings indicate that neither teachers having BA nor the ones having MA degree think of leaving their job. Therefore, it can be said that having an MA or BA degree does not create much difference in people's perception about their work.

Another finding about overall satisfaction is that there is no significant difference between years of experience and intentions to leave the job. As I made small interviews with teachers afterwards, I realized that newly hired teachers were more satisfied with their jobs considering that they were interviewed at the beginning of the year. It can be because of the enthusiasm and dynamism of the young employees towards their jobs, compared to the senior employees.

Nevertheless, as I was informed afterwards, 7 newly hired preschool teachers left their job at the end of their first year not because of reasons such as marriage or pregnancy or moving to another country, they simply left because they were not satisfied with the whole teaching system in the school. So I believe there is a significant difference between years of experience and intentions to leave the job because it's easier for newly hired teachers (0-3 years) which are between 23 and 30 to find other opportunities than teachers who have been teaching for a long time and who have passed the age of 40.

From the outset of their practice, beginning teachers need effective support from colleagues, mentors, and administration. Without the wisdom, caring, and consistent attention from others during this new experience many of these teachers will begin to withdraw into

themselves and close the door to opportunities to grow beyond their present state (Clayton, 2001).

b. Teachers' Certification

When asked if teachers are working in their field, 53% said yes while 47% are not working in their area of certification. And this is a major problem because the percentage of teachers not working in their field is too high. What are the indications of this result? Schools are hiring unqualified teachers every year just to start their school year because of the shortage of qualified teachers. This is negatively affecting students because of the teaching experience that is lacked in this case. This is why a lot of teachers are leaving their job at the beginning of their first year and sometimes during the school year. Why? Because if someone enters the teaching profession just to have the weekends off or because they finish at 1 or 2, then these teachers would not be able to bare the whole teaching experience. Ingersoll (1997, 2001, 2003) notes that school staffing problems do not arise from teacher shortage, (or a deficit in the supply of teachers), but from the inability to retain qualified teachers. "School staffing problems are primarily due to excess demand resulting from a 'revolving door,' where large numbers of teachers depart their jobs for reasons other than retirement."

c. Teachers' Marital status and their children's tuition fees

I will start my discussion with a small introduction about couples in Qatar. The majority of people that go to Qatar are young couples with one aim: saving money. These couples help each other in order to obtain their goal. Since it's a bit complicated to find a job easily, women tend to teach so that they won't stay home.

Back to our point, as mentioned before, married teachers compose the majority of the population. According to the results, marital status is not significant with intentions to leave the job.

Among the married teachers, 81% had their kids in school and the results showed no significance between kids in school and intentions to leave the job. However, also teachers that are single or married with kids that are not in school still don't report intentions to leave the job because most of them don't see this as a long term career plan; they are simply in this job to support their husbands and an evidence to this point is that most of them has no teaching background and are not working in their area of certification as mentioned before.

2. Discussion of the hypotheses

This part will reveal the findings of the different hypotheses and address the research questions. The effect of workplace conditions, compensation and job satisfaction on perception of work and career decisions.

Hypothesis 1:

Null Hypothesis: Low salaries are not associated with teachers' decisions to quit their job

Alternative Hypothesis: Low salaries are positively associated with teachers' decisions to quit their job.

In this study, the teachers were not satisfied with their salary (around 74%). Yet, they did not report intentions of leaving their job. The Null Hypothesis is confirmed. This result

was also congruent with the findings of previous research on job satisfaction. For example, in their study on the working conditions of early intervention staff, Kontos and File (1992) found that salary, insurance, promotion, and benefits were the areas needing most improvement to entice them toward a job. For most people, it is undeniable that monetary compensation is a major rationale for working, no matter what other motivations or passions co-exist for the job.

Earlier literature has shown more or less consistent views about the impact of salary or an increase in salary on decision to stay in teaching (e.g., Brewer, 1996; Hanushek, Kain, & Rivkin, 1999; Ingersoll, 2001; Stinebrickner, 1998). Overall, higher salary is associated with lower teacher attrition, but the effect of salary is small and varies within characteristics of subpopulations. For example, using several logistic regression equation models, Hanushek, Kain, and Rivkin (1999) found that salary increases reduced the likelihood that teachers in Texas would leave their district.

While salary may be necessary to recruit and keep qualified teachers, research has constantly established that it is not enough to attract and keep teachers in schools. In other words, existing studies have not provided much evidence that teachers prefer salary increase to enhancement of working conditions, and furthermore that higher salary compensates other discouraging factors, including poor working conditions.

