

Sustaining the Early Childhood Workforce: The impact of job demands and resources on turnover intentions

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Methods

The *Early Childhood Educator Well-being Survey (ECEWS)*
(Wong et al 2022)

Research Question	Analysis	Software
1. Can we identify distinct profiles of early childhood educators' job demands and resources [JD-R]?	Latent profile analysis	Mplus 8.6
2. Do the JD-R profiles differ in terms of turnover intentions?	Cross-tabulation	IBM SPSS Statistics 27

Participants

	n	%	Mean	SD
Age	425		43.02	11.00
Years in ECEC	424			
< 5 years	73	17.2		
6–15 years	162	38.0		
> 16 years	189	44.6		
Position	428			
Group Assistant	13	3.0		
Childcarer	202	47.2		
Teacher	199	46.5		
Special Teacher	14	3.3		
Qualification	424			
University	108	25.5		
University of Applied Sciences	93	21.9		
Vocational qualification	216	50.9		
Do not have qualification	7	1.7		
Intentions within 10 years	409			
Leave	218	53.3		
Remain	191	46.7		

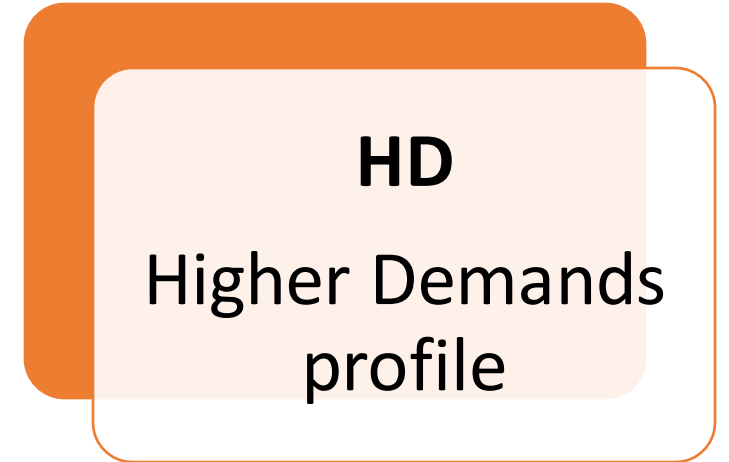
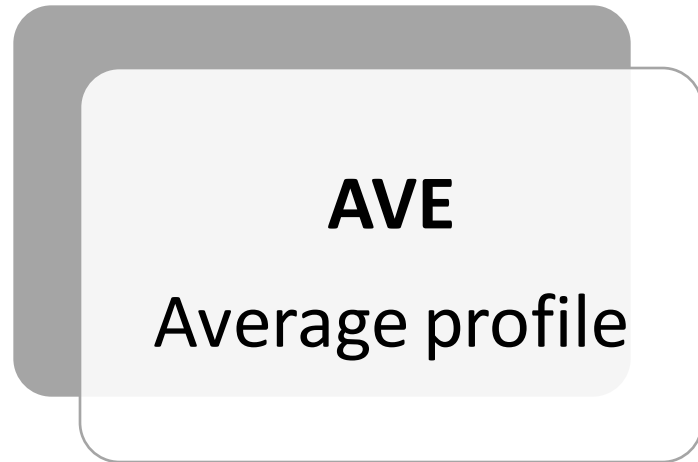
- **Job Demands**

- Emotional demands
- Time management
- Work-related stressors
- Offensive behaviours

