



Interpersonal Relationship and Job Satisfaction among Early Childhood Education Teachers in Edo State, Nigeria

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Abstract. The study examined interpersonal relationship and job satisfaction among early childhood education teachers in Edo State. Three research questions were raised for the study and one of the research questions was formulated into hypothesis. The study is descriptive research and adopted a descriptive survey design. The population of this study comprises all the one thousand and twenty-one (1021) public early childhood education schools and one thousand two hundred and sixty-three (1263) early childhood education teachers in Edo State. A multi-stage sampling technique was used to select a sample of one hundred and two early childhood schools and one hundred and twenty-six early childhood teachers in the three senatorial districts of Edo State. A questionnaire (IRJSAECETQ) which was validated with a reliability coefficient of 0.88 was used to elicit data from the respondents. The research questions were analyzed using mean and standard deviation while hypothesis was tested using Pearson Product Moment Correlation Coefficient. The findings from the analysis of the study revealed that the level of interpersonal relationship among early childhood teachers is low; the level of job satisfaction among early childhood education teachers in Edo State is also low. The findings also revealed that there is a positive and significant relationship between interpersonal relationship and job satisfaction among early childhood education teachers in Edo State. Based on the findings, the study recommended that the level of interpersonal relationship among early childhood teachers, pupils and the school authorities should be improved upon by establishing and maintaining effective and frequent communication among the early childhood education teachers, head teacher, and pupils as it has been proven in this study that there is a significant relationship between interpersonal relationship and job satisfaction among early childhood teachers

Keywords: Interpersonal relationship, Job satisfaction, early childhood education, early childhood education teachers.

1. Introduction

Education could be seen as an instrument for achieving socio-economic and technological growth and development of any society, it is an important menu of developing human intellect, technical skills, character and effective citizenship for self-reliance and effective natural development (Federal Republic of Nigeria, 2014) its desirable and product is a permanent change in the behavior of the educated individuals, a change in knowledge level possess a change in skills, a change in attitudes and a change in value. In Nigeria, the educational system is organized into different education levels which comprise early childhood education, primary education, secondary education, and higher education. However, this study focused on early childhood education levels with respect to interrelationship as a correlate to job satisfaction among early childhood education teachers. Federal Republic of Nigeria (2004) conceptualized early childhood education as the education given in an educational institution to children prior to their entering the primary school. Early childhood education is the foundational education given to children aged 3 to 5 years plus in creche, nursery and kindergarten in order to properly form their minds for primary education. Therefore, early childhood education is the gateway to sound primary education.

The need for effective cordial relationship among teachers and other members of the school system cannot be overemphasized as it is the catalyst for a peaceful co-existence among teaching, non-teaching staff, students and the school administrators of the educational institutions. Interpersonal relationship is the interaction between a person and another person in work situations and within the organization as a motivation to work together productively, so as to achieve economic, psychological and social satisfaction (Robbins, 2005). Interpersonal relations in the workplace are an unavoidable reality for all those

working in the context of an organization” Mainiero (1989) asserted that positive interpersonal relations among co-workers enhance teamwork, effective communication, and cooperation. Deb (2006) grouped qualities of interpersonal relations in relationship to job satisfaction in the working environment into two: “managerial qualities and professional qualities. Under the managerial qualities, he pointed out seven specific qualities such as cleverness, theoretical clarity, logical ability, motivational ability, emotional maturity, business acumen, and professional integrity. Under the professional qualities, he listed additional seven qualities such as empathy, communication, human relation skill, knowledge, responsiveness, presentation, and management of change and culture”.

Job satisfaction is the integrated set of psychological, physiological and environmental conditions that encourage employees to admit that they are satisfied or happy with their jobs (Hoppok, 1938). In the view of Onah (2008), job satisfaction is an attitude that reflects the extent to which an individual is gratified by or fulfilled in his or her work. According to Williams (2004), job satisfaction is a term used to describe whether the employees of an organization are happy, contented and fulfilling their desires and needs at work. On the other hand, Eneasator (2000) had earlier defined job satisfaction as the totality of an individual's psychological, social and physical well-being with regard to his work and job performance. Clark and Oswald (1996) argue that if employees are not satisfied with the task assigned to them, they are not certain about factors such as their rights, working conditions are unsafe, co-workers are not cooperative, supervisor is not giving them respect and they are not considered in the decision-making process; resulting them to feel separate from the organization.

