

Job Satisfaction:
What it Means to Childcare Teachers

By

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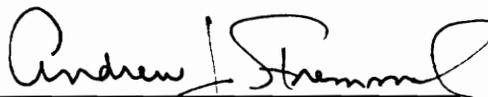
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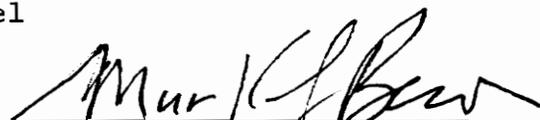
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JOB SATISFACTION:
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Family and Child Development

(ABSTRACT)

The study explored job satisfaction among 12 childcare teachers and 6 directors using semi-structured interviews. The interviews generated a range of facets that comprise job satisfaction. Relationships with the children was a primary source of satisfaction for most of these childcare professionals. Participants expressed that interacting with the children and observing their learning and development were important contributors to their feelings about their job. Relationships with parents also emerged as an important dimension of satisfaction or dissatisfaction with the work. Teachers mentioned communication, team work and support from one another as important aspects of peer and supervisory relationships. The pay that teacher's received was not directly related to job satisfaction, as most reported choosing the field despite low pay. Some teachers said, however, they would change their profession, if they could not pay all their bills. Those who plan on remaining in the field often had a second source of income. As depicted above, pay played a greater role in life satisfaction than in job satisfaction. In regard to center

characteristics, some teachers voiced frustration over the limited availability of supplies as well as stress regarding having too many children in the room. Personal needs such as receiving adequate breaks and flexibility in getting time off from work also were discussed as important contributors to their job satisfaction, particularly because teachers were primary caregivers at home. This research demonstrates the multifaceted nature of job satisfaction and the value of using interviews and qualitative analysis to identify salient aspects.

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CHAPTER I: INTRODUCTION

Overview and Purpose of Study

The purpose of this study is to assess qualitatively what job satisfaction means to women working in childcare. Although the area of job satisfaction has been highly researched, much of this research has been conducted in organizational settings predominated by men (Phillips, Howes, & Whitebook, 1991.) The childcare setting, on the other hand, is dominated by women and is a setting that is distinct in nature as it is made up of groups of people and relationships that make it function. Furthermore, job satisfaction is a highly complex and variable condition, which has changing meaning from person to person and job to job. Therefore, it is important to understand what contributes to female childcare teachers' job satisfaction by questioning the women in the field themselves as it relates to the job in question.

Rationale for the Study

In order to understand the essence of job satisfaction in childcare teachers, it is both necessary to understand the job itself, and to ask the teacher what it means to be satisfied. Surveys that claim to measure a childcare teacher's job satisfaction, are often based on other types of jobs. Past research is mainly based on "industrial, managerial, and in some cases, white collar workers" (Phillips, Howes, & Whitebook, 1991, p.50), therefore, the constructs that are used as a model of

childcare teacher job satisfaction may fall short in considering all aspects of the teacher's job.

Paula Bloom's (1991) "Work Attitudes Survey" which analyzes a childcare teacher's job satisfaction, is based on her own experience in the field along with data collected from other types of research about childcare workers (personal communication, December, 1995). Though her survey is widely used as a basis for other surveys, researchers continue to suggest that more support and research needs to be conducted for this field (Bloom, Sheerer, & Britz, 1991; Bollin, 1993, Jorde-Bloom, 1986, 1989; Stremmel, Benson, & Powell, 1993). Working with children is a unique job. Therefore, interviewing teachers themselves about what creates job satisfaction is a logical step in understanding what it means to them.

One reason the field of childcare may be neglected in the literature on the formation of job satisfaction surveys is due to the history of the work. Because childcare work is predominately a female profession, it has been devalued. The low value attributed to the profession of childcare stems from the minimal societal respect women receive for childcare work (Kemp, 1994). Society often views child-rearing and childcare as women's work, and as simple, familiar, and ordinary work (Joffe, 1977; Kemp, 1994). Because childcare is viewed by society as an easy and fun job, it is commonly misconceived as an automatically satisfying job (Kemp, 1994). However, it is time to hear from the individual voices of the female teachers in childcare to get a

more accurate view of factors that constitute to their feelings of job satisfaction.

Therefore, instead of using a preconceived survey with decided facets of job satisfaction, childcare teachers will be given a voice in describing the areas of their job that make them feel satisfied, along with what job satisfaction means to them. Thus, this study relies on qualitative methods to determine success and meaning of job satisfaction. It is hoped that the information obtained can serve as a more comprehensive survey, and will also serve to validate existing surveys.

Concept of Job Satisfaction

One of the objectives for this research is to learn how job satisfaction is defined according to childcare teachers themselves. However, there are theoretical definitions that already exist. For example, from an emotional perspective, Locke (1976) defines job satisfaction as "the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's job values, providing these values are compatible with one's needs" (p. 1342). Not only does Locke talk about the emotional state, but the individualistic quality of job satisfaction as well. The pleasure in job satisfaction depends on the workers' own perceptions of "fulfillment" in their values and needs met by their job, giving job satisfaction internal control by each worker.

Another definition focuses on what each individual perceives

she is receiving from external sources. Paula Bloom, a leader in research of childcare job satisfaction, states, "Job satisfaction is related to the perceived differences between what is expected or desired as a reasonable return for effort and what is actually received, particularly in comparison with others having similar roles" (Jorde-Bloom, 1986, p.169). This definition touches on the concept of perception on the part of the employee. However, the perception is on external controls. Is what the employee perceives she is receiving for her work actually being received? Pay, praise, and respect may be issues involved from this viewpoint. As Bloom's illustrates through her definition, it is important to learn the perspective of the employee, in this case the childcare teacher herself, when studying the field of childcare.

Both Locke and Bloom, agree that job satisfaction is a highly individualistic state, and that worker needs and values may differ from person to person and job to job. Differences among individuals may cause facets of job satisfaction to vary, or they may cause contrasts in degrees of the importance of each facet. What one female childcare worker may view as important to her job, for example her relationship with the children's parents, may not make any difference to her co-worker. Furthermore, there are various ideas about how job satisfaction can be defined, as illustrated above. Therefore, it is necessary to consider several points of view before creating more surveys based solely on past research. It is necessary to create a job

satisfaction survey based upon the population working at that job, in addition to considering the features that are unique to that job.

Research Questions

Pre-existing surveys on childcare teacher job satisfaction include work itself, pay, relations with co-workers and supervisor (Jorde-Bloom, 1989, Stremmel and Powell, 1990). The research shows that in business and industry, these are the most common indicators of job satisfaction (Bruce & Blackburn, 1992; Cranny, Smith & Stone, 1992). Researchers in the area of childcare teacher job satisfaction have based their understanding of job satisfaction on these constructs. Therefore, the following questions in a qualitative study would not only allow us to verify if these areas constitute a female childcare teachers' job satisfaction, but would also answer the following: (1) How do female childcare teachers view job satisfaction? (2) How important is the teacher and director relationship to the female teacher in creating job satisfaction? (3) What are the components of childcare work that satisfy and dissatisfy childcare teachers? These questions will be explored during semi-structured interviews with teachers and their directors.

CHAPTER II: REVIEW OF LITERATURE

Overview

This chapter will include a review of the following theories which will guide this study, and an explanation of the theories' relevance to childcare teacher job satisfaction: feminist theory, socio-ecological theory, and Locke's (1967) theory on job satisfaction. Following the theory section is an analysis of current studies that surround the issues of job satisfaction and an explanation of where they fall short, as well as how they support the proposed study. In conclusion, the chapter will end with a presentation on the importance of studying job satisfaction from the perspective of women in the field of childcare.

Theoretical Framework Guiding the Study

There are several theories that are relevant to studying job satisfaction. For example, feminist theory, socio-ecological theory, and Locke's (1967) theory on job satisfaction have explanations for the importance of understanding the relationship between worker and job satisfaction. Each theory will be presented with information on how they relate to studying childcare teacher job satisfaction.

Feminist Theory

There are several feminist constructs which are relevant to job satisfaction; most importantly, feminism relates to the

population of interest for this study, the female childcare teacher. Because the majority of childcare teachers are female, it is important to look at job satisfaction from a feminist perspective. The value of being a childcare teacher as seen by society stems from the minimal respect women receive for childcare work (Kemp, 1994). Working with children is often viewed as easy, because it is familiar to most people (Joffe, 1977). Differentiating between the childcare teacher and the baby sitter has also caused viewing childcare teachers as professionals to be a challenging task (1977). Joffe (1977) points out that because childcare workers are not seen as professionals, and because there are a variety of types of different childcare systems available, perhaps gaining control is an issue for childcare workers. Because childcare is so close to parenting, it could become a power struggle between parents and teachers to say that childcare workers have superior knowledge or authority on childrearing practices (Joffe, 1977). This inability to claim superior knowledge or skill may play a factor in not being regarded as professionals who are respected by society. Therefore, when trying to understand a female childcare teacher's job satisfaction, it is important to understand the history of women themselves.

Because this job is held mostly by women (95%), appears to involve simple tasks, and is not being seen as a respected profession, the pay for childcare teachers is low when compared with male dominated careers (Baber & Allen, 1992; Kemp, 1994,

Modigliani, 1988). Low pay may have a connection with the educational background required for becoming a childcare teacher. Women in this field have diverse levels of educational background, and there seems to be a variety of allowance for how much education one holds in order to be a childcare teacher (Baber & Allen, 1992). In contrast, with jobs that are more respected by society, such as law, medicine, and business, there are more clearly defined terms on how much education is needed or necessary for the job (Baber & Allen, 1992; Joffe, 1977). Although specific criteria, in addition to a required amount of educational background, are necessary to become a good childcare teacher, childcare teachers' pay is still low. This factor of high education and low pay may be an issue in assessing levels of job satisfaction. How teachers measure their satisfaction however, is often-times confusing since what is considered rewarding to educators can vary from economical to psychological factors. Kemp (1994) explains "the neoclassical economic argument" that the difference in pay comes into play because the women have the more enjoyable jobs and that is where they are compensated. In other words, according to the argument, "enjoyable" becomes a criteria for being satisfied under psychological reasons and is equivalent to pay, an economical reason, when measuring job satisfaction. This idea of "enjoyable" being a trade-off for pay may not be agreed upon by all types of employees.

Because of the issues of being female workers, getting

respect for their job, and receiving low pay for their job, a feminist perspective is necessary to guide the data analysis process. Understanding and hearing the female teachers' voices will contribute to the understanding of what creates childcare teacher job satisfaction. Not only is the individual important to consider, but the relationships the individuals have with others in the work environment are also a critical issue when studying job satisfaction.

Socio-Ecological Theory

The social-ecological theory of human behavior stresses the dynamic, interactive nature of the person/environment variables (Jorde-Bloom, 1986; Moos, 1976). The theory focuses on the important interplay between the individual and the environment and highlights the reciprocal causation of the various dimensions (Jorde-Bloom, 1986). In the field of childcare, people make up the environment, therefore, the relationships between the female childcare teacher and those around her will be examined.

In the field of early childhood education, there are a number of relationships with people that create the environment: the director's relationship with the teacher; the parents' relationship with the teacher; the teachers' relationships with each other (co-workers); the relationship between the teacher and the children in her class; and the relationship between the teacher and society's views of her job. All of the above constructs have potential for playing a role in affecting the job

satisfaction level for childcare teachers. As the need for quality child care increases, the definition of what it takes to become a quality childcare program becomes more complex, and in turn the changes in the environment may affect how a teacher would measure job satisfaction. These constructs are important to understand in order to properly analyze interviews with teachers and directors and to look for areas that are possibly involved in creating job satisfaction.

Locke's Theory on Job Satisfaction

The emphasis in the feminist and socio-ecological theories is that of the individual, the female childcare teacher, in relation to herself, society, and those that interact with her creating the childcare setting environment. Locke (1967) also emphasizes the individual in his theory on job satisfaction. The emphasis in Locke's theory is on the workers' needs and values.

In order for a worker to be satisfied there are certain physical and psychological needs that should be met (Locke, 1984). These needs can be met at home or at work, and are based on the individual. Physically, a person who is healthy, has shelter, and has food can become a satisfied worker. Psychologically, a person who has a healthy mind, is happy, and is loved can also become a satisfied worker. Simple needs of food, shelter, health, and happiness can be met because of the job and what it does and does not provide. Reciprocally, these needs can cause problems on the job if they are not met at home

or at the job. Needs are different from values because needs are inborn, while values are acquired (Locke, 1984).

Values differ for each worker, since each worker's ideas of what is beneficial may vary (Locke, 1984). Depending on what teachers value about their job, the facets they use to measure satisfaction will differ as well. Locke points out that what people say they value may not be the same as what they really value. He suggests that a variety of information must be considered when inferring a person's values by noting items like their actual word choice, the decisions they make, and the actions they take. Locke (1984) states "value attainment is a means to need satisfaction" (p.97), which can then affect a person's assessment of their job satisfaction.

Female childcare teachers' needs and values can vary from teacher to teacher, and from day to day. The issues of needs and values also are important to consider when analyzing the interviews with teachers and directors. It is important to understand what needs have been met, and what their values are as of that interview day. Because the measure of needs and values is so volatile, in that it could change quickly from day to day, it is necessary to learn how long the teacher has been in teaching, and how long she has taught at her current place of employment. These issues of employment, along with background knowledge of the teacher's home life, may be essential when analyzing what creates a female childcare teachers' job satisfaction.

These three theories relate to job satisfaction and focus on the two basic units of study, the childcare teacher and the early childhood environment. Feminist theory focuses on women's perceptions and relationships involved in their jobs. Socio-ecological theory focuses on the environment and the relationship it has with the individual in affecting job satisfaction. Locke's (1976) theory on job satisfaction focuses on the needs, values and perceptions of each individual worker, which also must be considered when analyzing what creates and constitutes job satisfaction.

Literature Review

There have been several studies in the area of job satisfaction, but only a select few which pertain to educators, especially childcare teachers. The following is a review of studies that have influenced the field of childcare teacher job satisfaction. An explanation is provided on how the study is relevant to the field of childcare, as well as a discussion on the strengths and weaknesses of each study.

