

University of the Incarnate Word

The Athenaeum

Theses & Dissertations

5-2017

A Basic Interpretative Study of Educators in the Childcare Profession: Collegiality as a Base of Job Satisfaction

Lynda Yvonne Cavazos

University of the Incarnate Word, lycavazo@uiwtx.edu

Follow this and additional works at: https://athenaeum.uiw.edu/uiw_etds



Part of the [Early Childhood Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Cavazos, Lynda Yvonne, "A Basic Interpretative Study of Educators in the Childcare Profession: Collegiality as a Base of Job Satisfaction" (2017). *Theses & Dissertations*. 38.

https://athenaeum.uiw.edu/uiw_etds/38

This Dissertation is brought to you for free and open access by The Athenaeum. It has been accepted for inclusion in Theses & Dissertations by an authorized administrator of The Athenaeum. For more information, please contact athenaeum@uiwtx.edu.

A BASIC INTERPRETATIVE STUDY OF EDUCATORS IN THE CHILDCARE
PROFESSION: COLLEGIALLY AS A BASE OF JOB SATISFACTION

by

LYNDA YVONNE CAVAZOS

A DISSERTATION

Presented to the Faculty of the University of the Incarnate Word
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF THE INCARNATE WORD

May 2017

Copyright by
Lynda Cavazos
2016

ACKNOWLEDGEMENTS

My journey to the completion of this dissertation was a laborious task that was spent with many long hours, however it could not have been accomplished without my professional colleagues and friends who helped guide the light to complete this journey. They provided me with guidance, spirituality, friendship, intellectual stimulation, and mentoring.

To my dissertation committee member, Dr. Dorothy Ettling, your beautiful spirit and leadership will always remain in my heart. Thank you for motivating me and always encouraging me to reach my highest potential. You are greatly missed.

To my first dissertation chair, Dr. Osman Ozturgut, thank you for your direct advice and expert consultation in completing this research. To my second dissertation chair, Dr. Mary Ruth Moore, whose great expertise in early childhood has provided me with a wealth of scholarship. I am so thankful for your kindness, generosity, and compassion in our discussions, and sharing of resources. I have enjoyed and appreciated your words of wisdom and encouragement in cheering me on through the rigor and complexity of achieving this goal.

Also to my dissertation committee Dr. David Campos and Dr. Stephanie Grote-Garcia, who have given of their time in guiding and advising my learning along this journey. Your prompt suggestions and feedback were with kindness and inspiration to enable me to complete my dissertation. Your insights and attention to detail made me a better writer and a more thorough researcher. Many thanks to Dr. Jessica Kimmel for igniting the spark in this research topic, which began as a course assignment. A special thanks to Dr. Sharon Herbers for your consultation throughout my studies and special projects.

In addition, I especially want to thank the 12 childcare teachers, who took part in this study. I admire your passion and dedication to the early childhood profession. Your knowledge and experiences of your craft have inspired me to a better advocate for the early childhood profession. Thank you for sharing your incredible insights.

.

DEDICATION

I dedicate this dissertation to the Lord for providing me with strength and perseverance in completing my doctorate. To my parents, Emilio and Rosa, thank you for teaching me to be passionate and happy in what gives me purpose. My parents were my first teachers and taught me many life lessons. I was fortunate to grow up in an environment that encouraged play and the love of learning. Mom, you taught me to be creative in my thinking. Dad, you taught me to have a strong work ethic within my profession. I hope I have made you proud.

To my brother, Joel, thank you for your thoughtful cards that reminded me to stick with it and that I was near completion of this journey. To my son, Anthony, mom loves you with all of her heart. To my grandparents, thank you for wonderful memories that have helped me in establishing my cultural identity. I know that you were guiding me from Heaven throughout this journey. Since I was a young child, I was always inspired to be who I am and to pursue my education.

And to my good friend, Christie, I am grateful for all of your support through the doctoral program and dissertation.

A BASIC INTERPRETATIVE STUDY OF EDUCATORS IN THE CHILDCARE PROFESSION: COLLEGIALLY AS A BASE OF SATISFACTION

Lynda Cavazos, PhD

University of the Incarnate Word, 2016

This basic interpretative study explored 12 childcare teachers' perceptions of job satisfaction and how their motivation has had an instrumental impact on their 10 years or more of job sustainability. In examining the childcare teachers' perceptions of job satisfaction, the primary research question guiding this study was, "What are the motivational factors that childcare teachers perceive to have contributed to their job satisfaction and retention?" The theoretical framework underlying this study was the Self-Determination Theory, a theory that describes how interactions between early childhood teachers and the system within their work influences motivation in their teaching and their authentic well-being as an educator (Deci & Ryan, 2010).

The research participants were childcare teachers with a CDA and had 10 years or more of childcare teaching experience as a childcare teacher. Semi-structured interviews provided a rich, thick description of the experiences of the participants. The basic interpretative study took place in the natural world of the childcare profession with the focus on the context of job satisfaction (Rossman & Rallis, 2003).

The constant comparison analysis indicated four major themes: motivation of being a childcare teacher, a community of collegiality, a definition of job satisfaction, and inspiration of becoming a childcare teacher. Evidence also emerged that the participants would recommend the

early childhood profession to other potential childcare teachers because of their job satisfaction despite their low wages and lack of recognition for their work.

Based on the motivational factors of the childcare teachers' perceptions of job satisfaction, a model was initiated with the purpose to improve recruitment and retention of childcare teachers. Collegiality is the basis and the foundation of the model, which is paramount for a functional and supportive community of collegiality (DuFour, DuFour, Eaker & Karhanek, 2004). The motivational factors of the model are: organizational climate, professional development, intrinsic motivation, and credentials. In addition, the Model of Motivational Factors could increase student achievement with less childcare teacher turnover. Future research should focus on what the childcare teachers perceive as obstacles in the early childhood profession and what they would recommend to recruit and retain childcare teachers. Their recommendations could merge and connect with this study's motivational factors. Their recommendations for recruitment and retention of childcare teachers would be their voice on a personal level, which could be the basis for the study.