Interpersonal relationship among early childhood education teachers, head teachers and pupils is one of the factors that could be responsible for job satisfaction among early childhood education teachers. Onyia (2002) noted that, for teachers to be happy and satisfied with their jobs, effective cordial relationship must exist between them, school administrators and the students and that it is this effective cordial relationship existing between them that will enable them to see one another as partners in progress. Robbins (2015) asserted that the purpose of fostering human relations within the organization is to prevent conflicts, especially interpersonal conflicts within the organization which can usually be detrimental to the continuity of organizational activities. The benefits of good interpersonal relationships in in the school system is that every

problem can be resolved in a family-like manner, there is mutual respect and trust between employees, the implementation of work is filled with a relaxed and familiar atmosphere. (Dabo, 2016). Teachers with a high level of job satisfaction has a positive attitude towards his job, while employee who is dissatisfied with his job has a negative attitude towards the job. (Robbins, 2005). According to McEwan (2003), interpersonal relationships among school administrators, teachers and students ensure job satisfaction among the teachers and also contribute significantly to school improvement. Therefore, for job satisfaction to be achieved among early childhood education teachers who are responsible for teaching pupils and making sure that the objectives of early childhood education are realized, the head teachers must establish and maintain effective and interpersonal relationships among these teachers, pupils and the head teachers which according to Whitaker (2003) conveys a feeling of recognition of the teachers' personal value, worth and dignity which motivate them and make them to be satisfied with their jobs.

Interpersonal relationships between early childhood education teachers, head teachers and pupils could be a determinant for job satisfaction among early childhood teachers. This interpersonal relationship, according to Whitaker (2003) when established and maintained in early childhood education institutions will generates a feeling of recognition for the teachers' personal value, work and dignity which in turn motivates them and makes them to be satisfied with their job.

However, it has been severally insinuated that early childhood education teachers in Nigeria (Edo State inclusive) are not satisfied with their jobs. Similarly, Ezema (2009) also observed that the head teachers of early childhood education institutions in Nigeria see themselves as being superior to their teachers and so they do not relate well with these teachers by encouraging their participation in the administration of their school. This viewpoint indicates that there is a lack of interpersonal relationship between head teachers and early childhood teachers in Nigeria which could be affecting the level of job satisfactions among the early childhood teachers in Nigeria.

1.1 Statement of the Problem

The level of interpersonal relationship between the head teachers and early childhood teachers has been a source of concern especially where there is constant dispute between the head teachers and the early childhood teachers as reported by some media

organization and security agencies. This constant disputes has been ascribed to lack of interpersonal relationship between the head teachers who see themselves as semi gods and the early childhood education teachers, and this development has resulted in early childhood dissatisfaction as evidenced in their negative attitude towards their work has shown in their “truancy or being late to work, ineffective use of working hours; poor performance; teaching late; completing assignments late; often leaving the office before office hours”. These negative attitudes of early childhood teachers have suggested that they are not satisfied with their job and this dissatisfaction has a negative impact on improving the quality of education and also does not fulfil students' rights to study optimally.

Could it be that early childhood education teachers in Edo State are not satisfied with their job? Or is it that they are not satisfied with the level of interpersonal relationship in their schools? Consequently, this study seeks to examine interpersonal relationship and job satisfaction among early childhood teachers in Edo State.

1.2 Research Questions

The following research questions guided this study:

- What is the level of interpersonal relationship among early childhood education teachers in Edo State?
- What is the level of job satisfaction among early childhood education teachers in Edo State?
- Is there relationship between interpersonal relationship and job satisfaction among early childhood education teachers in Edo State?