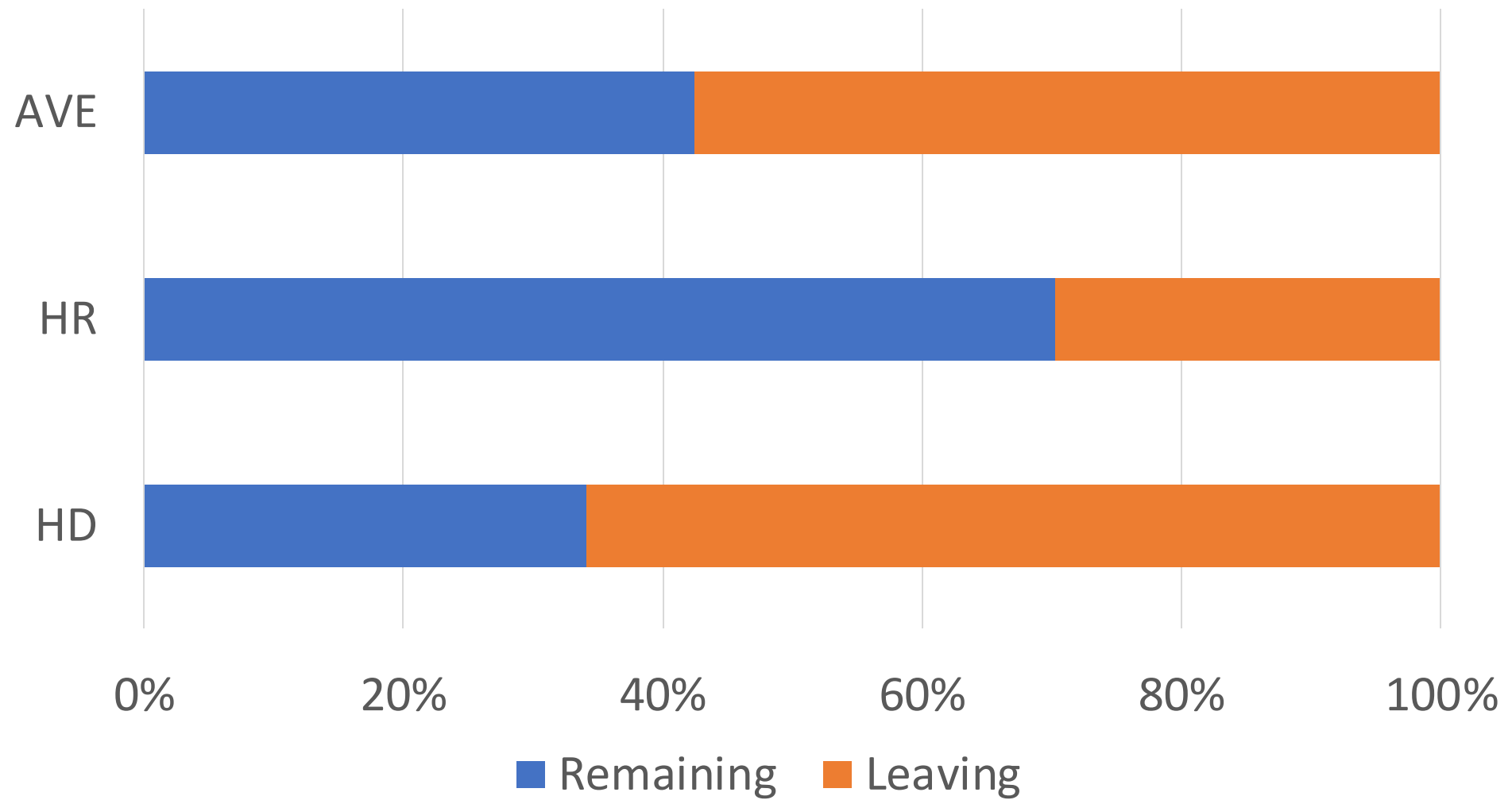
- **Job Resources**

- Relationship with colleagues
- Teamwork
- Relationship with supervisor
- Positive organizational climate
- Decisions making
- Instrumental resources
- Working conditions
- Physical environment