TABLE OF CONTENTS

CHAPTER 1: HIGH RATE OF CHILDCARE TEACHER TURNOVER	1
Context of the Study	8
Statement of the Problem.....	8
Purpose of the Study	9
Research Question	9
Theoretical Framework.....	9
Definition of Terms	14
Overview of Research Design	15
Background of Researcher.....	16
Significance of the Study	17
Limitations of the Study.....	18
Summary	18
CHAPTER 2: REVIEW OF THE LITERATURE	20
Introduction.....	20
Organizational Climate	22
Qualities of Childcare Teachers.....	25
Teacher Retention	30
Gender.....	33
Summary	36
CHAPTER 3: METHODOLOGY	37

Table of Contents—Continued

CHAPTER 3: METHODOLOGY

Research Design.....	37
Setting	39
Participants	40
Informed consent for participants	41
Data Collection Procedures	41
Demographic questionnaire	41
Interviews	42
Interview protocol	43
Member checks	44
Researcher's journal	44
Audit trail	45
Protection of Human Subjects	46
Data Analysis Procedures	46
Trustworthiness and Credibility	49
Triangulation	50
Reflexivity	50
Summary	51
CHAPTER 4: FINDINGS	52
Introduction	52
Demographic Data	54

Table of Contents-Continued

CHAPTER 4: FINDINGS

Participant Profiles	56
Melina	56
Helen	56
Gabriela.....	56
Stella	57
Nancy	57
Ida	57
Ivy	57
Renee	57
Janet	58
Regina	58
Cathy	58
Samantha	58
Themes	59
Motivation of Being a Childcare Teacher	59
A Community of Collegiality	66
The Definition of Job Satisfaction	73
Inspiration of Becoming a Childcare Teacher	80

Table of Contents—Continued

CHAPTER 4: FINDINGS

Summary	87
---------------	----

CHAPTER 5: DISCUSSION AND FINDINGS89

Introduction	89
--------------------	----

Summary of Findings	90
---------------------------	----

Relatedness	91
-------------------	----

Theme 2: Collegiality	91
-----------------------------	----

Competence	94
------------------	----

Theme 3: Job Satisfaction	95
---------------------------------	----

Theme 4: Inspiration of Becoming a Childcare Teacher	95
--	----

Autonomy	96
----------------	----

Theme 1: Motivation of Becoming a Childcare Teacher	97
---	----

Implications	97
--------------------	----

A Model of Motivational Factors	97
---------------------------------------	----

Collegiality.....	99
-------------------	----

Organizational Climate	101
------------------------------	-----

Professional Development	103
--------------------------------	-----

Intrinsic Motivation	105
----------------------------	-----

Credentials	106
-------------------	-----

Summary of the Motivational Factors	108
---	-----

Table of Contents - Continued

CHAPTER 5: DISCUSSION AND FINDINGS

Limitations of Research	109
Recommendations for Future Research	110
REFERENCES	112
APPENDICES	132
APPENDIX A Demographic Questionnaire	133
APPENDIX B Invitation to Participate in Research	134
APPENDIX C Consent of Study	135

LIST OF TABLES

1. Demographics of the Twelve Participants.....	55
2. Childcare Teachers Having Only One Teaching Job.....	93

LISTS OF FIGURES

1. Theoretical Framework: Self-Determination Theory.....	11
2. Themes Interwoven in the Self-Determination Theory.....	92
3. Model of Motivational Factors.....	98

Chapter One: High Rate of Childcare Teacher Turnover

Context of the Study

The United States is often represented as providing inadequate quality childcare due to the high rate of teacher turnover (De Vita, Twombly & Montilla, 2002). According to the United States Bureau of Labor Statistics (2011), the yearly turnover rate for childcare teachers is 29%. The Occupational Employment Statistics (2001) have reported that childcare workers receive the typical wage of a hotel bellhop, not including tips, earning 10% less than other employees in personal service industries.

Low wages, long hours, and few benefits make childcare an unattractive occupation for many potential childcare workers. Very few childcare workers receive benefits and less than one third of childcare centers provide full paid health insurance (Whitebrook and Bellm, 1999). Whitebrook and Bellm (1999) concluded that the childcare teacher's inadequate salary of \$15,092 has been identified as the strongest predictor of teacher turnover. In the research of Morris (1999) and De Vita et al. (2002), it was established that to decrease the rate of childcare teacher turnover, the United States needed to improve their childcare teacher support system, teacher training and provide a decent compensation for qualified childcare teachers. Consequently, there exists the challenge of maintaining childcare teacher sustainability due to the high demand for childcare teachers (Hale-Jinks, Knopf, & Kemple, 2006)

The early childhood profession is accountable for establishing and advocating standards of high quality and professional practice in early childhood programs from birth through the age of 8-years-old (Copple & Bredekamp, 2009). The purpose of high quality early childhood programs is to provide a supportive and developmentally appropriate learning environment for all children. Children learn and develop through developmentally appropriate practices (Copple

& Bredekamp, 2009). To follow this practice, early childhood teachers need to understand that a child from birth to the age of 8-years-old will experience developmental changes. Through their understanding, early childhood teachers are to teach how to best scaffold a child's learning and development from birth to the age of 8-years-old. Copple and Bredekamp's (2009) research have identified the following four domains: cognition, social, physical, and emotional. Each of these domains serves a functional purpose in the healthy developmental learning of a child.