1.3 Hypotheses

Research question 1 and two were answered while question 3 was formulated into hypothesis and tested at 0.05 level of significance.

H₀1: There is no significant relationship between interpersonal relationship and job satisfaction among early childhood education teachers in Edo State

1.4 Purpose of the Study

The purpose of the study was to examine the relationship between interpersonal relationship and job satisfaction among early childhood education teachers in Edo State. Specifically, the study sought to:

- Find out the level of interpersonal relationship among early childhood

education teachers in Edo State

- Find out the level of job satisfaction among early childhood education teachers in Edo State.
- Find out if there is relationship between interpersonal relationship and job satisfaction among early childhood education teachers in Edo State

1.5 Significance of the Study

The findings of this study would be of benefit to the government, policymakers, educational planners, school administrators, head teachers

1.6 Scope and Delimitation of the Study

This study focused on interpersonal relationship as a correlate to job satisfaction among early childhood education teachers. This study is delimited to all the public early childhood education institutions in Edo State.

2. Review of Related Empirical Studies

Poljašević, Došenović, and Todorović, (2021) conducted a study on interpersonal relationships as a factor of job satisfaction. The general objective of the study was to examine the relationship between interpersonal relationships and job satisfaction. The population of the study was 143 employees of Petroleum Company in Bosnia and Herzegovina. The data collection instrument was a questionnaire and the data collected were analysed using description statistics and Pearson's product-moment correlation. The result of the study revealed that “there is a significant relationship between interpersonal relationship and job satisfaction of the employees of petroleum companies in Bosnia and Herzegovina.

Also, Oyovwe-Tinuoye (2020) conducted a study on the relationship between interpersonal relations and job satisfaction of librarians in the university libraries in Southern Nigeria. The study employed the ex-post-facto survey design with a population of 841 respondents consisting of all the librarians in federal, state and private university libraries that are located in the Southern part of Nigeria. The study employed a total enumeration (purposive) sampling technique to select eight hundred and forty-one (841) respondents for the study. The questionnaire was the instrument used for data collection. Data were collected and analyzed with descriptive statistics and Pearson's Product Moment Correlation. The study found that a significant relationship existed between interpersonal relations and job satisfaction of librarians in the

university libraries in Southern Nigeria. It was also found that interpersonal relations influenced job satisfaction among librarians.

Zuhra (2022) conducted a study on the effect of interpersonal relationships on job satisfaction through organizational culture at the Camat Office, Samalanga District, Bireuen Regency. the population of the study was 64 employees from the Camat office, samakanga, district, Bireuen Rengency. The data collection instrument was a questionnaire and the data collected were analyzed using description statistics and Perason’s product-moment correlation. The results of the study showed that there is no significant relationship between interpersonal Relationships and Job Satisfaction. The study therefore concludes that Interpersonal Relationship has no direct effect on Job Satisfaction through Organizational Culture.

3. Research Methodology

The study adopted a descriptive survey design. The population of this study comprised of all the one thousand two hundred and sixty-three (1263) early childhood education teachers in Edo State. Sample

4. Presentation of Results

The result of the data analysis is presented in line with the research questions and hypothesis that guided the study.

Research Question 1: What is the level of interpersonal relationship among early childhood education teachers in Edo State?

To answer this question, the data collected on interpersonal relationship in school among early childhood teachers in Edo State were analyzed using mean and standard deviation as shown in table 1

Table 1: Mean and standard deviation scores on interpersonal relationship in schools among early childhood teachers in Edo State

S/N	Item	N	Mean	SD	Remarks
1	Cordial relationship exists between early childhood education teachers and head teachers.	126	2.35	0.79	Low
2	Cordial relationship is established and maintained between early childhood education teachers and pupils.	126	2.72	0.75	moderate
3	Cordial relationship exists among early childhood education teachers.	126	2.48	0.67	Low
4	There is effective and frequent communication between the head teacher, early childhood education teachers and pupils.	126	1.60	0.59	Low
5	Free flow channels of communication are established and maintained to facilitate interaction between head teachers, early childhood education teachers and pupils.	126	2.69	0.76	moderate
6	Accessibility and co-operation exist between head teachers, early childhood education teachers and pupils.	126	2.65	0.61	moderate
	Grand Mean		2.42	0.61	Low