The majority of the researchers on childcare teacher job satisfaction have utilized frameworks and survey methods inspired by research in organizational settings, fields other than human services. These researchers have measured job satisfaction of early childhood educators primarily using Paula Bloom's survey, the Early Childhood Job Satisfaction Survey (ECJSS) (1989), with varying facets they suggest measure job satisfaction. The ECJSS

is comprised of five main facets of job satisfaction for childcare teachers: co-worker relations, supervisor relations, the work itself, pay and opportunities for promotion, and working conditions.

One of the weaknesses of the ECJSS is that many of the ideas Bloom used were based on job satisfaction literature from business and industry, which are male dominated professions. However, a strength of her research was that she utilized interviews of early childhood educators to create the survey. Another way Bloom allows the voices of the teachers to be heard is by providing an area for open ended answers in the survey. The teachers write in the top three items that contribute to their satisfaction, in addition to writing the three things that most satisfy and dissatisfy them most about their job. Nonetheless, Bloom's survey reflects facets primarily seen in research from business and industry.

The overall internal consistency of the facets in the quantitative part of the survey, for each sample was .89 and .90 (Cronbach's Alpha). The test-retest reliability ranged from .58 (Working Conditions) to .91 (Supervisor Relations). The reliability and validity measures computed respectable scores. However, Paula Bloom (1989) points out, "one might expect that facet scores are highly dependent on circumstances. A more thorough analysis of this aspect of job satisfaction awaits further research" (p.9). Therefore, further research is needed in investigating the facets which measure childcare teacher job

satisfaction.

Andrew Stremmel and Douglas Powell (1990) also conducted research involving the area of job satisfaction of childcare teachers. Their focus was on self perceived effectiveness of job satisfaction in relation to classroom focused information. They used a survey that employed 15 facets of job satisfaction "based upon a review of the research on job satisfaction dimensions" (Stremmel & Powell, 1990, p.242) in order to measure their self-perceived effectiveness to job satisfaction. Once again, they too based their facets on past research, and the ECJSS. The facets included: direct work with the children, relations with co-workers, relations with director, relations with the parents, pay, benefits, respect from others, job security, opportunity to improve personal skills, opportunity to develop professional skills, breaks, convenient work hours, control over decision making, feelings of accomplishment, and feelings of positive influence on the lives of children. With these areas of job satisfaction, they found that overall satisfaction was 4.63, on a scale of 1 to 6 (6 being very satisfying to 1 being very dissatisfying). If these are accurate measures of job satisfaction among child care workers, then the conclusion could be made that this group of workers were "somewhat" satisfied (Stremmel & Powell, 1990).

One of the strengths of their study is that they included a wide variety of facets. Including more areas may allow for assessment for and accounting of individual needs and values.

However, Andrew Stremmel and Douglas Powell (1990) state that "little attention has been given to the relationship between childcare workers' self-assessment of job effectiveness and their feeling of job satisfaction" (p.241). Conducting a qualitative analysis would allow childcare teachers to voice their view of job satisfaction and would fulfill this neglected area.

Further research involving the use of job satisfaction measures was conducted by Deborah Phillips, Carolee Howes and Marcy Whitebook (1991) on "Child Care as an Adult Environment." Their measure of job satisfaction was also based on Bloom's work and shared the same facets of job satisfaction from Stremmel and Powell's research. In addition, Phillips, Howes, and Whitebook also used the Minnesota Satisfaction Questionnaire (MSQ) (Vocational Psychology Research, 1963) which draws upon multiple aspects of intrinsic and extrinsic values of job satisfaction (Phillips, Howes & Whitebook, 1991). They found that the sample they used found fairness of pay to be least satisfying, 2.61 on a scale of 1 to 5, and co-worker relations most satisfying, 4.19. Overall, they concluded that pay is a positive predictor of job satisfaction as opposed to "other facets of working conditions, such as merit, cost of living increases, and health benefits, [which] showed only sporadic associations with the staffs' job satisfaction" (Phillips et al, 1991, p.62).

Once again, this research was based on two former findings that may have been based on less than appropriate background information. Furthermore, they stated that many other facets

showed only "sporadic associations with the staffs' job satisfaction" (p.62). This conclusion supports the need for further qualitative analysis on the components which may more accurately measure childcare teachers' job satisfaction.

Finally, another more recent study on "Communication, Satisfaction, and Emotional Exhaustion Among Child Care Center Staff" (Stremmel, Benson, & Powell, 1993) used yet the same 15 facets as Andrew Stremmel and Douglas Powell's (1990) study. In contrast, the authors viewed job satisfaction from another perspective. This research team investigated the relationship between exhaustion and job satisfaction, in addition to communication with the center. They found that "satisfactions with working conditions and the work itself were related to lower emotional exhaustion in directors, teachers, and teaching assistants. Staff meetings focusing on child guidance and staff development issues were related to increase job satisfaction" (Stremmel, Benson, and Powell, 1993, p.228-229).

Therefore, new areas are being considered to contribute to the satisfaction level of childcare workers. For example, the communication at staff meetings apparently increases job satisfaction. Again, Stremmel, Benson, and Powell introduce more facets for measuring job satisfaction, which in turn support the idea that childcare teacher job satisfaction needs to be investigated in a qualitative manner. Conducting qualitative research will give an opportunity to those professionals in the field of childcare to hear what facets create childcare teacher

job satisfaction.

Importance of the Study

Why is knowing what creates childcare teacher job satisfaction important? Because childcare work involves clientele made up of children and parents, it is important to keep the children safe and content, and to keep the parents satisfied and comfortable when leaving their children at the school. The childcare teacher is the central cog connecting the childcare center with the children and the parents. When teachers are satisfied with their job, the children receive appropriate and nurturing care. When the children receive good care, the parents are content and comfortable as they see their children happy and healthy because of the appropriate care that is received.

Studying job satisfaction will help professionals learn and understand what constructs are involved in creating childcare teacher job satisfaction (Stremmel & Powell, 1990). Researchers have shown that directors play a vital role in creating job satisfaction. If directors learn how to manage and help teachers gain a feeling of job satisfaction, teachers, children, parents, and the director will benefit. Teachers who feel more satisfied with their work show a stronger commitment to teaching, and gain a deeper appreciation and interest in teaching young children. This study will serve as a support to pre-existing research findings on the facets of job satisfaction, if the data reveals

the same facets. Otherwise, the study will serve as a spring board for future childcare teacher job satisfaction research, and perhaps lead to a comprehensive scale or survey on childcare teacher job satisfaction.

CHAPTER III- METHODOLOGY

Research Design

A qualitative research design was used in order to investigate the interpretative meaning of job satisfaction according to female child care teachers. Directors and teachers were interviewed in depth, using a semi structured interview format. The data was analyzed through using a combination of the methods presented by Marshall and Rossman (1989), Strauss and Corbin (1990), and Miles and Huberman (1994), as illustrated in detail in this chapter.

Sample Description and Selection Process

Data was collected by interviewing 6 local childcare center directors and 2 of their full time teachers, 18 participants total. The number of participants was selected in order to attempt to collect a wide assortment of information, while keeping within feasible limits of a four month study. Participants were chosen from local childcare centers (for profit, church affiliated, and Montessori) from the city of Blacksburg, Virginia. Childcare centers were selected from a list compiled of area centers listed at the local resource and referral, because this service has a reliable update of local childcare centers.

I personally visited each center to explain the study (see Appendix A). At this time I offered a free curriculum area

workshop, for example, on art or outdoor play, for childcare teachers if they agreed to participate. When the directors of the centers did not agree to participate right away, I contacted them by telephone, to accept or reject the offer to participate by the next day. Letters of confirmation and consent were personally delivered after they agreed to participate to insure clear communication and to obtain quick feedback on available interview times. Interviews then took place in January and February of 1995.

Pilot Study

Two pilot studies took place in order to test the interview questions for clarity, and to verify the typical interview length. The first set of three interviews were semi structured in order to allow for open discussion. After the first set of interviews, a second set of interview questions were composed in order to formulate more appropriate questions and probes to meet the needs of the study. The questions in Appendices D and E are the result of two pilot studies.

Interviews from the pilot study were reviewed and compared for similar themes. In addition, the transcripts were used to insure the questions were valid, in other words, to insure the answers that the participants are giving are relevant to answering the question of what creates or constitutes job satisfaction. Also, the participants in the pilot study were asked about the overall method of the interview style and

questions, in order to assess the characteristics of the questions and interviewing style. Based on results from the pilot study, changes in the interview style or in the interview questions were made.

Data Collection Procedure

I interviewed two teachers and then the director from each center within the same day. When the interviews could not take place all within the same day, the director was interviewed last to lessen the chance of behavior modification before the teachers were interviewed. The interviews took approximately 45 minutes. Time constraints were sometimes imposed due to interviews during their break times.

Each participant first filled out a consent form (Appendix C). Then was given a background information sheet to fill out (Appendix F), in order to learn the demographics of the sample pool. Followed by the semi structured interview, that was guided by 5 open ended questions (Appendix D and E).

Childcare teachers were asked about what job satisfaction is to them, what makes up job satisfaction, and what the director's role is in creating job satisfaction, if any. In addition, interviews with the director were focused on their definition of job satisfaction, areas they feel constitute a teachers' definition of job satisfaction, and how responsible they feel they are in creating job satisfaction for their staff, if any.

Data Analysis Process

Based on reading Marshall and Rossman (1989), Strauss and Corbin (1990), and Miles and Huberman (1994) I formulated an analysis process. First, as I read the entire transcript I asked myself "what makes this document the same or different from the previous one I have coded?" (Strauss and Corbin, 1990, p.73). Then, as Strauss and Corbin suggest, I specifically analyzed those similarities and differences. This is the open coding process I followed, consisting of several steps outlined below. I listen to each interview at least twice, in order for me to transcribe the interviews verbatim. The transcriptions were reviewed four times each by myself, first. The first time I read the transcripts in order to familiarize myself with the participant. Secondly, I highlighted key words and phrases used to answer the questions from the interview, the similar and different ones from each transcript. Third, as suggested by Miles and Huberman, I typed all the key words and phrases into a chart on the computer and double checked for more key words and phrases. The chart consisted of the following: the page number of the transcript that the quote and theme were found; the theme highlighted by the quote; the quote itself and surrounding questions and conversation. Fourth, I again checked for more key words and collapsed a few of the themes which were duplicated or overlapped into similar codes. I began by compiling all the themes I found and defined them (Appendix I). As I defined all the themes, I was able to see that several of the themes could

fall under the same code. I therefore collapsed the themes into 12 codes, according to the definition and the relevance of the quote it came from. The final list of themes was compiled and defined in order for ease in axial coding and then became the coding system (Appendix J).

As a reliability measure, the transcripts were then read by a graduate research assistant at least twice. The assistant read the transcripts after I highlighted my findings, and checked to see if there are more key words or phrases which I had missed, and to clarify that the quotes were under the most appropriate codes.

During axial coding I took the data that was in the chart form and categorized them into the major themes which emerged and gave them each a code. I merged the data from each code from all 18 participants to compare the similarities, differences, and emphasis on each topic. There were two documents for each code, one was for teachers the other for director's to create a matrix for comparison as suggested by Marshall and Rossman (Appendix K).

After creating the code charts, I was able to then cross classify the data, as suggested by Marshall and Rossman (1989). I compared answers to see if there are similarities or differences in teachers and directors' views on job satisfaction. I then re-read the original data and asked myself the questions suggested by Strauss and Corbin (1990), who, what, where, when, why, and how, to account for all areas of reasoning. From the data in the charts I was able to support my hypothesis and draw

conclusions about women in the field of child care. Finally, I analyzed the data and pulled together comparisons of past research and theories to support the conclusions and final discussion.

CHAPTER 4 - RESULTS

The following chapter will supply information about the views of women currently in the field of childcare. Their exact words were used in order to provide a clear picture of their thoughts on specific matters involving childcare teacher job satisfaction. After reflecting upon their thoughts, I was able to answer the questions proposed at the end of chapter one:

(1) How important is the teacher and director relationship to the female teacher in creating job satisfaction? (2) What are the components of childcare work that satisfy and dissatisfy female childcare teachers? (3) How do female childcare teachers view job satisfaction? The answers to these questions will be addressed in this chapter. [Background information about each participant is available in Appendix G.]

The Importance of the Teacher and Director Relationship

In support of existing research, directors play a role in creating job satisfaction for female childcare teachers as revealed throughout the conversations. However, a more in depth and clear understanding on the aspects of this relationship have surfaced as a result of teachers and directors voicing their views. Teachers were asked about how they felt their relationship with the director affects their job satisfaction. Also, directors were asked how they felt their role affects the teachers' feeling of job satisfaction. For the most part, both

directors and teachers agreed with what role they each play and agreed that their relationship is key when considering their job satisfaction level. Communication, appreciation and respect were the most prevalent themes expressed by both directors and teachers.

Suzi, a director, explained that she needs to keep up with how the teachers "feel about the communication between the administrative staff and the teachers..... [and] how they (the teachers) feel about administrative staff, as far as us being helpful or cooperative, organized... (p.2). She also feels it is her responsibility to

always try to make ... staff meetings fun and stuff like that, we try to make those fun, that's, you know basic things like that, we go in to see how they are doin'. We usually try, if there is ever a conflict or whatever, we go in and give them a break, we just go in to see how their evenin' was.... You know, praise them when you walk in a room, it is so much nicer to know that people genuinely care about you as opposed to a number in an you know, and you get a paycheck (p.4).

Nina also feels that she has an important role as a director in keeping the teachers satisfied. One question she would ask on a job satisfaction survey would be about, "how well you get along with... the director and the owner-administrator" (p.3). She looks at the teachers

not only as staff but I look at them as being my friends.

I've been here for a long time and I have known some of them for a long time. So I want them to look at me as being a friend too.. I think that if people respect you and also have the feeling of confidence and trustworthiness and they can tell me things that they know I won't go out and tell other people (p.6).