The childcare teacher is to interweave the developmental domains through meaningful learning experiences to help the child have a healthy development. The meaningful learning experiences are to emerge in an environment that supports children, and to provide strong relationships among teachers and families alike. The childcare teacher is to provide meaningful experiences to enrich the development and learning of children. In the research of Copple and Bredekamp (2009), childcare teachers are provided with guidelines to support a high quality early childhood program. The National Association of Educators of Young Children guidelines state that "childcare teachers are to treat children with dignity, to establish positive relationships with the children and create a stimulating and developmentally appropriate environment" (Copple & Bredekamp, 2009, p.10). Early childhood experiences play a pivotal role in shaping subsequent developmental trajectories and the impact of these early experiences depends largely on the quality of caregivers and teachers (Fox, Levitt, & Nelson, 2010; Hamre & Pianta 2006; Knudsen, Heckman, Cameron, & Shonkoff, 2006; Peisner-Feinberg et al., 2001; Shonkoff & Phillips, 2000).

Most children who have had "success in schools and in life after graduating from high school were a result of attending a high quality early childhood program" (Copple & Bredekamp, 2009, p. 3). Lynch (2004) recognizes other positive results from "high quality programs such as

achieving high scores on math and reading, the language skills are at a higher level, and students are more likely to graduate from high school” (p. 3). Lynch (2004) further explains high quality early childhood programs are a long-term investment. In return, the large payoff is the reduction of the high school dropout rate. The investment in early childhood programs starts with the learning as an engaging process that begins at birth and involves all of the developmental domains (Copple & Bredekamp, 2009).

Research has shown that high quality early childhood programs can have healthy effects on children’s cognitive and social development (Barnett, 1995). In his extensive research on the long-term effects of quality early childhood programs, Barnett concluded that “high quality programs are a predictor of school readiness” (p. 27). Along with school readiness, other benefits that children will display are “more secure attachments to others, higher measures of critical thinking and improved language development” (Copple & Bredekamp, 2009, p. 5). Though the results are indicative that early childhood programs have positive effects, this will not be achieved unless the early childhood programs are of the highest quality standards to include well-prepared teachers and a stimulating learning environment.

With the emphasis on the role of the teacher in quality early childhood programs, retention of teachers could also be an issue. At a national level from 1999-2000, the childcare teacher “turnover rate was estimated at 30%” (Whitebrook, Sakai, Gerber, & Howes, 2001, p. 219). According to the Center for the Child Care Workforce (2004), the strongest predictor of teacher turnover or high attrition among childcare teachers was an “inadequate salary of \$7.86 per hour or \$15,092 per year” (p. 12). Six years later, the average annual income of paid early childcare education (ECCE) workers in 2009 was \$18,000 (Government Accountability Office, 2012). In May 2010, the hourly wage of childcare workers was \$9.28 (United States Bureau of

Labor Statistics, 2011). Childcare worker's wages are lower than any other occupation requiring similar levels of education (Cleveland & Hyatt, 2002).

The low education, low compensation, and high turnover continues to be a valid characterization of the 2.2 million ECCE workers. In 2010, nearly 40% of the ECCE workforce had a high school degree, and a third of the workforce had some college, but no bachelor's degree and only 28% of ECCE workers received a pension and or health benefits from their employer (Committee on Early Childhood Care and Education Workforce, 2012). It was noted in the research of Lifton (2001) that childcare workers received low wages no health or retirement benefits and had to work in poor conditions. In the analysis of Bassok, Fitzpatrick, Loeb and Paglayan (2010), childcare teachers felt that ECCE was an unattractive industry to enter. Whitebrook and Phillips (1991) have characterized childcare teachers as "the working poor" (p. 1), who reside in a new "low wage ghetto" (Burbank, 1994, p. 318). The childcare profession is described as having a "higher concentration of poverty level jobs than almost any other occupation in the United S. (Lavery, Burton, Whitebrook, & Bellm, 2001, p. 3).

Cassidy, Lower, Kinder-Duff, Hedge, and Shim (2011) found that education and experience are pivotal criteria in determining childcare teacher's hourly wages. It was presented in the study of Machado (2008) that the main issues are "compensation pay and benefits" (p.3) because childcare teachers have a challenging time recruiting quality teachers. Kauffman (1994) emphasized that the labor markets provide, "low paid secondary dead end jobs and for childcare the labor market is secondary" (p. 576). Kauffman further emphasized that in a secondary labor market, turnover of workers is high while education and experience are not adequately rewarded. Therefore, opportunities for promotion and incentives are limited. Preston (1989) pointed out that high rates of job turnover do exist, however childcare workers in non-profit centers maybe

more altruistic and will work for lower wages. Low wages and the lack of opportunities for promotion and incentives can cause an increase in job turnover, resulting in possible negative implications in maintaining high quality early childhood developmental programs.

Kontos and File (1992) concluded that “55.7% of teachers ranked salary as a prime cause for leaving the childcare profession” (p. 17). Further findings in this study were 58.6 % of childcare teachers indicated that childcare was their chosen profession. While 17% revealed that childcare was a beginning entry job for another job in a similar profession, and 8.6% felt that childcare was an outstanding temporary job (p. 162). Though the study ranked salary as the main reason to leave their job, childcare teachers were highly satisfied and committed, regardless of less than perfect conditions of employment. This was also supported in Rose’s (1999) findings, which underscored that the childcare occupation has the most highly satisfied employees. Schyer (1994) further extended that when childcare teachers feel satisfied, they demonstrate a strong work ethic. They perceive work as a “central life interest” that relates to commitment (Billingsley & Cross, 1992, p. 3). More effort to recruit and sustain childcare teachers should be complimented through efforts to prepare qualified childcare teachers.