Case Processing Summary of Salary and intentions to leave the job

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Salary * Do you think of Leaving School	60	100.0%	0	0.0%	60	100.0%

Salary and intentions to leave the job (Cross tabulation)

		Do you think of Leaving School		Total
		Yes	No	
Salary	Count	0	2	2
	Expected Count	.4	1.6	2.0
	1,000-1,300 % within Salary	0.0%	100.0%	100.0%
	% within Do you think of Leaving School	0.0%	4.3%	3.3%
	% of Total	0.0%	3.3%	3.3%
	Count	3	9	12
	Expected Count	2.6	9.4	12.0
	1,300-1,600 % within Salary	25.0%	75.0%	100.0%
	% within Do you think of Leaving School	23.1%	19.1%	20.0%
	% of Total	5.0%	15.0%	20.0%
	Count	1	11	12
	Expected Count	2.6	9.4	12.0
	1,600-1,900 % within Salary	8.3%	91.7%	100.0%
	% within Do you think of Leaving School	7.7%	23.4%	20.0%
	% of Total	1.7%	18.3%	20.0%
	Count	0	3	3
	Expected Count	.7	2.4	3.0
	1,900-2,200 % within Salary	0.0%	100.0%	100.0%
	% within Do you think of Leaving School	0.0%	6.4%	5.0%
	% of Total	0.0%	5.0%	5.0%
Count	3	9	12	
Expected Count	2.6	9.4	12.0	
2,200-2,500 % within Salary	25.0%	75.0%	100.0%	
% within Do you think of Leaving School	23.1%	19.1%	20.0%	
% of Total	5.0%	15.0%	20.0%	
Count	5	12	17	
Expected Count	3.7	13.3	17.0	
2,500-2,800 % within Salary	29.4%	70.6%	100.0%	

Total	700-1,000	% within Do you think of Leaving School	38.5%	25.5%	28.3%
		% of Total	8.3%	20.0%	28.3%
		Count	1	1	2
		Expected Count	.4	1.6	2.0
		% within Salary	50.0%	50.0%	100.0%
		% within Do you think of Leaving School	7.7%	2.1%	3.3%
	% of Total	1.7%	1.7%	3.3%	
	Count	13	47	60	
	Expected Count	13.0	47.0	60.0	
	% within Salary	21.7%	78.3%	100.0%	
	% within Do you think of Leaving School	100.0%	100.0%	100.0%	
	% of Total	21.7%	78.3%	100.0%	

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.344 ^a	6	.630
Likelihood Ratio	5.473	6	.485
N of Valid Cases	60		

a. 10 cells (71.4%) have expected count less than 5. The minimum expected count is .43.

Hypothesis 2:

Null Hypothesis: Workplace conditions and environment are not associated with teachers' decisions to quit their job.

Alternative Hypothesis: Workplace conditions and environment are highly associated with teachers' decisions to leave their job.

Results found no significance between workplace conditions and career decisions where 80% of the teachers who reported poor working conditions don't intend to leave the job. The highest percentage of teachers reported poor salaries and being stressed all the time. The Null Hypothesis is confirmed.

According to Ingersoll (2001) large numbers of teachers are leaving the field due to stress and burnout. However, for principals to help teachers cope effectively with their role as educators, it is essential to better understand the factors that contribute to teacher stress, job satisfaction, and turnover.

With regard to the effect of working conditions, findings from the previous research were somewhat similar, though different components of working conditions have been studied (e.g., Hanushek, Kain, & Rivkin, 1999; Ingersoll, 2001; Weiss, 1999). Such studies used factor analysis to extract factors of working conditions and regression models to see their effects on teacher morale, commitment, and/or retention. Findings have been consistent in that teachers who felt dissatisfaction over working conditions (i.e., administrative support, autonomy, opportunity to join decision-making procedure, school safety, and student behavior, etc.) were more likely to leave the teaching profession.

As for the environment, it also had no significance with intentions to leave the job. When teachers were asked about reasons for staying even though they're not satisfied, 95.2% said because they are used to the environment. The majority of these teachers (78.3%) didn't report intentions to leave the job.

Workplace conditions and intentions to leave the job

	Yes	Percent	No	Percent
Not satisfied with the way my principal handles the faculty and staff	2	4.3%	44	95.7%
Not satisfied with the way my coworkers deal with each other	2	4.3%	44	95.7%
Not satisfied with my salary	34	73.9%	12	26.1%
Being stressed all the time	29	63%	17	37%
No chances of advancement	13	28.3%	33	71.7%

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	13	21.7	21.7	21.7
Valid No	47	78.3	78.3	100.0
Total	60	100.0	100.0	

Hypothesis 3:

Null Hypothesis: Lower job satisfaction levels are not associated with teachers' decisions to leave their job.