Not only does Nina feel she needs to build a respectful friendship with her teachers but she needs to "probably to keep everything running the way it should in the building" (p.8). And to compliment the teachers as much as possible. For example when she was a teacher she just wanted to make sure that she was "on the right track with the director..." (p.8). Nina, as a director now feels she should go

in the rooms to say "I like the way your room looks or it looks neat," or..."I like the art you did," or "I like the way you talked to somebody," and "I liked that when I was in the room...." Maybe you recognized you know I'm glad you are here cause you don't look like you feel very well today. You know, so I think that's probably what they appreciate (p.8-9).

Communication with the teachers in a positive manner is one way this director feels she can keep the teachers satisfied. However, she adds that building team work and trustworthy relationships with the teachers is also very important. The owner has done this with her, as the director, and the teachers as well:

She (the owner) lets us brainstorm and come up with things. But she can do that, because she trusts us in return, so we are back to that trust and confidence thing again. Which is something you don't get overnight, it is something you have to nurture like a plant, you know you can't just go to team building session and then an hour and 15 min later say "oh we are going to be a team." It is something that you know just evolves through a lot of different things and I think that's the way it is with the trust in the classroom to let, we trust her and we can trust her in return and she can trust us in return to do things the right way. That makes a lot of job satisfaction. [To hear teachers say] "Oh I've got this book"..., and "I got these materials and I can do anything I want." "I like my co-partner," "I like that my director is not breathing down my neck," you know, "I am happy with what I am earning." I don't know. I guess that would just about cover it. If you had a little tiny classroom and nothing to draw from, and 25 kids and no co-worker and a director wanting you do everything right, I mean it would be rough. But I think out owner makes it very easy for us to do what we want to do, how we want to do it (p.9-10).

Carry, another director agrees that

the lines of communication is really everything. You know I really try to be open about that. You know, they are not afraid to come to me, they are not afraid to yell at me, if

they need to express themselves. No one really does, but if they needed to they feel they can. So we have a really good relationship, I think that helps them feel better about just comin' to work everyday (p.2).

She adds that if she were measuring her teacher's job satisfaction level, she would ask her teachers "probably that part [about] the communication, and probably how they felt about me too, about how they felt if I was fair to them (p.7)."

Another area Carry feels makes a difference in job satisfaction is trained teachers, which is part of communicating with the staff:

If you are dropped into it [being a childcare teacher] you could get very dissatisfied, even if you are good at, without the proper training and knowing what is going on. So the employee handbook will help... (p.5).

Vicky also feels, as a director, building good relationships with teachers is important in addition, "communication is so vital" (p.3). She tells her teachers, "now I'm one of you. And I said there is absolutely no problem that we can't work through if we talk about it" (p.3). This director feels "the main thing is to build confidence in teachers (p.3)," in order to keep teachers at a high job satisfaction level. She would ask her teachers on a job satisfaction survey "did you think you got adequate support, in doing your job (p.6)?" She reflects back to an experience she had as a teacher and concluded that keeping the atmosphere harmonious is another vital responsibility:

Well, to get back to one thing, that does make for more harmonious working situations is to have things scheduled, and you learn a lot when you move up to a different position (laugh). You know there was one time when I was a teacher in the classroom, there was confusion because the director never had a schedule written down. You would go to the playground and low and behold there would be another class out there before you, and then everybody would be bumpin' into everyone else. Well, I tell the teachers they can do there classroom schedules anyway they want to, except don't have snack at 11:45, but anyway, if its anything you want to do anything outside your classroom, you have to check with me first, or either look at the schedule, and they know everybody's schedule, so you don't go to the playground, or end room and getting in each others way. So if things are scheduled, it makes things easier. And they know if they are cooking, they know they have to get the recipe to the cook, and then she gets the list to me, so they know the sequence of events that they have to do to get from here to there, so I think teachers appreciate that. So its just sort of helping things to run smoothly, and that makes less stress on the teachers, anything I can do to help, switch schedules, you know if a person is under stress they can't do their best (Vicky, p.7).

Scheduling is important to Vicky, as is communication. Therefore questions about the relationship the director has with the

teachers is important according to the directors, including areas such as communication, trust, team building, training, and scheduling. All of these directors believe that teacher's need and value their friendship and support, and agree that that needs to be shown to the teachers in order for the teachers to feel satisfied with their job.

Not only do the directors feel that they have a lot to do with job satisfaction, the teachers also feel that their directors play a critical role in creating their job satisfaction. Several of the areas the directors feel are their responsibility in creating job satisfaction, are the same areas the teachers voiced as the director's role in contributing to a their satisfaction. Mary admitted that the director is usually the source of her frustration:

When I go home upset usually it's not you know, 3 out of 10 times it's probably the children, but 8 out of 10 times, it's probably the administration.... You know, to me, (pause) when she's not here, I have a much better job (laugh). I mean, it's awful but.. It's true, I mean, I guess when you come into a job like this and you have so much work you have to take home and so much that is expected of you anyway and then for someone to be all over your case all day for not, it's just really frustrating (p.4-5).

Furthermore, she added, " I mean it's it's just hardly ever our opinions [that] are put in or even taken into consideration, which really makes me mad" (p.6). The lack of respect and

communication with her director causes frustration and dissatisfaction. Mary needs a director that will listen and respect her ideas. Lori is almost in accordance: She says the administration plays

a big [role]Before [this new administrator] came in here, we weren't gettin' paid for months. It was awful. We would go to the bank to cash our check and it would bounce. And so, she is doin great. But I think, sometimes she has a way about her that she can't, she doesn't now how to say things. Like she will say it, but her mind she said it fine, but in our minds ... you hear it differently than what she meant. (p.4).

So her director made her feel more satisfied about her work by making sure she got paid, a crucial need that all professionals value, however, in the area of communication, her director needs some work. Lori went on to explain,

When we do do something that she likes, she'll let you know. I mean she'll like [say] "you did a great job on that" but I think you need to be a little bit more than "that floor is dirty," or "you need to do this." You (as a director) need to be a lot more [complimentary, and say], "you all did a nice job with that project, after awhile can you all clean that spot up?" You know, something like that (p.5).

So, a director's relationship with the teacher is important in terms of communication as illustrated above. This is not the only role Lori expects her director to play, she goes on to

explain that the director

is like a buffer, she kinda helps you along, ... if you're in some kind of need of resources, or you don't know how to deal with a child, she kinda helps you along. ...

basically, you know, she is there to kinda guide you. Not that you don't know what you are doin, but she helps you.

And it helps you feel more satisfied, because there is someone there to [help you with a problem]..... (p.6).

Alli values a guiding and supportive director and also feels a director's job is

Being there, meeting physical and emotional needs, being there when you have a problem, if something happens in the classroom, if a parent is upset. Being there to tell you that you are doing a good job or you did this wrong, so you know what to do next time (p.2).

The relationship between the teacher and the director clearly plays a very large role in job satisfaction. For example, Betty expects that directors should

... be willing to listen to the problem that occurs within the room or in the building or whatever the problems that are. And bein' able to spend time with you, say okay, well, let's see what we can do to really work this out. Instead of maybe saying, well have you tried this, this, this and this, You know its okay to talk about it, but then maybe comin' in and actually seein' [it and]... trying to help you solve it together (p.6-7).

Betty values a director that helps the teacher in the team work process and actually takes the time to help solve problems. Jessy also expresses her thoughts and feelings about what she values about her director and how the director plays a role in her feeling job satisfaction:

I realize how much a director does, how smoothly she helps things run, she is wonderful and actually this year even though she is not here everyday, she works so closely with the other teachers and the assistant director, that that has even worked out really well. I mean she is wonderful, I mean she gives a lot of emotional support if we are have a certain problem with a certain child or parent or whatever, she always helps us deal with that. She'll be like well I'll call 'em up and let them know what are school policy is, you know on this issue, and you know. I mean we had a teacher's luncheon at her house. I mean when we have our staff meetings it could be really "cold," but she brings in all this food and we have lunch while doing it, and she brings in articles we may not have read and says oh this is one that is really current now we use to think this way, buy now they say its this way. So she is really good about lots of support and caring, and all the teachers work well together, but if you don't have a director that fosters that, you know it does not work as well. ... You never realize how much she really does, so I don't have to worry about that and I can feel more comfortable in my position

(p.6).

Jessy, then feels that her director's emotional support, respect and friendship, contribute to her measure of job satisfaction. Likewise, Neha feels the same way. She believes that the amiable relationship between her and the director has played a role in her feeling satisfied, and that she values hearing both the positive and the negative comments from her director:

It is really important to me to have a director that can be a director and yet can still step in and be friend. You know, to work with you, listen to your problems, things you say. And she needs to be willing to work with you a lot. It is tough being a director, but you know, that is important. And her attitude towards the things that you are doing. It makes you feel good to hear her say "well hey look at this, you did a good job here" or to tell you "you can do better here." That is important to me to hear both sides (p.3).

In conclusion, it is evident that teachers and directors both feel that the relationship they have is an important consideration when measuring job satisfaction. Characteristics that female teachers value about their director include being respectful, being able to build team work, being appreciative, being organized, and being supportive, emotionally and physically. The relationship with the director is an important dimension when measuring job satisfaction in many fields. These conversations have revealed what specifically female childcare

teachers and directors consider important when analyzing their level of job satisfaction within this dimension.

Components Which Satisfy the Female Childcare Teacher

Relationships with the director is only one dimension affecting job satisfaction which emerged from the conversations. Several other themes surrounding relationships within the environment surfaced as dimensions of job satisfaction for women in the childcare field. These themes include relationships with children, coworkers and parents, as well as how their societal status is viewed. Furthermore themes, which often fell under both satisfying and dissatisfying, also included issues of extrinsic needs and values such as, pay, supplies, and ratios. Teachers and directors voiced new dimensions of job satisfaction which require consideration for further exploration. In addition, through the conversations not only did participants justify current dimensions being used on job satisfaction surveys for childcare teachers, but they also brought more insight into why they are being used and what to look for when analyzing a female childcare teacher's job satisfaction.

Children

One of the common answers to "what is the most satisfying or most valued feature to a female childcare teacher's job?" is the influence they have on children's lives. This supports existing

research but illustrates in what ways teachers feel they are influential. For example, Mary said,

I think on a daily basis that being with the children helps me, myself as a person as far as I just enjoy I've always enjoyed being with the children, I enjoy helping them with certain things that they do (p.1).

Lori also admitted,

I do like dealing with children all day long, I mean, I do like doing that. And I mean that's the only thing right now that's keeping me in there (p.3).

Neha agreed,

the main reason why I am working here now is to get the satisfaction of working with the children, because right now I am not here for the money, I really don't need it. I like working with the children. You know, I guess that's just what means everything to me. And help them as much as I possibly can (p.3).

As Neha said, she wants to "help them as much as [she] possibly can." Touching children's lives is what a number of the teachers value and find satisfying:

I think just sometimes watching the kids and watching them put into action what I have taught them or knowing that they have really learned something from me (Mona, p.6).

Pat reveals,

I think most early childhood educators, . . . , you are in it because you love kids, and you love to teach and at this age

you are definitely shaping the future (p.3).

Again, Lori illustrates,

knowing that you are given a part to doin' somethin' in a child's life. I mean, at twos, I mean we do colors and numbers, and but of course some of them just don't pick up, but knowin' that a little piece of it they just might [pick up on]. And then be able to, know that child you had in that classroom, goin' to kindergarten, knowin' that you had that child. Like when they come up to you, and you know, you have not seen them for five years, and they come up to you and you know, and they give you a hug, and stuff like that. So, I mean THAT is rewarding (p.6).

These teachers illustrate and support previous research which suggest that touching the lives of children plays a most important role in feeling job satisfaction and is highly valued (Kontos & Stremmel, 1988).

Because the children play such a primary role in feeling satisfied, it is logical that at times the children are also what can cause dissatisfaction as well. Mona admits,

I don't like having to discipline them (the children) all the time. I just feel like I am constantly disciplining them, constantly doing things, because they are constantly getting into stuff. That's pretty much the worst thing (p.1).

Mona felt that on days she went home feeling dissatisfied and not wanting to return, it was because "the children had a bad day"

and were "hard to put up with" (p.6). As a result, the conversations sustained the fact that women in childcare value the aspect of working with the children themselves, and supported the existing research that maintain children play a major role in measuring a teacher's job satisfaction. Children make up one aspect of the environment, coworkers do as well, and tend to play just as big a role as the children.

Coworkers

Another common source of job satisfaction referred to by the participants was their relationship with coworkers. As the conversations carried on, teachers would comment about how their coworkers make them feel at work and how social support from each other, team work, and cooperation is so valued in the childcare profession. Because many childcare centers have more than one teacher in a classroom, and all the teachers generally in any center have to share limited supplies and space, these aspects of coworker relationships are important to consider when measuring job satisfaction. Lori explained, "my coworkers [are a reason] this is one of the best centers I've ever worked at so, I really like it" (p.3). She continued,

I have some of the best co-workers, they are easy to get along with. We don't just work together, we are friends too. So, that helps, when you can laugh, we you get stressed out and you can laugh at some of this. That has made your day (p.4).

Mona agreed: "I like the people who work here. Almost all of them are very pleasant, they are always smiling and happy and that's really nice" (p.3). This positive social support is one aspect of coworker relationships which female childcare teachers need and value and therefore use to assess their job satisfaction.

Team work was also mentioned as a source of satisfaction.

Pam describes:

I think that [team work] plays a role too (laugh). I think it is important that you get along with your coworkers, that you work together, not against each other, and being fair to your co-workers (p.3).

And Neha agrees,

I have two other people working with me, and to have full job satisfaction you have to be able to interact with them and to work as a really big team. You know, to work together and to keep it all going straight, you know, team work is definitely important (p.2).

Directors also agreed that team work is something the teachers need and that it plays a role in a teacher feeling satisfied with her job. Vicky stated that job satisfaction is ... knowing that you will have a supportive relationship with your co-workers. It's understanding and support from your co-workers. And satisfaction of what you are doing, you know really enjoying what you are doing. I think that is part of enjoyment, and I think that is part of enjoyment

knowing that you are supported by people around you. And with understanding and help, and attitude with helpfulness there is no competition between teachers here... (p.4).