JD-R profiles

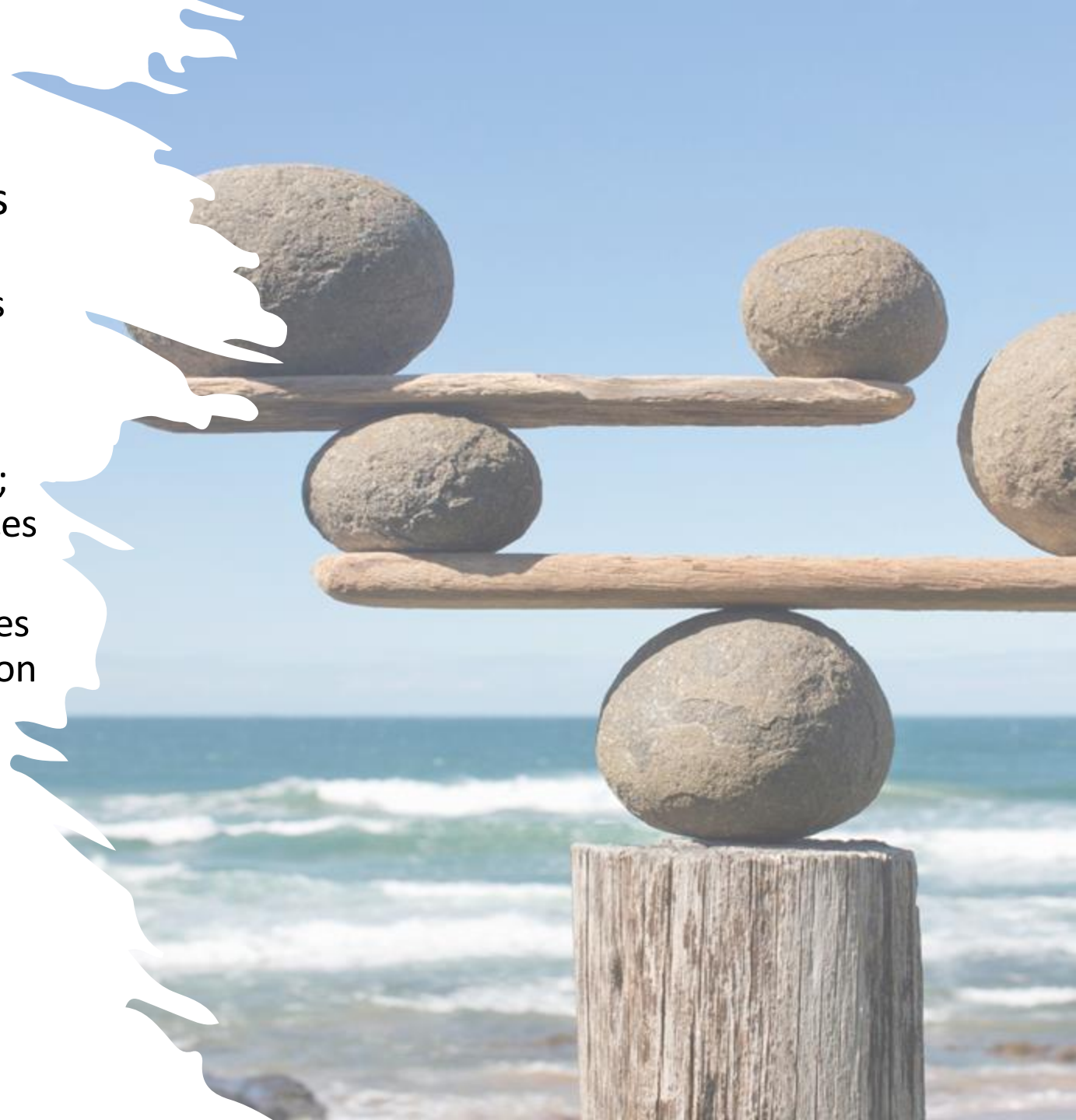


JD-R profiles in terms of turnover intentions



Conclusion

- Summarise of the preliminary results
 - The higher resources profile: More intentions to remain and less intentions to leave.
- Previous research
 - JD-R model (Bakker & Demerouti, 2007; 2017): \uparrow Job demands + \downarrow Job resources \rightarrow Turnover intentions
 - Poor wages and promotion opportunities as a one reason for leaving the profession in Australia (McKinlay et al., 2018), Finland (Sirvio et al., 2023), and United States (Jacoby & Corwin-Renner, 2022)
- What new?
- Limitations and what is next?



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