Alternative Hypothesis: Lower job satisfaction levels are highly associated with teachers' decisions to leave the job.

Results showed significance between job satisfaction and intentions to leave the job where 76.7% of the teachers were not satisfied. The Alternative Hypothesis is confirmed.

Research on job satisfaction has focused on certain factors thought to be related to feelings of satisfaction or dissatisfaction at work, and furthermore how job satisfaction influences job commitment and turnover decision. With regard to factors affecting job satisfaction, the literature referred to such factors that are very similar with those of teacher turnover discussed above, suggesting that dissatisfied teachers are more likely to change schools (Darling-Hammond & Sclan, 1996; Ingersoll, 2001; Perie & Baker, 1997).

It is also confirmed from studies in other disciplines, like organizational behavior and management and internal marketing research that job satisfaction is the primary predictor of employees' commitment to their work and intention of switching jobs (Griffeth et al., 2000; Hom & Griffeth, 1991). In addition, job satisfaction has been used as an intervening variable between independent variables (e.g., workplace, conditions and individual variables) and outcomes (e.g., turnover intention and actual turnover (Clugston, 2000; Lambert, Hogan, & Barton, 2001)

Case Processing Summary of job satisfaction and intentions to leave the job

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Satisfied or not * Do you think of Leaving School	60	100.0%	0	0.0%	60	100.0%

Job satisfaction and intentions to leave the job (Crosstabulation)

		Do you think of Leaving School		Total	
		Yes	No		
Satisfied or not	Count	0	14	14	
	Expected Count	3.0	11.0	14.0	
	Yes	% within Satisfied or not	0.0%	100.0%	100.0%
	% within Do you think of Leaving School	0.0%	29.8%	23.3%	
	% of Total	0.0%	23.3%	23.3%	
	Count	13	33	46	
	Expected Count	10.0	36.0	46.0	
	No	% within Satisfied or not	28.3%	71.7%	100.0%
	% within Do you think of Leaving School	100.0%	70.2%	76.7%	
	% of Total	21.7%	55.0%	76.7%	
Total	Count	13	47	60	
	Expected Count	13.0	47.0	60.0	
	% within Satisfied or not	21.7%	78.3%	100.0%	
	% within Do you think of Leaving School	100.0%	100.0%	100.0%	
	% of Total	21.7%	78.3%	100.0%	

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.051 ^a	1	.025		
Continuity Correction ^b	3.523	1	.061		
Likelihood Ratio	7.942	1	.005		
Fisher's Exact Test				.027	.020
Linear-by-Linear Association	4.967	1	.026		
N of Valid Cases	60				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.03.

b. Computed only for a 2x2 table

PART 4: CONCLUSION

Conclusion

This study brings forward the interaction effect of workplace conditions, teachers' compensation and job satisfaction on perception of work and career decisions. Job satisfaction has been extensively studied at the national and international level. However, I was not able to find a study on the topic conducted in the State of Qatar.

Conventionally, a teacher's job is a multifaceted job because of the various responsibilities that go beyond teaching. Therefore, various external and internal factors may affect teachers' satisfaction with their jobs. These factors play a significant role in determining whether a teacher's experience on the job is a positive or a negative one and consequently may affect their job satisfaction and willingness to pursue their career.

A high significance between job satisfaction and intent to leave the job was found whereas teachers' compensation and working conditions did not show any significance.

In line with the personal interviews that were carried out. Teachers spoke about the different factors that will hold them back from leaving their job including residency in the country, the environment and fringe benefits.

These findings allow the researcher to recommend that the administration of the Lebanese School take immediate actions to retain teachers from attrition. A strategy is needed to formulate a plan that would allow teachers to consider staying in their job, rather than continue with a system that by its nature encourages qualified teachers to leave the classroom.

In addition, teachers should play a role in policy making and shared governance. This approach would make them feel functional and that their voice is heard and their ideas are taken into account. In this way teachers would feel a sense of belonging and commitment to

the school. Therefore they will not view the school as a job; they would rather see it as a career.

Since compensation did not highly correlate with intentions to leave, a recommendation would suggest that teachers be paid 13 months-salary instead of 12 months. Even if the compensation is in itself low, but this decision would definitely make a difference for teachers.

When discussing attrition of teachers, proper recruitment requirements should be applied, where certified professionals should be considered.

Workshops should be done on monthly basis. Teachers must complete different programs to learn updated approaches to teaching.

Finally, it is recommended that workshops should be created for principals, coordinators and administrators to better understand teachers' needs.