A second director, Carry also believes that team work, understanding and support, and no competition between teachers is the strongest aspect of being satisfied:

We have a lot of comradery, like [they say to each other] "it'll be okay," and we strengthen each other, and that [we are] really close, and we have a lot of good communication between us, and we pray together, kinda do things to help build each other up. And we are like a bunch of sisters, so we help each other. We all go through our bad days, and there is always someone who is having a better day that can help, the lines of communication is really everything (p.2).

Communication among coworkers, as in any job, is revealed by Carry as an important source of feeling satisfied. However, because in childcare there are team teachers which plan for the same children and shared supplies and space, communication is a vital aspect within the dimension of coworker relationships. Jen shares this belief about proper communication and reveals how without proper communication her job can be frustrating:

"Probably the biggest hurdle in a given time slot is communication; which to remember things [to tell each other about the children] and we do communicate a lot" (p.2). However, she also explained that they do not always get the time to communicate with each other about what they have observed about

the children, which causes her to be frustrated and dissatisfied to some extent.

Coworkers then can be seen as a dimension of measuring job satisfaction of childcare teachers as seen on existing surveys. What the conversations have added to previous research findings is the understanding of what roles coworkers play for each other in the childcare setting. They also identify the aspects that teachers value the most about their coworkers; a social support group and a cooperative team. These aspects have been illustrated through these conversations, which enables researchers to further investigate each aspect and understand these angles when interpreting childcare job satisfaction surveys.

Relationships with the children and coworkers make up a large proportion of the environment, as mentioned earlier in the socio-ecological theory and as illustrated through the conversations with teachers and directors. Therefore it can be seen that these relationships play a role in measuring a childcare teacher's job satisfaction. During the conversations, teachers and directors also mentioned their relationships with parents when revealing how they felt about their job satisfaction.

Parents

A new dimension of job satisfaction that was voiced during conversations was that of the teacher's relationship with the

parents. Over half of the participants voiced that parents definitely play a role in their level of satisfaction as a childcare teacher, and is a dimension that existing research should acknowledge more carefully, according to these childcare professionals.

One of the most prevalent needs of childcare teachers is to receive appreciation from parents. One director felt that if parents showed a little more appreciation for the teachers then, the teachers will appreciate their jobs a lot more. ... Or you know, little Christmas presents or what ever the parents might do, or "you are doin' a good job" or "my child just loves you" things like that little praises like that would help with the job satisfaction for the teachers (Suzi, p.5).

How much parents show appreciation for the teachers, according to this director, plays a role in how satisfied teachers are about their job. Sara, from a director's perspective, added,

They (teachers) sometimes, I think basically I think some of them (teachers) feel dissatisfied with the way parents treat them (the teachers). Having unrealistic expectations of what we should be doing with their children, some of them expect we should be teaching children to read and write and do all sorts of pre-brain surgery and Calculus 101 by the time they are three and a half, and that is often put on our shoulders as our responsibility and when we try to explain to them that it is totally inappropriate, ... they think,

she can't handle it, she can't do it. And I think that sometimes it is difficult to have the good rapport, with some parents (Sara,p.3).

So, not only the issue of appreciation affects job satisfaction, but the issue of unrealistic expectations does as well. This director believes that it is frustrating to teachers, and may make them feel dissatisfied with their jobs.

Not only director's, but teachers also felt the need to be appreciated more by parents and that would raise their job satisfaction levels. For example, Lori said,

I really like the parents, I mean, you know some of it's like, "Oh God!," some of the parents are a pain in the butt, but I mean I really like dealing with them and talking to 'em and everything like that. ... basically that, basically knowing that someone is appreciating what you do [is job satisfaction]. Even if it's just two or three parents, someone is saying your doing a good job and knowing that you are doing a good job you're doing all that you can do (p.1).

She continued,

Sometimes we're not [appreciated by the parents]. And tonight we are having an appreciation dinner, which is nice, we are ended up bringin' stuff, because not enough parents signed up, which I think is sad. we put a sign, where it says, parents bring things and half the parents do and half the parents don't. And they are the same parents every time.

If teachers are not appreciated by the parents, it may make them feel dissatisfied with the job they are doing. Other teachers also agreed that the parents appreciation for the teacher's work was an important need and that receiving appreciation made them feel satisfied, as Jen explained:

I think indirectly there are compliments..... "oh you did a good job today" but it does make me feel good when a parent comes and observes and they say "oh I really liked how"
(p.5).

Parents communicating their appreciation and support for the teachers is clearly a need of female childcare teachers and should be considered when measuring a childcare teacher's job satisfaction level:

... the parents, I think at this particular day care, they are pretty much behind you and pretty much what you do. Like if we have an incident, the parents will call and the thing that the parents tell the child we pretty much say the same things. So we are kinda on the same wave length. And the parents too, parents are a big part in preschool I mean, when you think when they get to public school, you kinda lose that. In a preschool, we talk to a lot of parents, even when you open the door to dismiss them, they kinda stand against the wall, and we dismiss them one at a time, and I'll just kinda go out and say, "Oh, we had a very good day today, or you know, just something really silly... (Pat, p.5).

Not only communicating their support, but Jen feels that communication in general with parents is important to consider when measuring a childcare teacher's job satisfaction. She illustrated:

I feel for myself I have been a part of that child's day for three hours and it's a critical part of the day and, I like, the parents of the children, I have to know what their child did, what they were happy with, or if they brought up something that made them sad that or "Oh my brother fell down in the ice," and at least the parent knows that the child is compassionate for his sibling, I think that's important (Jen,p.4).

Fran also went further into explaining that communication with parents is important, and when it does not occur it can make her feel dissatisfied about her job:

Well, you know, when children have changes at home, and sometimes you were not told, and you know the children's anger will be in their actions. And you just feel like why did that happen today, and it was different from yesterday, there is no continuous action that you can observe. And because you were not told, you know of course that you are not responsible for knowing everything happen in the house, but major changes we should be informed (p.2).

Pat agreed that parents should keep teachers informed:

Like if something happened, you ask the parents, has something happened? and they say well the dog died, and then

you can say, oh, that's why he has been acting a little off today. So Ya parents, yes at this age they are very important, you know they are just starting to get there independence. That was one of the not fun things, peeling kids away from there parents (p.5).

It is important to several of the participants that the lines of communication are open and positive, because this aspect plays a role with their level of satisfaction. Two teachers expressed dissatisfaction with the parent relationships they have. Mona disclosed how she felt:

... sometimes actually a parent will come in and ask a question or you know, sorta doubt about something that I have done or what their child has done. And it makes me feel bad and I have to go back and think about it and think, "well did I do something wrong is there something, you know that I should have to change about it." And I don't like having to feel doubt about something like that. It worries me (p.3).

Mona felt that the parent did not value her judgement, which in turn caused her to feel less confident about her capabilities in her own profession. Fran had a similar notion, she made very clear that she,

... love[s] the children, but I don't like with the parents (laugh), period. You know parents....., dealing with the parents is different. Some of the parents, they are very picky (p.1).

This teacher explained that it is frustrating to her when parents expect too much from the children, because then it is like accusing her of not being able to teach.

Communicating with parents is one area of job satisfaction that is highly relevant to childcare teachers. Another teacher, Betty noted that sometimes communicating with parents does cause her stress occasionally:

...I think having a sick baby. And having to convince that parent that the child is sick, is more stressful to me than anything. You know, I get frustrated, because, you know, "so and so" is always smiling and happy and its always been that way, but today hasn't been that way and I've noticed each day its gettin' a little more so, you know. So there must be a problem somewhere, and then you know then they (the parents) go to the doctor and [you know] you're right. ... you're exactly right, they've got an ear infection or whatever. But sometimes, dealin' with the parents can be a little stressful. (p.2-3).

These three teachers felt that parents made them feel as if they were doing an inadequate job, and parents did not show that they trusted them as professionals. So, overall, most of the teachers agree that one need they have is to keep a positive relationship with the parents through mutual respect, positive communication, and obtain a feeling of being appreciated.

As noted above, parents ostensibly play an important role in feeling satisfied or dissatisfied with their jobs. The children

themselves, coworkers, and parents all make up the childcare environment and play vital roles in how these women feel about their jobs. However, there is one more variable that plays a role when these women measure their job satisfaction: It is how they feel society relates to them as childcare teachers.

Societal Status

How society views a childcare teacher's job versus other types of jobs also influences a teacher's job satisfaction level.

Mary thought,

sometimes I just think that we don't get enough credit for what we do. I mean not only from the administrator here but I think just from the public. I mean, it's just, it's just like well, that's you know, you say something about elementary school and then it's way up there and then you say something about a preschool or a day care and it's like, you know, at the bottom of the pole (p.9).

Feeling your job is viewed by others as being at the "bottom of the pole" affects one's job satisfaction level as Mary reveals. Teachers may feel like they are not worth much and may lower their self esteem if people view what they love to do in a negative manner. Another participant felt that teachers are starting to receive respect but not as much as other professions do. She deals with this in her own way:

In a way, any teacher gets respect just for being a teacher, because I think that, hopefully people are realizing how

important that is. Of course that is not reflected in pay checks yet, but I think mostly people do respect teachers. **But I think too that you don't get as much respect if you are not a lawyer or a doctor or an engineer, or something like that.** But for that does not bother me. I enjoy doing what I am doing and I know that it is important, even if other people don't realize that (Jessy, p.7).

Jessy does not let what others think affect how she feels about her job. Neha explains that what people think use to affect how she felt about job satisfaction and that others still may be affected, however, in the end she feels you have to do what you like to do. She remembers:

I have talked to people, that say "well what are you doin' now?" I say I work at a preschool and they say "Oh No!" And you know a lot of people don't understand that, don't understand how important that is, **you know they think that you just go there and that your job is not hard, and is not important, and that you just sit around all day and do anything. And that makes you feel like, well then what am I there for? What am I doin?'** Then you meet people and you say, "well I'm a preschool teacher now." **And they say "wow, that's wonderful, I have three children of my own," that makes you feel like yes, I am doin' something to help out the world, you know, I am doing something.**" I think other people's opinions play a role, but then you come to the point where no matter what other people say, you have got to

do it for you (p.4).

Therefore, Neha believes society's opinions do play a role in feeling satisfied or dissatisfied. One director also agreed that a factor in measuring job satisfaction is

How well respected you are in you field. 'Cause I think that is something that a lot of people still have a feeling that they're not given quite as much credit by some people as we deserve (Nina, p.3).

Hence, society seems to play a role in how these women feel about their job. However, these women deal with it in their own ways, and they do the job for themselves and the children. They often have to remind themselves that what they are doing is important and do it for themselves, as Jessy and Neha express. Being appreciated would raise their self worth, perhaps, and in turn raise their level of job satisfaction. Being viewed in a more respected manner by society may also be a factor connected with this professions low pay. If society understood and respected childcare work, the issue of pay may not exist.

Pay

In addition to the themes listed above, the issue of pay came up in every conversation. Directors and teachers both felt that the pay childcare teachers receive plays some type of role in measuring job satisfaction, as existing research measures. However, pay seems to play an indirect role in feeling satisfied with their actual job. Pay is a need which plays more of a role

in effecting teachers' life satisfaction, for example being able to pay bills. This stress at home is then often brought to work, which would cause dissatisfaction at work. Therefore, when utilizing pay as a dimension for childcare teacher job satisfactions, there are other aspects which should be analyzed, as teachers and directors expressed during the conversations.

Most of the women expressed that they are not working as teachers for the pay, they are doing it for the children, as illustrated in the section in this chapter under "Children." They would go on to say that, they would feel less stress at home however, and feel more justified in keeping their jobs if they were to be paid more. Therefore, pay was expressed as a need which plays a role in these women's life satisfaction, which in turn affects their job satisfaction. Betty, feels that as a teacher if

the pay scale isn't up to a certain point where it should be, **then [teachers] probably don't feel good about themselves and they can't meet their needs at home with their family that they gotta take care of, so they feel pressure there, and they bring that to work.** You know, if you're not happy, you're more 'n likely, you're only human, so you're gonna bring it to work, you're not gonna be that happy there, and its gonna tell, and its gonna show. So pay does have, it has a lot to do with [job satisfaction] (p.4).

Betty illustrates how pay may effect a teacher's self esteem, as well as how it may make for a stressful personal life. Lori

explained her position:

... I am basically satisfied. I don't see myself doin' this for the rest of my life, to be honest. I think it is definitely because of the pay aspect. To be able to make a living, this does not cut it. Most people I know (in childcare) have a second job, or [are] married... I mean, right now I am livin' at home because I know I can't afford to move out, so I think that would be a big part in me leavin' this job.... (p.6-7).

Lori admits that pay effects her personal life as well. Fran felt that low pay also causes more strain at home, but again, she does it for the love of teaching children, as expressed by other teachers earlier, and feels at her center they are paid a little better than most:

Well, as we all know, preschool is not a well paid job. So, you have to have some kind of commitment. You know for us, basically because we are housewives, to start work, and we have children of our own, and of course we have our own idea what to do, and more or less, it is very difficult to make a very good living just based on the salary you are getting just from these schools. But if you don't have to worry about the earning part, and I think that it would make life a lot easier. ... Because that probably is not going to be very crucial as to count our income for the day to day running expenses for the house. So, if they can raise what everybody is making. I must say we are making, fairly

decently paid over here. But as you compare with other daycare that is making very minimum wages....I have another job which I make more money, okay, but this is just part of it, okay, I like to come back because I enjoy the children (p.3-4).

Fran has illustrated that she is a teacher because of the children, but admits, "... if you don't have to worry about the earning part, and I think that it would make life a lot easier." Mary also expressed how she feels about her need for pay and explains when she first realized how much of a factor pay plays in her own life satisfaction:

Well, when I first started out, when I first started, you know going to college, my parents ... pushed me [one] way, pushed me you know into something that was a lot more money, [they would say] 'you need to do something better than this,' and I always had the attitude, 'well I wanna do something that I'm going to be happy doin', I don't care how much I get paid!' You know (laughing) once you get into it and start, you know, move out and all these bills start poppin' in and yeah its, you start thinkin' about it ... I guess [it's] a little too late but, well not really too late ... (p.3-4).