This increased high teacher attrition of the childcare workforce has been identified as alarmingly unstable (Whitebrook, et al., 2001). If teacher turnover increases, the challenge becomes sustaining high quality early childhood programs with a decent salary and formal training. Modigliana (1986) conferred on the continuous struggle of the childcare profession and its lack of recognition and limited teaching resources and materials, and minimal daily breaks. Better childcare work environments are imperative in the recruitment and retention in maintaining a stable workforce (Lower & Cassidy, 2007). The childcare profession can be described as a fragmented profession in sustaining qualified childcare teachers with reduced

working standards and working conditions. To date, wage enhancement needs to be substantial and match salaries of other similar qualified educators.

Hale-Jinks et al. (2006) explained that high rates of teacher turnover can be a consequence of low childcare program quality, which in turn causes unfavorable effects in children's early childhood development. The research of Howes and Smith (1995) reviewed the importance of a child's social and cognitive development through a secure attachment of the teacher and child. Pianta (1992) documented both how non-parental relationships can significantly influence the development of young children and how these relationships can support positive developmental outcomes. Feeney, Christensen and Moravcik (1987) identified quality adult child relationships in early childhood settings to be essential to children's security, self-confidence and learning. Other researchers found positive relationships with teachers and caregivers to be an important aspect of school adjustment (Pianta & Nimetz, 1991) and social competence with peers (Howes, Matheson, & Hamilton, 1994; Howes, Phillips & Whitebrook, 1992). When young children feel a sense of security and comfort from their teacher, they are given incentive to learn. Carter (2001) further highlighted how high teacher turnover can segregate the security attachment between the child and the teacher causing emotional stress for the child's developmental learning in an early childhood setting.

Begley (1997) expounded on the child's emotional stress, the leading developmental risk factor for children, and its delay in developmental learning. Developmental learning should be consistent and enriched with positive learning experiences; otherwise the child's development can be at risk (Carter, 2001). The risk factors are lower levels of language, cognitive, and social development (Howes & Hamilton, 1993; Howes, Hamilton & Philipsen, 1998; Howes et al. 1992; Howes & Smith, 1995). In the staffing and quality study of Whitebrook et al. (2001), low

teacher turnover was related to higher classroom quality. Furthermore, the research has established that high teacher turnover can disparately impact a child's learning which is essential for cognitive and social emotional development. Childcare teachers can be a positive influence in children's lives and they work hard to ensure that children will receive all the nurturing and learning opportunities available.

Preparing young children for the success track of learning takes a "special calling or ministry" (Colker, 2008, p. 2), which can be correlated with intrinsic motivation. Sahlberg (2010) elaborated that "teaching is a profession which typically is driven by values, ethical motives or intrinsic motivations" (p. 1031). The idea of intrinsic motivation is further indicated in Argyris' (2011) findings that employees who are intrinsically motivated are experiencing a humanistic merit of feeling good. The work of Super and Hall (1978) identified values that relate to job satisfaction. They point out that people who feel challenged by their work, who have autonomy in carrying out their tasks, and who feel adequately rewarded are more apt to be satisfied with their employment. Furthermore, additional identifying criteria of job satisfaction are personal characteristics, skills and abilities and the value assigned to selected criteria of success and the actual accomplishments in these areas as described by Chapman and Lowther (2001).

The National Center for Education Statistics (1997) identified job satisfaction as an "affective reaction to an individual's work situation" (p. 2). Satisfaction for teachers can have strong implications for student learning and can be influential in the quality of instruction provided to students. The researchers of Ostroff (1992) and Ashton and Webb (1986) argued that teachers, who do not feel supported in their work may feel less motivated to perform with high quality. However, when motivation exists, they are less likely to change schools or leave the

teaching profession (Choy, Bobbit, Henke, Medrich, Horn & Lieberman, 1993). Experiencing job satisfaction is an intrinsic merit in teaching young children and can be far greater than the inadequate salary, limited working conditions and lack of professional recognition. If more childcare teachers experience job satisfaction and remain in the profession, young children may have less developmental learning risk factors. (Copple & Bredekamp, 2009).

Statement of the Problem

There is extensive research supporting the challenge of the recruitment and retention of qualified childcare teachers (Saracho & Spodek, 2007; Torquati, Raikes, & Huddleston-Casas, 2007). Numerous studies have indicated that throughout the nation, high childcare teacher turnover rates have contributed to the childcare teacher shortage and the diminish of the quality of childcare programs which in turn effects young children's learning development (Collins-Camargo, Ellett, Lester, 2012; Fenech & Sumsion, 2007; Helburn, 1996; Raver et al., 2008; Whitebrook & Bellm, 1988; Whitebrook et al. 2001).

Turnover in the child-care field has exceeded turnover rates in elementary school teaching positions (United States Department of Education, 2008). The average annual rate of turnover in child-care is approximately 18%, compared to the 8% turnover rate of elementary school teachers (Mau, Ellsworth, & Hawley, 2008; United States Department of Education, 2008). Research has confirmed the increase of teacher turnover and its effects in early childhood programs; however, there is limited research of the retention of childcare teachers and the motivational factors of their sustainability. Therefore, this study explored job satisfaction of 12 childcare teachers with 10 years or more of teaching experience.

Purpose of the Study

The purpose of this qualitative study was to explore 12 childcare teachers' perceptions of job satisfaction at urban early childhood centers in a southwest city in the United States. This study explored their perceptions of job satisfaction and what has contributed to their retention.

Research Question

In examining the childcare teachers' perceptions of job satisfaction, the primary question guiding this study was the following: What are the motivational factors that childcare teachers perceive to have contributed to their job satisfaction and retention?