Learning to be a teacher is learning to know oneself, learning to know what works as well as learning what children know and have experienced. All of this cannot be accomplished in the beginning year of a teacher's life, nor during the first few years. The process of becoming a teacher is never ending and is raised in both past and present literature as a developmental process enriched by the individual's determination and personal attributes. (Davis, 1920)

1. Limitations

The major limitations of this study concerned the specific nature of the study setting and sample. The setting was The Lebanese School in Qatar and the sample included only preschool teachers. Since the research was case-specific and location-specific, the finding of this study cannot be generalized to all early childhood teachers.

Another limitation is the fact that the teachers' responses were kept in the Head of Division's office in closed envelopes until they were collected after 2 days by the researcher, so it can be assumed that some teachers were afraid that the Head of Division might see them and thus wrote different answers to be on the safe side. And this was proven right because I made small interviews with most of the teachers and their answers were not the same.

Also one of the main limitations had to do with the sample size in this study, teachers were expected to be more than 60 but some had quit their jobs, but still the size is considered as a limitation.

Furthermore, preschool teachers being only females could be considered a constraint for the study because men have different ways of thinking, different interests etc... which could have changed the whole results.

In addition to that, the study was done at the beginning of the year, where new and experienced teachers would be excited to start a new year with new students and new methods. So definitely if they were given the questionnaire by the end of the year, after all the stress they face, all the work overload, their answers would have differed, plus their goals could have changed, the way they view teaching etc...

Finally, this study focused on investigating the relationships between teachers' characteristics, work attitudes and turnover intentions and this is a very important limitation. As Ingersoll (2001) argues, "teacher turnover and, in turn, school staffing problems cannot be fully understood without closely examining the characteristics of the organizations that employ teachers, and also examining turnover at the level of organization" (p.4)

2. Future research

In this study, the population was limited to preschool teachers so future research would include a bigger and wider sample population where preschool, primary and secondary teachers would be included.

As mentioned before, the study's main purpose was to investigate the relationship between teachers' characteristics, work attitudes and turnover intentions. So in order to create a deeper understanding of the phenomenon of the early childhood teachers' intentions to leave, center variables should be examined such as job task requirements and directors' leadership styles.

Moreover, women's career decisions may be less influenced by perceived opportunity costs than men's career decisions, and more influenced by family circumstances and because the majority of early childhood professionals are women and parents, the role of family circumstances in career decisions should be included in future research on selection and retention of early childhood professionals.

Another much broader research would include a survey given to the principal, the head of division and the coordinator with structured questionnaire related to employee's salaries, ways in which they support their teachers, ways in which they reward their teachers and suggestions for reducing teachers' turnover. Principals and administrators play a vital role in promoting teacher well-being, particularly in the area of reducing teacher stress and promoting job satisfaction. Principals who are able to identify stressed-out educators might be better able to intervene before teachers decide to leave the field. (House, 1981)

Further research suggested in this area would be a study of those who do intend to leave, and examining the specific personal and intangible factors involved. A study which looks into a population of teachers with intent to leave, using very specific measuring

instruments, might help school administrations detect more factors in order to take action towards teachers' turnover. Also the possibility of contacting the teachers who already left, would be an extra credit for our study.

EPILOGUE

In light of my background as a full-time teacher in the Lebanese School, this discussion is based on a personal experience with all the aspects of this study. I've lived the whole experience and I'm not only talking about theories, I'm talking about facts, about the reality these teachers are experiencing, about good and bad practices implemented in the teaching system. I didn't only rely on the survey that was given, I also interviewed the teachers and most of them had different answers than the ones they put in the survey. Why? Because teachers are afraid to talk, they are afraid to confront, they are in their comfort zone where they go to school with their kids, leave early, have the weekends off, don't go to school during holidays and are poorly paid. A lot of teachers don't even know the real meaning of teaching, they nag all the time about work overload, low salaries, lack of motivation etc... but are they doing anything about it? NO

This is why the findings don't reflect the real picture so I based my discussion on what I encountered throughout my experience.

Many teachers are staying in this school because of their kids and because they are used to the environment. This is why a lot of schools are not taking action in enhancing teachers' conditions because they know that no matter how poorly paid teachers are, no matter how unsatisfied they are with the whole teaching system, no matter how stressed they feel etc... teachers are staying because they have to, because their kids are in school, because around half of them are not working in their area of certification.

Unfortunately schools are not doing anything about teachers' turnover where every single year more than six teachers leave their job because they are not satisfied. In return, this is affecting teachers' productivity and efficiency.