So, for the teachers above, they feel that if they were paid better then they could have a less stressful home life, which in turn would raise their job satisfaction level. Pam explained how pay plays a role in job satisfaction:

I think it would play a role in job satisfaction 'cause you know if you, you don't get paid enough for your job, then that would be less satisfying, and you know, promotions you know, we don't get promotions here, but I think it would to build up your... (struggles a little to find the right word) self esteem (p.3).

Pat also expressed some frustration with the pay factor:

What I don't like is all the work that it is and the money that it is, it's really sad. You know we as early childhood educators get paid. I mean that is really, let's put it this way, my whole pay check wouldn't even pay my mortgage payment and that is for a whole month (p.2-3).

However, she went on to include that she was not sure if the pay factor really made a difference in job satisfaction as much as life satisfaction:

I don't know if that (pay) really does make a difference (in job satisfaction). I mean it would be nice if it was more. I mean all of us would say that, right? You know, ... when you look at it from your husbands point of view (laugh) you know he kinda wonders why you do this for what money it is, but you don't. I think most early childhood educators, especially early childhood, not necessarily in school systems, but especially in early childhood, you are not in it for the money, you are in it because you love kids, and you love to teach and at this age you are definitely shaping the future. ... I think [pay] does (play a role in being

satisfied in life), like if you were a single mother and you said, well this is where my degree is and I am just going to teach preschool, I don't think you could live. You know if you were a single mother, I mean, I know I couldn't, I have three kids at home, if something happened tomorrow that I was supposed to be doing this on, just this job, there is just no way (p.3-4).

Several issues were brought out by Pat. She mentioned getting paid what she is worth: She felt that teachers do not always get compensated for what they do. Even her husband has questioned why she remains working so hard for little pay.

Mary also felt that

[Pay] plays a big role.... and you know, and even about the pay, like I said I don't think I would be as unsatisfied as if I didn't have as many responsibilities as I do for that pay (p.3-4).

Jessy expands on the compensation issue and justifies staying in the field:

I would definitely feel more satisfied if I were paid more. Because it isn't a job that takes from 8:30 to 12:30. It takes a lot more time than that, if you do it the way I need to do it. I could do it, I could come in from 8:30 to 12:30 and say this is it, but it wouldn't be as fun. And the kids certainly wouldn't get as much out of it. The only thing I don't like about it is the pay (laugh).... it's hard, the only thing that is hard for me is justifying having this

job. You know I could get a job somewhere else that pays more, I wouldn't enjoy it as much, and my husband is very sweet about letting me keep this job, because I love this job. When my kids were going to preschool here that is when I started teaching here... [My teaching here] grew out of that. But now I'm having a hard time justifying not making the money, but I love the job and he knows I do. But Ya if I made more money, it would definitely be easier ... (p.2).

She continued later and admitted,

But I really love this. And maybe as my kids get older I will get more education and teach elementary, even if just for the money, that is one way I can justify still teaching is if I can make more (p.8).

Therefore, Jessy explained how she may have to change her job because of the pay situation, however, to remain satisfied, she will remain working with children. For her, pay is a need that plays a bigger role in her life satisfaction, rather than job satisfaction.

Another teacher also admitted that they do not have to worry about the financial issue and found satisfaction in other areas:

I fortunately can say I don't have to have that money. Money is nice but I wanted to be able to work a half day.... But it's nice to get paid and sure you want to get paid all the money you can get paid but I feel for what I do, you know, yes, the paycheck is kind of like the icing on the cake at the end but I can say at the end of the month or

whatever "wow it's already almost March and look at how far so and so has come along," that's my satisfaction (p.7-8). So, for this teacher, including pay on a job satisfaction survey may not be as relevant as an issue.

One director pointed out that pay plays a role but may not be something she would include on a survey:

I would say their pay, to be honest with you, I think that would be the big thing, they are not paid enough for their job. That is not something that I did put on there (the survey) but I could, that would be something that I could add, [but] that wouldn't really, there is nothing I can really do about it, so that's not something I really included. The things that we included on their were things they we could work on to make better. But I think the teachers would rate it real low to be honest with ya, cause we don't pay good here at all (laugh). And I think that would be one of the main things that the teachers would want, more money (Suzi, p.5-6).

This director felt that pay does play a role in feeling satisfied or dissatisfied. However, because she had no control over how much the teachers can get paid, she felt it was not as appropriate to include on a survey, after all, she knew that they would rate it very low anyway. Another director said,

I don't think [pay] plays a big role. I think it helps. I think that if people can see I'm trying to give them more money and appreciated what they are doing, even down to a

Christmas bonus and things like that, I think it helps.

It helps the teacher feel satisfied?

Yes, Yes. (Sara, p.3).

So, Sara feels that pay does not play a "big" role, but when a teacher feels appreciated from the director, for example by receiving a Christmas bonus, then the teachers feel more satisfied with their job. Vicky, another director, also felt that pay plays a role, but there are other areas that are more important:

Well I think it would make it even more satisfying if we could increase the salary (laugh) and we have tried to that between 4 to 5% a year, for the last 6 to 8 years.

Well, do you think that plays a big role in the teacher feeling satisfied?

Well in this particular school in this particular situation, I don't think it has, I really think if the working conditions are exciting and congenial and make for a happy working situation, I don't think they dwell on salary. I have never had a teacher say to me do you think we could possibly get a bigger raise next year, I need more money. In fact they have told me they would rather get a certain piece of equipment. They are so into what they are doing. I tell them all the time, I mean it really is a noble calling and I told them this at Christmas time, that you know, we all know, and people know that the first 6 years of a child's life are so important and I said all of you

realize that, and you give it a thousand percent, and I really think that its true and so money is not, they are really dedicated, they really are, it would be nice to have more money, but ah, I think they would not stay here as long as they do if they did not enjoy the working relationships (Vicky, p.7-8).

Nina expressed that pay is a need which plays a role in life satisfaction, and for her as a director, it would not make a difference in how she works if she got paid less, but for the teachers it might:

And also with job satisfaction probably for some people your salary or pay would have a lot to do with it. You know if you can't..if your working and can't get you bills paid I mean that is a stress and strain for some people. ... It may depend on the individual because with me...being married and having three children..what I earn is not as..I mean..naturally I would like to earn a good salary to have what I would like..what I need and some of what I want. [To have a comfortable life.]..on my salary alone with three children..would be impossible. As far as I am concerned my salary wouldn't affect how I do my job. ... But I would still be the same with the children and be the same with my co-workers and I would still make sure my job would be done the way it should be done. But there would be another part of me that would feel a lot of stress and strain because bills have to be paid and they couldn't be or my kids

couldn't come into stores with me because I would have to say no. But again a lot of people are probably going through that where you know there are a lot of jobs out there for minimum wage (p.4-6).

Thus, over half of the teachers and directors felt that pay plays an indirect role in feeling job satisfaction, since pay plays a role in each of the women's life satisfaction. Administrators felt that pay also plays a role in affecting job satisfaction, however, because there is little they can do to change that, there are other aspects that they must concentrate on, such as external variables involving the teacher's working conditions, or classroom environment.

Working Conditions

The classroom environment, or the work place itself, also plays a role when measuring job satisfaction, as it would in any job. However, because of the unique organization of a childcare center, there are a few specific aspects of the work itself that should be focused upon, the physical classroom size, the ratios of children to teachers, the atmosphere of the center, and the materials made available.

Several teachers feel the same as Mona, as she expressed that the room size itself made a difference in her feeling satisfied. She compared it to another center she use to work at, "I really like the large rooms. I've worked at other centers

where the rooms are so small" (p.3). Directors also felt that the room size and building itself would make a difference. One director mentioned that, "probably the working conditions within the building, you know, your room size (Nina, p.3)" should be included as an aspect or should be questioned about on a job satisfaction survey. Another director said that she felt that her teachers probably felt that the building and room sizes were most likely pretty frustrating for her teachers, "they would like to have a better building, a bigger place to be, to be able to spread out and feel more organized" (Carry, p.2).

Room size and ratios are closely related. If the rooms are already too small, having the right number of children and adults in the room could make all the difference in feeling comfortable. Many teachers also commented on how the ratios of adults to children made a difference in feeling satisfied. Betty noted,

I think this place has a good ratio. Which makes less stress for the teachers and less stress for the children itself. I think the ratio has a lot to do with [job satisfaction] because ... if the ratios are over, if they are what they can be as far as state requirements go, that gets a little hairy, because I've been there to where you know, you say two teachers and eight children, okay that's a lot of children especially when they are infants. And if the teacher is stressed out, and plus you've already got unhappy children, then you're not gonna have a medium of calmness anywhere, so how can it benefit anyone concerned

(p.2-3).

The number of children in a room plays a part in the overall atmosphere of the environment as well. The feeling of "calmness" is one way to describe an atmosphere at a center. Others also explained not only the children create an atmosphere, but you co-workers do as well. one teacher explained that a family like atmosphere helps her to feel satisfied, "I mean I think the atmosphere, these women that work here, I mean we all get along real well" (Pat, p.4). The aspect of team work and a friendly environment is what many teachers value.

Furthermore, the atmosphere must be sanitary, Fran illustrated, "you know a lot of them, you come in there, you go into the center you smell diaper, forget it! (p.4)" She expressed that sanitation is another part of the atmosphere that must be measured and plays a role in feeling satisfied in a childcare teacher's job.

Being satisfied also means having the materials necessary to do your job, just as any other job. However, materials used in a childcare environment, such as paper, paint, and toys, have to be shared among several classrooms, and are often times exhausted before new supplies can be bought. Mona admitted,

I think it helps a lot that the center that I work at has all the supplies that we need. I bet you know if they didn't have all the basics, it would be very hard (p.5).

Jessy suggested a question on a job satisfaction might be to ask, are you `satisfied with the equipment that you are given to use

the materials that you are given to use?' And 'do you have enough resources to use?' (p.3)? After all, as Pat pointed out,

Well, this could be something that could be stressful, like at our center, like if we decide we need pipe cleaners tomorrow, for whatever, well, we just go out to Wal-Mart and go get it and keep our little receipt and we turn it in and we get paid back. Where some places say, "hey you get 25 dollars for three months, and that's it," and "if you run out it has to come out of your own pocket or you do without." Where as here, you just go buy it (Pat, p.6).

Therefore, the need for materials and supplies plays a role in feeling satisfied according to these three teachers.

However, directors also felt that materials and supplies could also be a source of dissatisfaction. Nina felt teachers need "all kinds of materials, and... art materials, and just things that you have to have so you can do your job well" (p.3). If a teacher does not have enough supplies it could cause dissatisfaction; as Carry, a director, expressed she felt her staff may feel, "because we always seem to be runnin' out of things. So I think they would worry about that" (p.2). The need for a proper physical environment (room size, ratios, atmosphere and materials) contributes to job satisfaction as expressed by the participants, along with other personal needs.

Personal Needs

Locke stated in his definition that certain needs play a

role in job satisfaction. When these women were asked about what their needs were on the job and if they were being met, as already illustrated a number of different themes arose. However, in addition to those a few more issues have surfaced, for example, getting time off, receiving breaks, and meeting family needs. Having these needs met meant a higher satisfaction level for most of the childcare teachers, and when they were not met, became a source of dissatisfaction.

One of the themes that emerged was being able to get time off when needed and getting breaks. Many of these women were satisfied about being a childcare teacher because there was flexibility in them being able to get time off:

I call in and they get a substitute and that is important to me that I can, I know that if anything, I can always count on them to find someone who is qualified and wonderful to come in and take care [of my class] (Jessy, p.5).

Betty also felt that this was a need of hers that has always been met, because she has to take care of her husband, she appreciates that

they have always been more than fair to me and they have always met my needs, because I have had to miss a lot of times myself health wise and with my husband, they have always understood and they have always been there for me (p.5).

Pat adds that getting time off is a need that she feels satisfies her feelings about this job, she explains, "... if I need a

personal day, I can get it, it is not a big deal" (p.4).

Not just getting time off from work but getting a break was recognized by one of the directors as a needs that teachers have:

They worry about whether they will get their breaks or not (laugh). You know if they are over crowded, or if I shove in a substitute or something, every once in a while we have to skip a break. I try to tell them ahead of time, like you won't be getting a break today, or that I will come in (Carry, p.3).

The need for time off is important to women in this field since many do play the primary care giver role in their own families, and women are often expected to be the primary care giver in the family. As Betty pointed out, she takes care of her husband and this job facilitates her needs of getting time off for that care. In addition, several teacher explained that they got into this job because they needed to care for their own children, and this was the perfect set up. Jen explained that she took this job at first to be there for her son, "I have met [my son's] needs and my needs as a mother and I still really enjoy it" (p.8). Jessy also explained,

When my kids were going to preschool here, that is when I started teaching here, so it was kinda natural, I have two boys, ten and seven, but when they were younger I stayed home with them and actually when my son was one year old, I started keepin' another one year old in my house, and it kinda grew from there, and kept a couple here and there.

And then when my oldest was in school and my youngest was in preschool I would teach 'em while he was here (p.2).

For nearly all the women becoming a child care teacher stemmed from their need of caring for their families. The fact that this job met their needs for family care contributed to their job satisfaction. These are the types of issues which need to be considered when analyzing childcare teachers' job satisfaction level, and before creating a job satisfaction survey for this population.

Defining Job Satisfaction

What is job satisfaction? How would you define job satisfaction? What does job satisfaction mean to you? These are the questions that were posed to all the participants at some point during our conversation. Answers were similar as the term "happiness" was used by teachers and directors, and is most consistent with the first part of Locke's (1976) definition "the pleasurable emotional state resulting from the perception of one's job..." (p. 1342). When Mary was asked to define job satisfaction she explained "I think happiness, you know, is the main thing, if you're happy at what you're doing" (p.3). Jessy replied, "well, being satisfied with your job (laugh) being happy in your job, enjoying what you are doing, being glad to go to work (laugh) when it is time to go" (p.3). Furthermore, Jen agreed "Coming to work happy and going home happy (p.2)" is what job satisfaction means. The directors also used "happiness" as a key word, "I just think that [job satisfaction is when] you are

just happy with what you are doing" (Nina, p.2). Happiness was a key descriptor in many of the participants answers. But one question still remains; what creates or causes this "happiness" for each worker?