Mean score less than 2.50 is low. 2.50 to 2.99 is moderate, while 3.00 and above is high, SD: standard deviation

Data in Table 1 shows the computed mean which ranges from 1.60 – 2.72 and SD which ranges from 0.59 – 0.79

respectively. Analyses according to indices of interpersonal relationship in schools among early childhood teachers, head teachers and pupils shows that Cordial relationship is established and maintained between early childhood education teachers and pupils have the highest mean of (2.72) and SD of (0.75), followed by Free flow channels of communication are established and maintained to facilitate interaction between head teachers, early childhood education teachers and pupils had the mean of (2.69) and SD of (0.76), followed by accessibility and co-operation exists between head teachers, early childhood education teachers and pupils with mean of (2.65) and SD of (0.61), followed by Cordial relationship exists among early childhood education teachers with mean of (2.48) and SD of (0.67), followed by Cordial relationship exists between early childhood education teachers and head teachers with mean of (3.35) and SD of (0.79) and effective and frequent communication between the head teacher, early childhood education teachers and pupils has the lowest mean of mean (1.60) and SD of (0.59). Meanwhile, the computed grand mean of all the items was (2.42) which is less than the theoretical mean of (2.5). This implies that the level of interpersonal relationship among early childhood teachers, head teachers and pupils in the early childhood education institutions in Edo state is low; hence, early childhood teachers in Edo state are satisfied with the level of interpersonal relationships that exist among them.

Research Question 2: What is the level of job satisfaction among early childhood education teachers in Edo State?

To answer this question, the data collected on job satisfaction among early childhood education teachers in Edo State were analyzed using mean and standard deviation as shown in Table 2.

Table 2: Mean and standard deviation scores on the level of job satisfaction among early childhood education teachers in Edo State

S/N	Item	N	Mean	SD	Remarks
1	I feel I am being paid a fair amount for the work I do.	126	2.46	0.95	Low
2	I don't feel my efforts are rewarded the way they should be.	126	2.07	0.34	Low
3	I would consider leaving my job for another with greater opportunities for advancement.	126	2.71	0.75	Moderate
4	I receive the information, tools and resources I need to do my job	126	2.57	0.73	Moderate
5	My physical working environment is conducive for my job.	126	2.34	0.77	Low
6	There is availability of schemes for personal growth and development for early childhood teachers.	126	2.06	0.65	Low
Grand Mean			2.37	0.70	Low

Mean score less than 2.50 is low, 2.50 to 2.99 is moderate, while 3.00 and above is high, SD: standard deviation

Data in Table 2 shows the computed mean which ranges from 2.06 – 2.71 and SD which ranges from 0.34 – 0.95 respectively. Analyses according to items of level of job satisfaction showed that I would consider leaving my job for another with greater opportunities for advancement had the highest mean of (2.71) and SD of (0.75), followed by I receive the information, tools and resources I need to do my job with mean of (2.57) and SD of (0.73), I feel I am being paid a fair amount for the work I do had the mean of (2.46) and SD of (0.95), followed by My physical working environment is conducive for my job with mean of (2.34) and SD of (0.77), followed by I don't feel my efforts are rewarded the way they should be with of mean (2.07) and SD of (0.34), and there are availability of schemes for personal growth and development for early childhood teachers had the lowest mean of (2.06) and SD of (0.65). However, the computed grand mean of cluster A items was (2.37) which is less than the theoretical mean of (2.5). This implies that the level of job satisfaction among early childhood education teachers in Edo State is low.

Hypothesis One: There is no significant relationship between interpersonal relationship and job satisfaction among early childhood education teachers in Edo State.