From the above results we can see that the majority of teachers are not willing to leave their jobs. No matter what the age group they belong to, if their children are in school or not, if they are teachers or assistants, if their salary is high or low, if they are working in their field or not, if they have a BA or an MA, if they have been teaching for 1 or for 10 years, if they are stressed out or not, if they are satisfied with the principal, coordinator, colleagues or not. No matter what, most of these teachers are willing to stay. What are the reasons? Why do unsatisfied teachers want to stay?

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Appendices

Appendix A

Informed Consent Form

Dear Teacher,

My name is Joelle Younan and I am a graduate student at Notre Dame University - Louaize. I am currently pursuing a Master's degree in School Management and Leadership and working on my thesis. I am conducting research to assess the way you feel about your job as a teacher. In order to carry out this research, I am collecting information from you via this survey.

You will be asked to fill out a questionnaire, which will involve answering questions about yourself, your work environment, your thoughts on your job as a teacher, and your intentions to leave your job. As a participant in this study, your responses will be kept confidential. Neither your supervisor nor another representative from the school will see your responses. No results indicating you as the respondent will be provided to your employer. None of your responses regarding your intention to stay or leave the school will be given to the school administration or another representative of the school system.

INFORMATION

By reading and agreeing to this form, along with completing the accompanying survey, you are agreeing to participate in this project. If you agree to participate in this study, you will be asked to complete the questionnaire. Completing this survey should take approximately 15 to 25 minutes.

BENEFITS

Although there is no direct benefit to you from this study, your responses will contribute to knowledge regarding working conditions and teaching attitudes, which could help this organization and others to more effectively support teachers.

CONFIDENTIALITY

The information in the study records will be kept strictly confidential. Survey responses will be stored securely at the researcher's residence and will not be made accessible to your employer. No reference will be made in oral or written reports that could link you to the study.

CONSENT

Your participation in this study is voluntary and is not a condition of your employment. You may choose not to participate or if you decide to participate, you may withdraw from the study without penalty. If you withdraw from the study before data collection is completed, your data will be destroyed at your request.

"I have read and understood the above information. I agree to participate in this study and I am giving the researcher my consent to use my survey responses in the study."

If you agree with the above statement and wish to participate in the study, please proceed to the survey.

Participant's signature Date

If you have questions at any time about the study or the procedures, you may contact the researcher, Joelle Younan (00974 -55- 908303) (03-736784)

Thank you for your participation.

Appendix B

Demographic information

1. Age: _____ years
2. Gender: (male, female)
3. Marital status: (single, married, separated or divorced, widowed)
4. Number of children: _____
5. Are your children in the same school you teach in? (Yes, No)
6. Educational level: (Bachelor, Masters, Doctorate, other _____)
7. Are you teaching in your area of certification? (Yes, No)
8. How many years have you been teaching at your current school? _____ years
9. How many years have you been teaching total (at any school)? _____ years
10. What's your position? (home room teacher, assistant, other _____)
11. Your salary range: (less than 400\$; 400\$-700\$; 700\$-1,000\$; 1,000\$-1,300\$; 1,300\$-1,600\$; 1,600\$-1,900\$; 1,900\$-2,200\$; 2,200\$-2,500\$; 2,500\$-2,800\$ more than 2,800\$)

Survey

Dear Teacher,

First of all, I would like to thank you for taking the time to participate in this research project. As a participant in this study, your responses will be kept confidential. Neither your supervisor nor your coordinator will see your responses. Your participation is greatly appreciated.

Job Satisfaction Directions: Please indicate your opinion about each of the statements below regarding your satisfaction with your current job.

Job satisfaction

1. Are you satisfied with your job?

Yes No

If No, kindly tick one of the statements below, (you can choose more than one)

- Not being able to apply my own methods in my class,
- Not being provided with all the materials needed,
- Not satisfied with the way my principal handles the faculty and staff,
- Not satisfied with the way my coordinator handles the faculty and staff,
- Not being able to prove myself and my abilities,
- Not satisfied with the way school policies are put into practice,
- Not satisfied with my salary compared to the amount of work I do,
- No chances of advancement on this job,
- Not being appreciated,
- Not satisfied with the way my co-workers deal with each other,
- Not being satisfied with the work overload,
- Being stressed all the time,
- Other reasons, please specify: _____

2. Do you often think about quitting your job?

Yes No

If Yes, kindly tick one of the sentences below, (you can choose more than one)

I have been looking on the internet for teaching jobs at other schools.

I have sent my resume to other schools in search of a new job.

I have told the school that I'm not returning next year.

If No, is it due to:

Residency issues

Children (your children are in the same school)

Income

Used to the environment

Other reasons, please specify: _____