A few participants went further in defining job satisfaction for example, they added that praise and appreciation from administrators and parents create happiness at work. Lori states:

When I wake up in the morning to come to work. Wanting to know, "OK, I'm going to do this today," and wanting to run into work not laying in bed [thinking] "Oh my Gosh, in another hour I have to get up," or whatever. ... basically knowing that someone is appreciating what you do. Even if it's just two or three parents or the administrators, someone is saying, "you're doing a good job," and knowing that you are doing a good job you're doing all that you can do (p.1).

Others went on to explain it is more of a personal matter:

... I think everyone plays a role, and that you just have to do what you feel comfortable with. And it is more of a personal thing, because some people are just not cut out to work with children, they just can't do it. Where as me, children are my whole life, I live to work with kids, I think that if that is your goal and that is your aim, you will feel satisfied with what you are doing (Neha, p.4).

Mona also agreed that job satisfaction is

How you feel about your job, how you feel about how it applies to you. Job satisfaction [is] if it is good for you if it works for you, if the different parts of your job are combined nicely, the overall, happy, picture kind of thing. I guess if you are satisfied you have to be able to like most of the stuff you do (p.2).

And Jen stated,

Well I think everyone has their own different level of job satisfaction and it depends on what you want out of the job if you want a paycheck out of the job or just to enjoy it and I think in our situation here none of us work a full day, we're all half day teachers and we all have children of our own and I feel, you know, I'm happy here, I like it here and I taught in public school for eight years before this, and this is ideal when I have my own child to be able to take my child with me and share that part of the day with him, so now I just still feel it's what you want out of it. (p.7).

And finally one director felt that the personal issue was extremely important: She expressed,

Part of [job satisfaction] is just being in a field that is really your gift. Because I noticed even in a preschool setting, and we go to 6th grade, that if you put a person who is really geared to teach sixth grade in the kindergarten room, they soon get very bored, and those are the ones that, "isn't it time for my break yet, please let

me out of here!" or "I am tired of changing diapers" there are some that like being with the babies and really enjoy it. I think a lot of job satisfaction is being where you are gifted, and when I interview people, I really try to get clues from them, like what is your favorite age, they may say I can work with any age, but it's [really] "what age would you rather be with?" like I would rather be with the fourth and fifth grade if I had to teach for 8 hours, you know, put me in the baby room for a half hour, and I'm thinking, "please come back" (laugh), and so I think they are the same way, and I think everyone has there own category and you got to put them where they belong.....

(Carry, p.4).

These six participants feel that job satisfaction evolves from their own personal likes and desires from the job, as well as their own personality. Since Jen had the need to care for her own child, this is an ideal situation for her, and therefore she feels satisfied with her job as a half day childcare teacher. Carry, as a director, feels that teachers must have the right personality in order to feel job satisfaction. This idea of each individual having a personal issue that creates or plays a role in job satisfaction goes back to the second part of Locke's definition "the pleasurable emotional state resulting from the perception of one's job **as fulfilling or allowing the fulfillment of one's job values, providing these values are compatible with one's needs**" (p. 1342). Therefore, the definition of job

satisfaction depends on each teacher's individual perceptions of how their values and needs are being met.

Personal needs play a role in creating happiness for these women, and the need to work with children was what the majority of the women value:

...the paycheck is kind of like the icing on the cake at the end, **but I can say at the end of the month or whatever "wow it's already almost March and look at how far so and so has come along," that's my satisfaction** (Jen, p.8).

Jessy reveals, "I value the opportunity to touch so many kids lives. It's amazing, when I think about it" (p.5). And Lori admits, "I do like dealing with children all day long, I mean, I do like doing that. And I mean that's the only thing right now that's keeping me in there" (p.3). The children themselves play a role in how they define job satisfaction and where the happiness stems from, "I believe that I get more satisfaction from working with the kids" (Mona, p.4).

Still others remarked "happiness" partially stems from associations with my co-workers; "Being happy at work, with what you are doing, where you are, who you work with" (Alli, p.1).

One director agrees:

I think [job satisfaction] is enjoying coming to work each day. And knowing that you will have a supportive relationship with your co-workers. Its understanding and support from your co-workers. and satisfaction of what you are doing, you know really enjoying what you are doing.

I think that is part of enjoyment, and I think that is part of enjoyment knowing that you are supported by people around you. And with understanding and help, and attitude with helpfulness, there is no competition between teachers here....(Vicky, p.4).

Therefore, as discussed in the introduction, job satisfaction can be defined in different ways and may mean a number of different things to each individual. Through these conversations, so far, we can see how views on the definition are individualistic, yet show consistency with dimensions from previous research about job satisfaction in other fields. However, as the conversations continued several aspects about what these dimensions mean to each individual reveal insightful information about why we use these dimensions to measure childcare teachers job satisfaction. Furthermore, they also help support how to interpret job satisfaction scales in a more useful manner. Furthermore, these conversations provide in depth information about new dimensions which have yet to be examined and employed on a job satisfaction surveys for childcare teachers.

As a result of analyzing all the conversations, the original questions of interest were addressed and answered: (1) How important is the teacher and director relationship to the female teacher in creating job satisfaction? (2) What are the components of childcare work that satisfy and dissatisfy childcare teachers? (3) How do female childcare teachers view

job satisfaction?The answers for these questions offered new insight into how childcare teachers view there job satisfaction, and what areas should be included on a job satisfaction survey for childcare teachers. Many of the issues discussed centered around feminist issues, socio-ecological issues (relationships which are unique to and make up the childcare environment), and issues of individual needs and values. The conversations also offered a plethora of ideas for future research and a clearer understanding of what job satisfaction means to childcare teachers.

CHAPTER 5 - CONCLUSION

The purpose of this study was to provide women in the field of childcare a chance to voice their opinions about what job satisfaction means to them, and to provide administrators and researchers a basis on which to measure a childcare teacher's job satisfaction level. Although the sample may not be representative of the larger group of childcare teachers, data supported previous research obtained from larger samples, and thus this study provides a fairly accurate account of women's views on job satisfaction.

As discussed in previous chapters, job satisfaction surveys for childcare teachers presently exist, however they are not fully comprehensive in considering all the potential factors involved in measuring job satisfaction, as the data analysis and results illustrate. For example, relationships with parents needs to be added to current surveys, as well as issues about life satisfaction when analyzing the role that pay plays in feeling satisfied. In addition, personal needs such as receiving adequate breaks and flexibility in getting time off from work were also discussed as important dimensions of measuring their job satisfaction which have not always come up in existing surveys.

Interpretations

As anticipated at the beginning of the study, relationships

with the director, children, coworkers and parents, were prevalent topics during the conversations about what makes up a female childcare teacher's job satisfaction. In addition to these relationships, how society views childcare teachers was voiced as a factor in measuring some teachers' job satisfaction levels. This was the case as described in chapter IV. The participants who talked about how society views them as a lower status job, agreed that it sometimes makes them feel dissatisfied about being a childcare teacher.

Some of these areas are similar to the topics assessed in Paula Bloom's survey, the Early Childhood Job Satisfaction Survey (ECJSS) (1989). The ECJSS is comprised of five main facets of job satisfaction for childcare teachers: co-worker relations, supervisor relations, the work itself, pay and opportunities for promotion, and working conditions. This sample supports Bloom's definition of three of the facets, coworker and supervisor relations and working conditions. However, items covered under pay would differ, and items under the work itself did not surface during conversations.

The conversations support Bloom's definitions on coworker and director relationships, as well as working conditions. From coworkers, teachers voiced that they need to have "mutual trust and respect" from each other (Bloom, 1988, p.110), and from directors, teachers need "quality and quantity of feedback, encouragement and helpful support" (p.110). Under working conditions Bloom covered areas such as ratios, breaks, room size

and atmosphere, which participants voiced as necessary to measure when analyzing their job satisfaction. Therefore, this study provides confirmation that these aspects are important to consider when creating a job satisfaction survey for childcare teachers.

Bloom analyzed "distribution of pay, fringe benefits and opportunities for advancement" (p.110). However, the women in this sample explained that they work as a teacher to be with the children, and that pay affects their life satisfaction. Issues such as advancement did not come up, because there are not levels of "advancement" in childcare besides perhaps becoming an administrator, and not every teacher would consider this an advancement, since they would rather be with the children. Therefore, issues specifically related to childcare should be considered when asking questions about pay, such as, "How adequately does your pay allow you to support your family?"

Another issue of specific relevance is relationships. Relationships with the children is a value that was highly mentioned as a contributing factor to feeling satisfied, as illustrated in chapter IV, and the only time the children are mentioned in the ECJSS is when Bloom asks about ratios. Therefore, considering the importance this sample gave to their relationship with the children, more questions should be addressed about this relationship.

Likewise, parents were voiced as a major factor in measuring their satisfaction and is also only mentioned once in the ECJSS

asking if teachers feel parents respect them. Respect is only one of the several issues under parents that was voiced as being important to consider. Issues such as appreciation and communication were also were also addressed and need to be included on a childcare teacher's job satisfaction survey. Overall, Bloom's survey does cover areas which teachers and directors illustrate as important factors in measuring their job satisfaction. However, as also demonstrated in chapter IV there are several facets that need further elaboration and consideration such as the items under the work itself.

In the study conducted by Andrew Stremmel and Douglas Powell (1990) involving the area of job satisfaction of childcare teachers with a focus on self perceived effectiveness in relation to classroom focused information, they used a survey that employed 15 facets of job satisfaction: direct work with the children, relations with co-workers, the director, and the parents, pay, benefits, respect from others, job security, opportunity to improve personal skills, opportunity to develop professional skills, breaks, convenient work hours, control over decision making, feelings of accomplishment, and feelings of positive influence on the lives of children. This study was more inclusive of topic areas that should be assessed when measuring a childcare teacher's job satisfaction. This was supported by the women who voiced their opinions, as all of the themes assessed above were revealed to play a role when teachers measure their own job satisfaction.

One of the questions Stremmel and Powell suggested at the end of their study was answered through the conversations in this study. Stremmel and Powell stated that "little attention has been given to the relationship between childcare workers' self assessment of job effectiveness and their feeling of job satisfaction" (p.241). In conducting a qualitative research study, I was able to find that some teachers felt that they were still able to feel effective as teachers, and would not do their jobs any differently if they were, for example paid more. On the other hand, others felt they would be more effective teachers if they were less stressed about their life satisfaction, having to pay bills late, or saying 'no' to their children when they want to buy more clothes, which was caused due to their low wages. Furthermore, teachers also expressed that they may be more effective teachers if they had the proper supplies to teach, and had a good ratio of adults to children in the class room. Supplies and ratios both were mentioned as sources of satisfaction as reported in chapter IV.

Finally, this study also supports the findings of another more recent study on "Communication, Satisfaction, and Emotional Exhaustion Among Child Care Center Staff" (Stremmel, Benson, & Powell, 1993). They found that

satisfactions with working conditions and the work itself were related to lower emotional exhaustion in directors, teachers, and teaching assistants. Staff meetings focusing on child guidance and staff development issues were related

to increase job satisfaction (Stremmel, Benson, and Powell, 1993, p.228-229).

In support of their findings this sample agreed. As depicted in the previous chapter, one director mentioned the importance of teacher training, and several of the teachers voiced that directors should be there to guide and support them, supporting the fact that the director and teacher relationship is a vital factor in a childcare teacher's job satisfaction. Also, several of the directors mentioned that it was their responsibility to make staff meeting more fun and enjoyable in order to keep their teachers satisfied.

Several other issues surfaced that seemed to have a direct relationship with the fact that this is a field highly dominated by women. As presented in chapter II, because this field is dominated by women it is important to look at what issues are directly related to their perceptions of work. The issue of being the primary caregiver in the family, low pay and status for this job, and amount of education required to be a childcare teacher were findings that prove to play a role in job satisfaction. Many of the women expressed their need to take care of their families and expressed this as one of the reasons they are in the field. Because they are the primary caregivers, they often have the need to take time off for various reasons, such as a sick child or spouse. Also some of these women only work half days so they can be with their children after school. If the center was able to provide this flexibility of giving time

off and working half days, they were more satisfied. Because of these responsibilities, women have also primarily taken on the role of bringing in the second income, or lower income.

Several of the women also expressed that the pay would hardly be enough if they did not have another source of income. One director said she could not stay in this field simply because she would not be able to survive financially. This study has again confirmed that childcare teachers are most satisfied with their interactions with the children, and feel dissatisfied with the pay, however, it has been revealed that the dissatisfaction from the pay stems from life satisfaction, such as the ability to meet financial payments, which in turn may affect their job satisfaction due to personal stress.

A few of the teachers and directors said they would not be in this field for very long because they don't feel justified in staying and getting paid so little for what they do and for the knowledge they have, as depicted in chapter IV. The amount of education required to be a childcare teacher varies from center to center. Many require only a high school degree and then provide further training as they work. When compared to an elementary teaching position which requires a teaching certificate, which entitles them to receive better pay. Childcare teachers are required to have almost the same knowledge base to do a quality job, yet are hired with little or no experience or training in caring for children, which entitles owners or directors to pay them less. Because the job of being a

childcare teacher is viewed by society as baby sitting, many may feel that higher education is not necessary to teach or take care of 16 three year olds, or six infants and toddlers. As one director supported, teachers need to be properly trained to care for the children, and to communicate with the parents of the children. They need to understand the stages of development of the children in order to plan appropriate activities and to communicate achievements and problems to parents. Without this knowledge base, satisfaction of being a childcare teacher can be lowered.