Theoretical Framework

The theoretical framework underlying this study was the self-determination theory, a theory that described how interactions between early childhood teachers and the system within their work influenced motivation in their teaching and their authentic well-being as an educator (Deci & Ryan, 1985). The self-determination theory was selected for this study to add to the knowledge and understanding of motivational processes within the work environment of childcare teachers. In the self-determination theory, the "environment is autonomous, supportive, and controlling and will influence the degree of intrinsic motivation that an individual feels toward a given task" (Deci & Ryan, 2010, p. 154). Perceptions of the workplace, intrinsic motivation and a sense of community were key factors of the self-determination theory and will be explored within this study.

This self-determination theory provided a foundation of the interaction between childcare teachers and their motivation within their work environment. Intrinsic motivation is the framework and it is a predictor of staying in the childcare profession. It also lends itself to understanding the participants' factors of job satisfaction according to their experiences, artifacts

and stories that they use to discuss the performance of job satisfaction. This will allow a meaningful analysis from the participants when explaining their findings. Lastly, the self-determination theory was postulated on motivation as intrinsic and instrumental in autonomy and manifesting greater job satisfaction. This learning process was an important consideration in this study since little has been documented in the literature about perceptions of job satisfaction among childcare teachers.

La Guardia's (2009) evidence presented the self-determination theoretical framework as an understanding of motivational processes that influence identity concepts of exploration and commitment. The evidence of autonomy continues as a basic psychological need along with competence and relatedness, which are the essential factors for identity development and the sense of well-being. Autonomy is a "self-rule and is related to actions that are self-initiated and regulated" (La Guardia, 2009, p. 92). Competence is expressed as the "experiences that are challenging, curious and explorative" (La Guardia, 2009, p. 92). Relatedness is the "feeling of belonging and being of importance to others" (La Guardia, 2009, p. 92). Combined together, this triad had natural inclinations towards engaging in interesting and self-valued activities, exercising capacities and skills, and its connectedness with others. In Figure 1, the Self-Determination theory is exhibited with the three motivational factors of autonomy, competence, and relatedness.

Overall, autonomy environments were interpreted by La Guardia (2009) as encouraging the exploration and self-authorship to cultivate one's potential. The environment is a key tenet in elevating unevolved complacency of one's motivation. Laing (1969) discussed the social environment as how it contributes to the "authenticity as the experience of being true to oneself," (p. 127) and La Guardia (2009) connected the social environment with job satisfaction and the

structure of one's identity. Kemis and Goldman (2006) and the results were being "cognizant of one's motivation and creating connections with others to persevere the intrinsic motivation" (p. 97).



Figure 1. The motivational factors of the Self-Determination theory, which are influential in intrinsic motivation for job satisfaction.

The more autonomy support experienced by childcare teachers can manifest greater job satisfaction. Childcare teachers that are motivated in their organizational climate can continue to permeate motivation among each other and contribute in providing a high quality early childhood program.

The framework of the self-determination theory consisted of the perceptions of the workplace and how they interacted with intrinsic motivation (Deci & Ryan, 1985, 2004, 2008). The theory indicated significant factors of: intrinsic interest, supervisor support, nature of the work and co-worker relations. When the environment is autonomous and supportive, it will influence the degree of intrinsic motivation that an individual feels. The influence of intrinsic motivation from teacher perceptions of the workplace was also indicative relation between

supervisor support and work satisfaction. Wagner and French (2010) highlighted the degree to which intrinsically motivated behavior is internalized and integrated into one's sense of self.

Wagner and French (2010) summarized that teachers who "feel competent and connected have intrinsic motivation in their work" (p. 169) and those that were more satisfied with the degree of choice in their work environment also exhibited higher levels of intrinsic interest in their teaching. Bloom (2005) discussed the early childhood work environment as a system. In the system, a teacher's work life is set in within the subsystems of people, structures, and processes that construct the work of an early childhood setting. The subsystems are planted within the overall work climate which is embedded in larger, political, social contexts that are influential in the early childhood setting. Furthermore, it added that organizational commitment is strongly correlated to motivations because childcare teachers who believe they are contributors to an important role in a worthwhile organization feel motivated to perform at higher levels.

Self-determination theory commended that people are naturally inclined to explore and dedicate much of their energies toward activities, roles and relationships that engage only with significant costs to their well-being (Deci & Ryan, 2000; Ryan & Deci, 2000). Research has shown that when teachers guided children by providing optimal challenges and provided feedback that was clear and informational, children were able to navigate tasks more effectively instead of feeling that they were too difficult or overwhelming, therefore, greater intrinsic motivation was witnessed (Danner & Lonky, 1981; Ryan, 1982; Ryan, Mims & Koestner, 1983). Autonomy supportive environments encourage exploration and self-authorship in cultivating one's potential, and involvement that provides the support from which the child can challenge their own capacities.

The terms “true” or “authentic” self from the self-determination theory are descriptors of the person’s goals, values and behaviors that are integrated into a coherent and organized self-structure (La Guardia, 2009, p. 97). Sheldon and Elliot (1998) have examined the extent to which people’s goals are self-concordant or authentic and are correlated with basic psychological needs. Earlier work by Sheldon, Ryan, Rawthorne and Ilaridi (1997) further supported the point that roles in which people felt they could be more authentic are truly themselves, and they reported a more positive trait profile and a greater authenticity to their greater overall well-being. A healthy identity formation is an active exploration of one’s potentials and integration of experiences into a committed set of personally defining and meaningful values, goals, and roles.