Table 3: Pearson's Correlation of interpersonal relationship in schools and job satisfaction among early childhood education teachers in Edo State.

Variables	N	Pearson's	Sig/2-Tailed
Interpersonal relationship	126	0.224	0.012
Job Satisfaction			

P-value significant at 0.05 level (2-tailed), (Reject Hypothesis)

Table 3 shows a Pearson's r of 0.224 and a p value of 0.012 testing at an alpha level of 0.05. The p value is less than the alpha level so the null hypothesis which states that "there is no significant relationship between interpersonal relationship in schools and job satisfaction among early childhood education teachers in Edo State" is rejected. Consequently, there is a positive and significant relationship between interpersonal relationships and job satisfaction among early childhood education teachers in Edo State.

5. Discussion of findings

The discussion of the findings of this study is presented in line with the research questions and hypothesis.

The findings from research question one revealed that the level of interpersonal relationships among early childhood teachers in Edo State is Low. Hence, the early childhood education teachers in Edo state are not satisfied with the level of interpersonal relationship that exists among them, head teachers and the pupils in their various schools. This could be as a result of ineffective communication between the head teacher, early childhood education teachers and pupils. This finding agrees with the study of Poljašević, Došenović, and Todorović, (2021), who revealed that interpersonal relationships significantly influence the job satisfaction of the employees of petroleum companies in Bosnia and Herzegovina". The study was also in agreement with the findings of Mbabani (2009) who posited that indices of interpersonal relationships between principals and teachers in junior secondary schools in Kogi State were: ensuring that cordial relationship exists between principals, teachers and students; ensuring that cordial relationship exists among teachers; maintaining effective and frequent communication between principals, teachers and students and that the presence of these indices will bring about good interpersonal relationship between principal, teachers and students which can further improve the job satisfactions of the teachers.

The findings from research question two revealed that the level of job satisfaction among early childhood teachers in Edo State is low. This is because early childhood teachers in Edo State are not rewarded with salaries that are commensurate with what they are putting in their jobs. Also, their low level of job

satisfaction may be because their physical working environment is not conducive for them to do their job, hence, low level of job satisfaction. This study is in agreement with Modest and Onyango (2021) who revealed that poor salaries and lack of a conducive environment of work were responsible for low levels of job satisfaction among teachers in public secondary schools in Bukoba Rural District district in Kagera Region, Tanzania. The Authors further identified poor teacher-supervisor relationships, inadequate teacher housing, and concerns about teachers' health and safety as factors influencing job satisfaction.

The findings of hypothesis one revealed that there is a significant relationship between interpersonal relationships and job satisfaction among early childhood education teachers in Edo State. This finding was supported by Oyovwe-Tinuoye (2020) who conducted a study on the relationship between interpersonal relations and job satisfaction of librarians in the university libraries in Southern Nigeria and found that a significant relationship existed between interpersonal relations and job satisfaction of librarians in university libraries in Southern Nigeria. However, the finding of this study is at variance with Zuhra (2022) who conducted a study on the effect of interpersonal relationships on job satisfaction through organizational culture at the Camat Office, Samalanga District, Bireuen Regency and found that interpersonal Relationship has no direct effect on Job Satisfaction Through Organizational Culture

6. Conclusion

Based on the findings of this study, it was observed that the level of interpersonal relationship among early childhood education teachers in Edo State is low, the level of job satisfaction among early childhood education teachers in Edo State is low, that there is a positive and significant relationship between interpersonal relationship and job satisfaction among early childhood education teachers in Edo State.

7. Recommendations

Based on the findings of this study, the following recommendations were made:

The level of interpersonal relationship among early childhood teachers, pupils and the school authorities should be improved upon by establishing and maintaining effective and frequent communication among the early childhood education teachers, head teacher, and pupils as it has been proven in this study that there is a significant relationship between interpersonal relationship and job satisfaction among early childhood teachers.

The working conditions of early childhood teachers should be improved upon by the relevant stakeholders by making adequate provision for their welfare and giving them timely provision as at when due.

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