As reported in chapter IV, parents were a factor in measuring job satisfaction, however, if the teachers are properly trained to communicate with parents, then perhaps it would be a more satisfying aspect of the job. Relationships with the parents was only part of the environment that was explored and mentioned. Because the environment of a childcare center is made up with different types of relationships it is important to consider them all in order to understand and measure a childcare teacher's job satisfaction: You need to take into account the parents, the children, the co-worker, and the director, all discussed in great detail in chapter IV. Furthermore, feminist issues need to be considered when creating a job satisfaction survey. The role of women in our society, along with the amount of pay women deserve for the work they do, plays a large role in feeling job satisfaction.

The analysis of the data has shown support for existing

research, and offers new information about what other areas are important to the female childcare teacher. This study has opened up new areas of consideration to include on job satisfaction surveys, as well as confirm what topics should still be addressed.

Future Research

While my study supports that existing research include areas that are relevant in measuring a childcare teacher's job satisfaction, it was also able to supply more in depth details on what exactly each section should cover. For example, under pay and promotion, there should be more questions on whether the pay is adequate for their everyday needs and home/family life satisfaction, rather than about promotion, which is not very relevant in the field of childcare. Furthermore, under work itself, instead of questions about paperwork, this section perhaps should concentrate on the relationship with the children and the parents, which were more important factors discussed by the women in the study.

This study has opened up a variety of avenues for which research can continue to explore. The conversations revealed many areas with which future research can build upon and create a more comprehensive measures of childcare teachers' job satisfaction. It has also shown how individual needs and values play a role when measuring job satisfaction, and supports that a qualitative section should always be included in order to fully

understand what satisfies and dissatisfies childcare teachers.

The theme of pay is one that is of importance at this time. The Worthy Wage Campaign, stemming from the National Association for the Education of Young Children, is in the process of educating society about the important role a childcare teacher holds. More qualitative studies allowing teachers to voice their opinions about what they do and what role they play in the lives of children may help support this cause and bring more awareness to society. To learn that many highly educated and highly qualified teachers will not remain in this field due to low pay sends out a strong message that something needs to change. Not only pay, but each theme brought out in this study can be explored further in order to train administrators and aid them in keeping their staff satisfied, and perhaps to decrease the turnover rate in the childcare field.

This study has contributed to the knowledge base about what creates job satisfaction for women in the field of childcare. It has supplied a support for studies and surveys on job satisfaction which already exist. But more importantly it has exposed more areas that require further exploration and consideration before attempting to conclude what job satisfaction means to the women in childcare.

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Appendices

- A. Request to Participate
- B. Letter of confirmation to participate
- C. Consent Form
- D. Interview Questions for Teachers
- E. Interview Questions for Directors
- F. Demographic Survey
- G. Background Information on Participants
- H. Background Information on Centers
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- K. Sample of partial code charts
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- M. Vita

Appendix A

Request to participate:

What is job satisfaction and what does job satisfaction mean to you? This is a research question I am investigating. I am offering to you and two of your full time teachers a chance to participate in a 45 to 60 minute interview about your opinions on job satisfaction. You and your teachers will be part of a 18 participant interview pool.

In return for your center's participation, I will provide a free curriculum based workshop for a staff or parent meeting. Topics could include an art activities workshop, or an outdoor activities workshop.

I am a Masters student at Virginia Tech in the area of Child Development. My undergraduate program was also at Virginia Tech in Child Care Administration. I have presented an art workshop at a state conference, and at a local child care center. I have experience with children of all ages.

If you have any questions about the study and would like to participate please contact me at 552-8346. I would like to begin interview in late January.

Appendix B

Letter of confirmation:

Helma Shah
340 Wallace Hall
Virginia Tech
Blacksburg, VA 24060

Dear _____,

Congratulations and thank you for agreeing to participate in this important study on job satisfaction.

This letter is to confirm that _____ center will be participating by having the director and three full time teachers interviewed on the topic of job satisfaction.

In return for completion of the interviews, the center will receive a free workshop from Helma Shah on an agreed upon curriculum topic.

I will contact each participant in order to set up interview dates and times.

For purposes of the study, I request that the participants do not talk to each other about job satisfaction prior to the interview.

Thank You,

Helma Shah

Appendix C

Consent FormInformed Consent for Participants
of Investigate Projects

Title of Project: Job Satisfaction: What it Means to Childcare Teachers

Principle Investigator: Helma Shah

I. The Purpose

You are invited to participate in a study about job satisfaction. This study involves interviewing for the purpose of learning teachers and directors perspectives on childcare teacher job satisfaction. This study involves 21 participants including yourself.

II. Procedures

The procedure to be used in this research is a semi structured interview, followed by a back ground information sheet. The interview time will be approximately 45 to 60 minutes. The interview will be tape recorded, but taped over after the transcripts have been typed with a pseudonym, within 48 hours of the interview.

The possible risks or discomfort to you as a participant may be the potential of causing disequilibrium in your mind about your own job satisfaction. Safeguards that will minimize your risk or discomfort are focusing the nature of the questions not on your level of satisfaction, rather job satisfaction of childcare teachers in general.

III. Benefits of this project

Your participation in this project will benefit the field of child care providers by providing more information on what job satisfaction means to the childcare teacher, enabling directors and society to better understand what it takes to be a childcare teacher.

You may receive a synopsis of this research by adding your name to the mailing list after the interview.

IV. Extent of anonymity and confidentiality

The data of this study will remain strictly confidential. At no time will I release the data of the study to anyone other than my research assistant and committee members without written consent of the participant. The information received from the interview will not have your name on it, rather, it will be given a pseudonym for any reports on the research. The interview will be taped and reviewed by Helma Shah and then taped over or erased following the transcription, within 48 hours of the interview.

V. Compensation

For participating, each child care center will receive a free workshop on any curriculum topic, even if the participant must drop out.

VI. Freedom to Withdraw

You will be free to withdraw from this study at any time without penalty.

VII. Approval of Research

This research has been approved, as required, by the Institute Review Board for projects involving human subjects at Virginia Polytechnic Institute and State University, and by the Department of Family and Child Development.

VIII. Subject's Responsibilities

I know of no reason I cannot participate in this study. I have the responsibility of answering open ended questions and giving my opinion of my meaning and understanding of job satisfaction during a 45 to 60 minute interview.

IX. Subject's Permission

I have read and understand the informed consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty.

I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

Participants Signature

Appendix D

Interview questions for teachers:

1. Tell me about some of your responsibilities as a teacher (job description)?

Probe: A. What responsibilities do you enjoy?

B. What responsibilities would you change, or do you not enjoy?

(It sounds like you are telling me that these items are satisfying...)

2. How would you define job satisfaction?

Probe: A. If you were to receive a survey that was to measure your level of job satisfaction, what types of questions would be on it, what areas should be addressed?

B. How would you measure your own job satisfaction?

(so, _____, _____ and _____ are the components of job satisfaction you use to measure your own satisfaction?)

C. Do you feel pay or promotion, co-workers, working conditions .. play a role in job satisfaction?

D. How much does the role of what others think play in creating your job satisfaction? How respected by society is this job, why?

3. In what ways are you satisfied with your job?

Probe: A. What would you say your needs are on the job?

-how are they met, or not met

B. What do you value from your job?

-how are your values met, or not met

C. What things would you like to see changed?

(These are the things you value about your job?..)

4. What does your director do to make your job more satisfying?

Probe: A. What types of things would you like to see from your director, that would make you feel more satisfied with your job?

5. Is there anything else about job satisfaction that we have not discussed that you would like to share or ask?

Appendix E

Interview Questions for the directors:

1. Tell me about some of your responsibilities as a director (job description)?

(So _____ are the ways that pull you directly into communicating with the teachers... Staff relations...)

2. How would you define job satisfaction?

Probe: A. Do you think this is the same definition for teachers' ?

B. How do you think teacher's define job satisfaction?

(_____ are the items that then make up job satisfaction?)

3. What types of questions would you ask a teacher if you were measuring her job satisfaction on a survey?

Probe: A. Tell me about what makes teachers feel satisfied about being a teacher?

B. What makes teachers feel dissatisfied about being a teacher?

4. Tell me about the role you play in creating teacher's job satisfaction?

Probe: A. What is your responsibility in aiding teachers with feeling satisfied?

B. What types of things do you do to create job satisfaction for your teachers?

5. Is there anything else about job satisfaction that we have not discussed that you would like to share or ask?

Appendix F

Demographic Information:

Participant # _____

How long have you been in the early childhood field? _____

How long have you been at this child care center? _____

Have you earned a CDA or a bachelors or a masters degree in child development or education? ____ yes, ____ no

if yes, which degree: _____.

if no, what is your level of education?: _____.

Did you enroll in any collage courses for credit within the last two years? ____ or are working towards a CDA? _____

On the average, how many hours per week do you spend over and above what you are paid for in activities related to early childhood? _____

What professional organization(s) do you currently belong to?
_____What professional journals do you currently subscribe to?

How many professional conferences/workshops did you attend last year? ____ none ____ 1-3 ____ 4 or more

Do you expect to be working in the field of early childhood three years from now? ____ no ____ yes why or why not?
_____If you had to do it all over again would you choose a career in early childhood education? ____ no ____ yes why or why not
_____Any other comments:

Appendix GBackground Information from Interviews

Pseu- donym	# of yrs in ECE	# of years at center	earned CDA or education	College courses in last 2 yrs	Extra hours per wk work over pay	Profess
Mary	4yrs	2yrs	yes associates	no	6hrs.	none
Lori	6 1/2yrs.	4yrs.	no(senior at Va Tech)	yes	15hrs.	blank
Mona	1+yrs	2months	no 1yr college	yes	10hrs.	blank
Alli	1yr.	1yr.	no blank	no	5hrs.	none
Jen	15yrs.	2 1/2yrs.	yes B.S.	yes	4hrs.	blank
Fran	8-9yrs.	8-9yrs.	no college	no	20-22hrs.	blank
Betty	20yrs.	6yrs 4mths	no highschool	no	1-3hrs.	none
Grace	7yrs.	5yrs.	yes BS	yes	8-10hrs.	Naeyc Naeyc of Nrv
Pat	17yrs.	almost 2 yrs.	yes BS	blank	15-20hrs.	Naeyc of Nrv
Jessy	14 yrs.	4yrs.	no BA in comm.	no	15hrs.	Vaece
Pam	9yrs.	9yrs. H.S. Grad Cert. in CC	no	no	5hrs.	blank

Appendix GBackground Information from Interviews

Pseu- donym	# of yrs in ECE	# of years at center	earned CDA or education	College courses in last 2 yrs	Extra hours per wk work over pay	Profess
Neha	1 1/2 yrs.	1 1/2 yrs.	no H.S.	no	2-3hrs.	one
Jane	9yrs.	9 months	yes CDA	yes	10+hrs.	blank
Suzi	10yrs.	9yrs.	no blank	yes	10-15hrs.	Naeyc SECA
Sara	9yrs.	9yrs.	yes MA in sec training	blank	blank	Naeyc of Nrv
Nina	13yrs.	8 1/2 yrs.	yes BS in ed	no	5hrs.	Naeyc Vaece
Vicky	24yrs.	22yrs.	yes BS in ed	no	4hrs.	Naeyc Vaece Nrvaec
Carry	20yrs.	6yrs.	yes BS in elem MScouns	no	15-20hrs.	Christ School Admin Assoc

Appendix GBackground Information from Interviews Continued

Pseu- donym	Journals	# of conferences within last yr	3 yrs from now in ECE	Why or why not	Do over again	Why or why not
Mary	none	1-3	yes	enjoy it	no	not enough \$
Lori	Early Childhood	4+	no	want to be in social work	no	not enough \$
Mona	blank	4+	yes	I love kids	yes	I love kids
Alli	no	1-3	yes	I love kids	yes	I want to learn @ children
Jen	Teacher Mag Early Ch Tod	4+	yes	like to go & teach 1 or 2nd	yes	Enjoy working with children
Fran	work place jr	4+	not sure	blank	yes	no answer
Betty	Parent mag	4+	yes	love kids	yes	childr keep me happy
Grace	Young child Early CH	4+	yes	Its rewarding	yes	Its ful- filling
Pat	YC, Highlight FamFun, EC	1	yes	I love it	yes	I love it
Jessy	VAECE	1-3	yes	I love it	yes	I enjoy it
Pam	blank	1-3	yes	blank	yes	blank
Neha	one to two	1-3	yes	My love for for kids	yes	childr r impt 2 me

Appendix GBackground Information from Interviews Continued

Pseu- donym	Journals	# of conferences w/in last yr	3 yrs from in ECE	Why or why not	Do over again	Why or why not
Jane	EC	4+	yes	Blank	yes	Enjoys workin with children
Suzi	YC, Creat Cla Dimen., CCA	4+	yes	This is my life	yes	Rewarding to smiling faces
Sara	NRVA, Mont. Pubs	1-3	yes	no answer	yes	no answer
Nina	YC +	4+	yes	no answer	yes	no answer
Vicki	pubs for Naeyc Vaece, Nrvaee	1-3	no	time to retire	yes	rewarding, exciting
Carry	ACSI journal	3	yes	blank	yes	blank

Appendix H

Childcare Center Background Information

Center	Type	Licensed	Accredited	# of children	# of staff
A	nonprofit/church	yes	no	125	27
B	church	exempt	no	55	10
C	profit	yes	no	115	22
D	profit	yes	yes	120	24
E	profit/Montessori	yes	no	53	6
F	nonprofit/church	exempt	no	105	13

Appendix I

KEY TO THEMES

<u>THEME</u>	<u>CODE</u>	<u>DEFINE</u>
ADMIN	ADMIN	when mentioned center in general, not just director, or when owner was mentioned, or board of directors, landlord
THEME	CODE	DEFINE
APPRECIATE/APPREC	NEED	feeling of appreciation teachers receive
BREAK	NEED	a need mentioned
CHILD/KIDS	CHILD	mentioned that children was a reason for working as teacher and how the child affects their satisfaction
COMMIT	JS	how committed you are to job plays a role in JS
COMMUN.	COMMUN	communication factor
COWORKERS/COWRK	COWRK	when mentioned role of coworkers, staff, team work
DEFINE/DEF.SAT	JS	definition of JS
DIRECTOR'SROLE/DIR	DIR	when director or teacher talked about what the director should or does do to keep the teacher satisfied with the job
DISLIKE	DISLIKE	when asked about what they disliked about their job
EDUCATION	EDUCAT	when they talk about furthering their education, or the education level of preschool teachers
ENVIRONMENT/ENV	ENVIRON	when atmosphere, room size, building, was mentioned
FREEDOM	DIR	teacher's having freedom in planning
JOB SAT	LIFE SAT	when mentioned JS and life satisfaction are interactive