The Torquati et al. (2007) study was supportive of the Deci and Ryan study (2010) because both emphasized motivation as intrinsic and as instrumental in the job tasks. Teacher motivation is a predictor of intention to stay in the childcare profession details Torquati and colleagues (2007). They identify motivation as a “personal calling” (p. 5) which paralleled with Coker’s (2008) identification of childcare teaching as a ministry. It was well documented among teachers that the degree to which the environmental contexts support teachers’ needs for autonomy, competence and relatedness were influential in intrinsic motivation, work attitude and job performance ratings (Assor & Oplatka, 2003; Baard, Deci & Ryan, 2006; Reeve, 2002).

Previous research has shown that the individual’s level of pay was not a significant predictor of job satisfaction (Bloom, 1988 & 1996). Though pay was not a predictor of job satisfaction, it has been presented as a significant predictor of childcare teachers leaving the field (Kontos & Stremmel, 1988; Torquati, et al. 2007). Extrinsic rewards such as merit-based pay raises impaired intrinsic motivation by facilitating a locus of casualty and a reduced sense of autonomy (Deci & Ryan, 2008; Ryan & Deci, 2000). Since low pay is a serious source of

dissatisfaction for the early childhood workforce, the self-determination theory argued that it was not connected to one's need for autonomy, competence or relatedness.

Definition of Terms

The following terms were provided to establish a universal understanding throughout this study.

Childcare center. Full day programs that serve children from infancy through preschool and may include before and after school care. (Nicholson, 2008).

Childcare teacher. Adults working with children in early childhood settings can have a variety of names (e.g. childcare workers, childcare teacher, childcare provider, preschool teacher, early childhood teachers, early childhood educator, early childhood professional, child development specialist, master teacher, assistant and a teacher aide), which are sometimes used interchangeably, but may also be used to designate variances in responsibility or educational level (Nicholson, 2008).

Developmentally appropriate practice. A curriculum design and decisions about what should be learned and how it would best be learned depends on what we know about the learner's developmental status and our understanding of the relationships between early experience and subsequent development. Examples of how it would be best learned are individually appropriate, age appropriate and culturally appropriate (Katz, 1995).

Early childhood programs. Any group program in a center, school, or other facility that serves children from birth through the age of 8-years-old. Early childhood programs include childcare centers, family childcare homes, private and public preschools, kindergartens, and primary-grade schools (Copple & Bredekamp, 2009).

Organizational climate. The constitutive definition of organizational climate is a

description of how organizational influences impact members of the organization.

Organizational climate is defined by teachers' perceptions of the school's environment (Hoy, Tarter & Kottkamp, 1991).

Profit childcare center. Childcare centers that maybe independently owned and part of a small chain of a corporate or national chain (Nicholson, 2008).

Self-determination. The extent to which an environment is autonomy supportive, controlling, and motivating will influence the degree of intrinsic motivation an individual feels toward a given activity. It also will affect the degree to which extrinsically motivated behavior is internalized and integrated into one's sense of self (Wagner & French, 2010).

Teacher attrition. Teacher attrition is "the departure of teachers from their teaching jobs" (Skaalvik & Skaalvik, 2011, p. 1029).

Overview of Research Design

To accomplish this study, a qualitative approach of the basic interpretative methodology was utilized. Merriam (2002) defined basic interpretative as "to seek to discover and understand a phenomenon, a process, the perspectives and worldviews of the people involved or a combination of these" (p. 6). Qualitative research consists of interpretive, material practices that make the world visible (Denzin & Lincoln, 1998). The focus of this study was on the everyday experiences of motivation that have instilled the perceptions of job satisfaction among childcare teachers. Data collection assisted in identifying the participants' understandings of their perceptions of job satisfaction, their perceived experiences of what motivated their job satisfaction and how their perceptions and experiences were described within the early childhood profession.

I used audio recorded in depth, face-to-face interviews and the collection of data through facilitation of a demographic questionnaire with 12 participants, who are childcare teachers in the Southwestern United States. The participants discussed and elaborated on their motivational perceptions of job satisfaction. Data from the interviews were transcribed verbatim and analyzed using the constant comparison analysis, which combined inductive and deductive methods (Payne & Payne, 2004). To describe the participants' concepts, themes were generated from their experiences. Thick descriptions of each participant's motivational factors, demographic characteristics of educational background, credentials and other related characteristics that may be relevant in executing their motivational factors of job perceptions were chronicled.

Background of Researcher

Schweinle, Reisetter and Stokes (2009) discussed that qualitative researchers previous experiences and the meanings of the experiences were a significant element of the study. I have 20 years of experience and skills in early childhood as a consultant, a professional development trainer, an early childhood teacher, early childhood mentor and adjunct instructor in early childhood. Due to my experiences in the field of early childhood, I was careful to interpret the data in the most impartial manner and not to influence participants' responses. Interviewers entered into a shared reality with their participants, therefore careful attention was given in preparation of the data analysis (Moustakas, 1994). In the transcription and data analysis, I was objective as possible. As an advocate of the field of early childhood education, I value the role of childcare teachers. Therefore, I listened to each childcare teacher's perceptions and respected the validation of the rich meaningful descriptions. My reflections of experiences were recorded in a journal and used in reporting the findings of the study.

Significance of the Study

A better understanding of predictors of job satisfaction and job commitment can lead to improved recruitment and retention of childcare teachers. Kontos and File (1992) asserted that predictors of job satisfaction and job commitment can lead to successful recruitment and retention of childcare teachers. From this study, the data introduced a more complete picture of the organizational climate, the significance of the community, and the context of the childcare center, and its correlation to teacher retention. The significance of this study has greatest relevance to a number of educational stakeholders in the early childhood community such as community agencies, childcare directors, childcare teachers, families, and local policy makers. Directors of early childhood programs, providers of early childhood professional development and community agencies that oversee and support early childhood programs may find practical use of the motivational factors to improve job satisfaction for teacher retention.