<u>THEME</u>	<u>CODE</u>	<u>DEFINE</u>
KEEPING SCHEDULES	DIR	director's role
LIFE OR LIFESAT	LIFESAT	how life satisfaction is affected by JS or other aspects when family life (bills, family) were mentioned
LIKE	LIKE	when asked what they liked about their job
MATERIALS	NEEDS	when supplies/materials were mentioned as a source of frustration or satisfaction
NEEDS	NEEDS	when asked about how their needs are met, or when mentioned the types of needs they have on the job
PARENT ROLE	PARENT	when parents were mentioned as a role in JS
PAY	PAY	when asked about pay responded: thoughts about the role of pay in JS, and their own personal JS
PERSONALITY	JS	a person's personality plays a role in their own JS
PHIL	ENVIRON	when philosophy of school was mentioned
PRAISE	DIR	method of how director's keep teacher's satisfied
RATIOS	ENVIRON	# of children per teacher in classroom
RELAT	RELATION	relationships
RESPONSIBILITY/RESP	JS	when they mentioned how much they are responsible for
SAT	JS	what they felt makes up feeling JS, definition of JS

<u>THEME</u>	<u>CODE</u>	<u>DEFINE</u>
SOCIETY	SOCIETY	when other people's views affected them, how society thinks about preschool teachers
SURVEY/SURV	SURVEY	how they answered when directly asked what they would include on a JS survey.
TEACHER TRAINING	DIR	an aspect of director/admin creating JS
TIMEOFF	JS	when they mentioned vacation time or getting a substitute
TRUST. RELAT	RELATION	feeling of trust in teacher/director relationship
TURNOVER	TURNOVER	how long will they teach, will they stay, why people leave
VALUE	VALUE	what they value most about being a preschool teacher

Appendix J

KEY to CODES

1. ADMIN when mentioned center in general, not just director, or when owner was mentioned, or board of directors, landlord, when director or teacher talked about what the director should or does do to keep the teacher satisfied with the job
2. CHILD mentioned that children was a reason for working as teacher and how the child affects their satisfaction
3. COWRK when mentioned role of coworkers, staff, team work
4. JS definition of Job Satisfaction, items which make up JS, not other main codes
5. ENVIRON when atmosphere, room size, building, was mentioned, ratios, philosophy
6. LIFESAT how life satisfaction is affected by JS or other aspects when family life (bills, family) were mentioned
7. NEEDS when asked about how their needs are met, or when mentioned the types of needs they have on the job, MATERIALS, TIME OFF, BREAKS, APPRECIATION
8. PARENT when parents were mentioned as a role in JS
9. PAY when asked about pay responded: thoughts about the role of pay in JS, and their own personal JS
10. SOCIETY when other people's views affected them, how Society thinks about preschool teachers
11. SURVEY how they answered when directly asked what they would include on a JS survey.
12. VALUE what they value most about being a preschool teacher

Appendix K

Sample of partial code chartsCODE:CHILD
TEACHERS

PARTIC	PAGE	QUOTE
1	1	Umm well I think on a daily basis that being with the children helps me myself as a person as far as I just enjoy I've always enjoyed being with the children, I enjoy helping them with certain things that they do.
1	8	I just enjoy, I don't know, I've always enjoyed working with children, their questions fascinate me. Their remarks, they kill me. They're all so funny.
2	3	I do like dealing with children all day long, I mean, I do like doing that. And I mean that's the only thing right now that's keeping me in there.

Appendix L

Human Subjects Review:**VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY**
Human Subjects Review

Title of Project: Job Satisfaction: What it Means to Childcare Teachers

Principle Investigator: Helma Shah

Justification of Project

The purpose of this study is to assess qualitatively what job satisfaction means to women working in a human services position: the childcare teacher. Although, in general, the area of job satisfaction is highly researched, the research has been conducted primarily among males in business and industry (Phillips, Howes, & Whitebook, 1991.) Furthermore, job satisfaction is a highly complex and variable condition, which has varying meanings from person to person and job to job. Therefore, it is important to understand what contributes to female childcare teachers' job satisfaction by questioning the teachers themselves.

Throughout the literature pertaining to job satisfaction in the field of human services, childcare workers voices have been minimally heard. Childcare teachers' opinions have not properly been included in the creation of past job satisfaction surveys. Because of this neglect, additional constructs or questions specific to a childcare teacher's job satisfaction may need to be considered. Several studies measure the job satisfaction level of childcare teachers, but the methods used may not have necessarily been the most appropriate means of measurement. For example, surveys already assume what criteria measure childcare teacher's job satisfaction, while the surveys were based on other types of jobs. The constructs that are used as a model of childcare teacher job satisfaction may fall short in considering all aspects of the teacher's job since many of the ideas and research are based on "industrial, managerial, and in some cases, white collar workers" (Phillips, Howes, & Whitebook, 1991, p.50). The work that has been done in childcare states that more support and research needs to be conducted for this field (Bloom, Sheerer, & Britz, 1991; Bollin, 1993, Jorde-Bloom, 1986, 1989; Stremmel, Benson, & Powell, 1993).

One reason the field of childcare may be neglected in the literature pertaining to the formation of job satisfaction surveys, is due to the history of the work. Because childcare work is predominately a female profession, it has been devalued. The low value attributed to the profession of childcare stems from the minimal societal respect women receive for childcare work (Kemp, 1994). Society often views child rearing as women's work, and childcare is often viewed as simple, familiar, and ordinary work by society (Joffe, 1977; Kemp, 1994). Being viewed as a simple and fun job, it may seem unnecessary to measure the teachers' satisfaction level. Because childcare is perceived by society as an easy and fun job, it is commonly misconceived as an

automatically satisfying job (Kemp, 1994). However, it is time to hear from the individual voices of the female teachers in childcare and understand what facets constitute their feelings on job satisfaction.

Therefore, instead of using a preconceived survey with decided facets of job satisfaction, childcare teachers should be given a chance to assess their own job through this qualitative study. Female childcare teachers should be given a chance to voice what areas of their job make them feel satisfied, along with what job satisfaction means to them. A qualitative study would give them this opportunity, could be a guide to future research in creating a more comprehensive survey, and could provide more support in validating existing surveys.

Procedures

Data will be collected by interviewing 7 local childcare center directors and 2 of their full time teachers, 21 participants total. The number of participants was selected in order to attempt to collect a wide assortment of information, while keeping within feasible limits of a four month study. Participants will be chosen from licensed childcare centers (profit or non profit) from the city of Blacksburg, Virginia; Church affiliated centers and Montessori schools will also be included in the study. Eligible child centers will be randomly selected from a list compiled of area centers listed at the local resource and referral, because this service has a reliable update of licensed child care centers. The lists will be categorized as profit, non- profit, church, and Montessori schools.

A phone call will be placed, by my self, to the first center at the top of each list of centers. I will continue to go down each list until seven centers agree to participate. The initial phone call will be a request to participate (see Appendix A). During the phone call I will offer a free curriculum area workshop, for example, on art or outdoor play, for childcare teachers if they agree to participate. If the director is unavailable, I will continue to call other centers. After communicating with the director, I will let them know I will call back the next day to get confirmation of participation, if an answer is not given right away.

Letters of confirmation and consent will be personally delivered to insure clear communication and to obtain quick feedback on available interview times.

Pilot Study

A pilot study has taken place in order to test the interview questions for clarity, and to verify the typical interview length. Semi structured interviews were used in order to allow for open discussion. The questions in Appendices D and E are the revised questions resulting from six interviews with two directors and four teachers.

The interviews were taped and transcribed, in order to insure the questions are valid, in other words, to insure the answers that the participants are giving are relevant to answering the question of what creates or constitutes job satisfaction. Also, the participants in the pilot study were asked about the overall method of the interview style and

questions, in order to assess the characteristics of the questions and interviewing style.

The pilot study interview tapes have been erased.

Data Collection Procedure

I will first interview the two teachers and then the director from each center within the same day, if possible. The director will be last in order to lessen the possibility of behavior modification before the teachers are interviewed. Interviews should take place within four days to lessen the chance of the teachers conversing on the topic and influencing each other's answers. The interviews will be approximately 45 minutes to 1 hour in length.

Each participant will first fill out a consent form (see next section). Then they will be given a background information sheet (Appendix C), in order to learn the demographics of the sample pool. The semi structured interview will be guided by 5 open ended questions (Appendix D and E).

Childcare teachers will be asked about what job satisfaction is to them, what makes up job satisfaction, and what the director's role is in creating job satisfaction, if any. In addition, interviews with the director will be focused on their definition of job satisfaction, areas they feel constitute a teachers' definition of job satisfaction, and how responsible they feel they are in creating job satisfaction for their staff, if any.

The interview will be tape recorded, and erased after the transcripts have been typed with a pseudonym, within 48 hours of the interview.

Risks and Benefits

A risk involved with this interview could be potentially causing disequilibrium in the minds of the teachers or directors causing them to think more carefully about their job satisfaction, which in turn may cause them to quit, rebel against supervisors or be depressed about their job.

However, I will minimize these risks by the nature of the questions which will not focus on their level of satisfaction, but rather teacher job satisfaction in general.

Participation in this project will benefit the field of child care providers by providing more information on what job satisfaction means to the childcare teacher, enabling directors and society to better understand what it takes to be a childcare teacher.

Anonymity and Confidentiality

The data of this study will remain strictly confidential. At no time will the researchers release the data of the study to anyone other than those involved in the study without written consent of the participant. The information received from the participant will not have their name on it, rather, it will be given a pseudonym for any reports on the research. The interview will be taped and reviewed by Helma Shah and then taped over or erased following the transcription, within 48 hours of the interview.

Appendix M

EDUCATION:

M.S. Child Development, Virginia Tech, May 1995
Blacksburg, VA
Q.C.A. 3.9

Thesis: Job Satisfaction of Childcare Teachers
Advisor: Andrew Stremmel, Ph.D.

B.S. Child Care Administration, Virginia Tech, May 1993
Blacksburg, VA
Q.C.A. 3.4/in major

RESEARCH EXPERIENCE:

Undergraduate Research, Department of Child Development, Virginia Tech, Jan. 1993- August 1994

- Assisted graduate student, Lynn Hill on thesis, grant and research on Mentor Training and Job Satisfaction.
- Calculated and Analyzed quantitative data on job satisfaction of childcare teachers
- Organized system of organizing and presenting data

Research Assistant, Department of Child Development, Virginia Tech, August 1993- May 1994

- Assisted Andy Stremmel, Ph.D, on Images of Teaching project
- Analyzed qualitative data for research on reflective thinking of future teachers training to be teachers.
- Developed methodology for analysis
- Co-author of published work from research

PUBLICATIONS

Stremmel, A., Fu, V., Patet, P., and Shah, H. (1995) Images of Teaching: Prospective Early Childhood Teachers' Constructions of the Teaching Learning Process of Young Children. Advances In Early Education and Day Care, 7. JAI in press 1995.

Shah, H. (1995) Linking Family Providers and Community Resources. Viewpoint, fall 1994-95.

PRESENTATIONS:

National:

Images of Teaching, American Education Research Association Annual Conference in New Orleans, April 10, 1994
Co: Dr. Andrew Stremmel, Dr, Vicki Fu, and Pradnya Patet

Regional:

Art With A Twist, Virginia Association for the Education of Young Children Annual Conference in Richmond, Virginia, March 12, 1994
Co: Chuni Petros

Action Verses Consequence, Virginia Association for the Education of Young Children Annual Conference in Richmond, Virginia, March 24, 1995
Co: April Hamby

Bringing the Indoors Out, Virginia Association for the Education of Young Children Annual Conference in Richmond Virginia, March 25, 1995
Co: Julie Lenth

State:

Art With A Twist, Preschool teachers and parents at Rainbow Riders Childcare Center, Blacksburg, Virginia, April 20, 1994.
Co: Chuni Petros

Action Verses Consequence, Volunteers at the YMCA afterschool program. Blacksburg, Virginia, October 13, 1994.
Co: April Hamby
also, Blacksburg Montessori, April 19, 1995.

Bringing the Indoors Out, Mount Tabor Day Care center, Blacksburg, Virginia, March 9, 1995.
Co: Julie Lenth
also, Noah's Ark Preschool, April 27, 1995.

Action Verses Consequence, Human Development I, at Virginia Tech, March 8, 1995.
Co: April Hamby

Creative Lesson Planning, Blacksburg Day Care, Blacksburg Virginia, March 21, 1995.

RELATED EXPERIENCE

Teaching Assistant: Curriculum and Program Planning in Child Development, August 1994- May 1995

- Assisted with planning lessons, presented lectures, observed students teaching, graded lessons and evaluations, organized implementation of lessons, and organized a system for keeping track of students' work and grades.

Head Teacher in Virginia Tech Lab School, Combo class- three, four, and five year old children, August 1993 - May 1994.

- Daily Planning, 16 home visits, 16 progress reports on children, 7 student assistants in teacher training reports, Parent teacher conferences.

Co-Teacher School Age Summer Program, May 1993 - August 1993

- Planning curriculum, organizing and leading 4th-6th grade group.

HONORS/AFFILIATIONS

- * Phi Upsilon Omicron- 3/91
- * American Education Research Association- 11/93
- * Society for Research and Child Development 5/94
- * National Association for the Education of Young Children-1/90
- * Virginia Association for Early Childhood Education- 1/90
- * Association for the Education of Young Children at Virginia Tech-1/90:
 - >> Public Policy Officer, May 1992- May 1993,
 - >> President, May 1993- May 1994,
 - >> Advisor, May 1994-May 1995
- * Chair of Grant for Family Provider Project AECE of VT 6/93-4/94
- * International Year of the Family Committee Member- Student Representative- 9/93-5/94