Acknowledging and addressing teacher turnover is particularly important, given the costs associated with teacher turnover and the disproportionate impact teacher turnover has on the quality of early childhood programs. Lack of staff commitment and stability has been associated with lower quality programs and lower language skill levels in children (Adams, Tout & Laslow, 2007). Increasing childcare teachers' intent to remain in the teaching profession is vital to local, state, and national educational accountability. Successful recruitment strategies will potentially attract qualified individuals with the education and experience needed to provide quality care for children (Collins et al., 2012; Fenech, Robertson, Sumsion, & Goodfellow, 2007; Hopkins, Cohen-Callow, Kim & Hwang, 2010).

Limitations of the Study

In this study, a limitation was that I had a professional relationship with seven of the twelve participants, which was more than half of the participants. I was the teacher mentor and their instructor of early childhood studies for the seven participants. The teacher mentor relationship was for two years and consisted of observing the seven participants in their teaching and providing support in best teaching practices and assisting with the classroom's ecological design. Also for one year, I was their instructor in early childhood courses. I did not have any type of professional relationship with the five remaining participants.

I have a strong concern for early childhood education, specifically educators, who provide learning to the very young. Because of my personal and emotional attachment to the topic central to this research, I looked to Cole and Knowles (2001) description of the role of the researcher.

It is our position to understand and make explicit as best as we can the complex relationships between individuals and the contexts within which they live, work and develop we have a responsibility to provide a level of translation and theoretical and interpretation. (p. 115)

As an early childhood educator, I have worked closely with practitioners in child-care and have established many relationships with professionals in the childcare field. The insights from these inspiring individuals have led to an appreciation and admiration of the educators, who care for children in early childhood education. Therefore, I have ensured objectivity by maintaining focus on the understanding of the perceptions of job satisfaction of the childcare teachers.

Summary

Inadequate quality childcare was the result of a high rate of teacher turnover (DeVita, et al. 2002). Scholars such as Whitebrook and Bellm (1998) and Whitebrook et al. have concluded

that increased childcare teacher turnover rates can undermine the quality of childcare for young children. Regardless of limited training standards and earning low salaries, childcare teachers demonstrated high levels of job satisfaction (Ackerman, 2004, 2006; Blau, 2002; Fenich & Sumsion, 2007; Whitebrook & Sakai, 2003). As advocates of early childhood, who are motivated and have remained in the childcare profession, they continue to strive in providing meaningful and developmental appropriate learning experiences to enrich the development of young children. Increasing job satisfaction would be one of the first steps to improving and leading to the recruitment and retention of quality childcare teachers (Latham, 1998). For this purpose, the current study was beneficial in childcare teacher's job satisfaction sustainability by recruiting and retaining childcare teachers. Efforts to recruit and retain staff should be paralleled by efforts to prepare qualified early childhood teachers.

Chapter 2: Review of the Literature

Scholars have asserted that limited research has been explored regarding job characteristics of job satisfaction among childcare workers (Cassidy, Lower, Kintner & Hestenes, 2009; Glisson & Durick, 1992; Kontos & File, 1992; Muller, Alliata & Benninghoff, 2009; & Rutman, 1996). Due to the lack of research literature focused on the retention of childcare teachers, I have combined information from the fields of teacher education (Skaalvik & Skaalvik, 2011), childhood education (Copple & Bredekamp, 2009), education administration (Assor & Oplatka, 2003), leadership (Bloom & Sheerer, 1992), and childcare studies (Center for Child Care Workforce, 2004). The shared information was from the United States and provided information to explain basic ideas related to the challenges in teacher retention. The following literature elaborated on the following: a) organizational climate of a childcare setting; b) the qualities of childcare teachers, c) the issue of gender of childcare teachers and the d) immediate need for teacher retention. Each of these sections provided information about important aspects of childcare teachers that will further guide to the motivational factors of job satisfaction.

Introduction

According to Beer (1940), before World War I, childcare centers did not fully exist. Once the men went to war, and the women headed for work, the children were left in the care of other women. Today, childcare centers are faced with a laborious task of finding quality childcare teachers, who are willing to stay in the profession (De Vita et al., 2002). Logically, it is during these formative years from infancy to 4-years-old that there is a need for quality childcare teachers, who are loving, caring, and nurturing. Historically, retention among childcare teachers has been an ongoing major crisis. During this major crisis, childcare centers for profit and nonprofit must function more like businesses and human service organizations (Kellogg, 1999).

Despite childcare teachers' low wages and poor recognition for their work, they have reported job satisfaction and have stated they would recommend the career to other people (Whitebrook et al. 2001).

Locke (1976) contributed the idea of "job satisfaction as a positive emotional state resulting from one's job experiences from a working environment that is supportive, safe, and autonomous" (p. 1). There was a general agreement that job satisfaction was a composite of the attitudes, evaluations, and emotional responses an individual has about the many facets of a particular job (Cameron, Mooney & Moss, 2002). Overall, the work of a childcare teacher was a paramount factor in job satisfaction and job commitment as suggested through research findings. The satisfaction was acquired from the intrinsic enjoyment of working with children, which outweighed the poor wages and low status recognition.

Skaalvik and Skaalvik (2011) stated "we conceptualize teacher job satisfaction as teachers' affective reactions to their work to their teaching role" (p. 1030). Childcare teacher's job satisfaction can predict teachers' motivation of leaving the teaching profession. Scott, Stone and Dinham (2001) have identified three domains of job satisfaction: a) intrinsic rewards of teaching, b) factors extrinsic to the school, and c) administration factors.

The intrinsic rewards of teaching are the actual work of teaching, working with the children and seeing children learn and develop. All of these rewards were primary motives for becoming a teacher and a main source of satisfaction among teachers (Skaalvik and Skaalvik, 2011). Factors extrinsic to the school included imposed educational change, external evaluation of the schools, and a decrease in the status of teaching. School-based factors, or contextual variables at school, included relations with colleagues, parents and the school leadership, as well as the time pressure and the values emphasized at the school. Cameron et al. (2002) explained

that intrinsic value is a natural motivator of childcare teachers. They were acutely conscious that society does not acknowledge the same value to their work, but they continue to pursue their dedication for the love of children. Wagner and French (2009) confirmed that intrinsic motivation is influential of “teachers’ perceptions of the workplace” (p. 154). Intrinsic motivation will continue to thrive when the work setting is supportive of their effectiveness as a teacher (Stremmel & Powell, 1990). The quality of interpersonal relationships between teachers and administrators, and the positive value and recognition that teachers receive from their co-teachers are important in their job satisfaction and its effectiveness in their teaching role (Coughlan & Cooke, 1974; Little, 1982). Job satisfaction can occur when childcare teachers are active agents trying new early childhood research trends, practicing a voice of advocacy for their school community and are life-long learners in early childhood.

Researchers have acknowledged that childcare work is understood to be of high intrinsic value and satisfaction (Cameron et al. 2002; Rose, 1999; Skaalvik & Skaalvik, 2011; Wagner & French, 2009). Overall, the work itself is a fundamental factor in job commitment, satisfaction, working with children is both valued and enjoyed by childcare workers, and it appears that this factor overshadowed the negative aspects (Schryer, 1994).

Organizational Climate

Hoy et al. (1991) defined organizational climate as the “relatively enduring quality of the school environment that is experienced by participants, and how it affects their behavior and it’s based on their collective perception of behaviors in the school setting” (p. 10). A positive organizational climate can enhance staff performance, promote higher teacher morale, improve student achievement (Freiberg, 1998; Goddard, Heck, 2000; Hoy & Hoy, 2000; Hoy, Tarter & Hoy, 2006) and infuse teacher attitudes (Jorde-Bloom, 1986). It is also influential in attitudes,

practices and productivity within the childcare setting (Bloom, Sheerer & Britz, 1998). The organizational climate may be one of the most significant ingredients of a successful instructional program.

Childcare directors are the leaders of the organizational climate of their perspective programs as well as leaders of their community and the early childhood profession (Bloom, 1991). In further research of the organizational climate, Coughlan and Cooke (1974) and Silver (1984) found the following: a) leadership styles of the director, b) how directors relate to organizational structure, and c) the effects of organizational structure on teacher performance and work attitudes. The childcare directors are considered the “gatekeepers of quality,” who lead the teaching staff, and in turn, are the critical linkage for the education of young children (Bloom & Shearer, 1992, p. 580). For example, quality, supportive feedback, and positive reinforcement can increase the quality of teacher performance and boost teacher motivation (Pope & Stremmel, 1992). An organizational climate is inclusive of the childcare work environment and is closely related to program administration in that it describes how the teachers perceive the administrative practices. In other words, childcare directors implement practices that create a framework and set a tone for developing the organizational climate by fostering and modeling relationships among the teaching staff, families and children.

Conceptually, the work environment is the aggregate of the program administration and organizational climate. A program administration is reflective of the leadership and management practices of an organization including program values, goals and vision as well as implementation of tasks (Talan & Bloom, 2004). Director support has a genuine impact on both the teacher morale in the program and the effective quality of childcare classrooms (Mills & Romano-White, 1999). More specifically, they found that childcare teachers with grander levels

of direct support, leadership and staff morale were more likely to be more affectionate and responsive with children; than teachers with less supportive directors and lower morale. Such teachers were found to exhibit more anger and hostility to children. Organizational climate mirrored how the leadership and management practices of the work place were depicted by the staff and their collective experiences.

Forhand and Von Haller (1964) expounded on the organizational climate as being an influential factor in the members' behaviors. They further illustrated how organizational climate was influential in the organizational climate. Lower and Cassidy (2007) discussed childcare work environments and how childcare teachers interpreted their work environment, which were correlated in building teacher sustainability in the childcare profession. In the childcare environment, the teacher who identifies with the school, adopted the school goals as their own, and was willing to put forth extra effort in teaching duties was demonstrating commitment (Hoy, Bliss & Tarter, 1989). Steer and Porter (1979) claimed that a commitment by a childcare teacher happened over a substantial amount of time. During this time, childcare teachers identified themselves with the organization and its goals.

Eisenberger, Faolo and Davis-La Mastro (1990) explained organizational support as "the employee's belief as the extent to which the organization values their contributions and cares about their well-being" (p. 51). Childcare teacher's work as an early childhood professional is a "legitimate action" (Eisenberger et al. 1990, p. 210) of working in an organization that cares about their balance of work and family. "Legitimate organizations focus on developing and maintaining support and value among group members" states Tyler (as cited in Cook, 2009, p. 210). When this occurs, the employees feel that the organization is responding to their potential needs and recognizing they are valued members. Several researchers have suggested that internal

legitimacy supports value, caring, and understanding of the employees, the employees will then perceive the organizational climate as a family supportive environment (Elsbach, 1994; Major & Schmader, 2001; Tyler, 1997). An example of internal legitimacy was identified in Grover and Crooker's (1995) research that a "work family policy is symbolic of organizational support and concern" (p. 207). The work family policy was indicative as positivity by the employees and confirmed that the organization was supportive of their employees and their families. Other researchers have substantiated the correlation between supportive work environments and positive employee outcomes such as greater job satisfaction, lower teacher turnover and increased job performance (Kossek, Colquitt & Noe, 2001; Pare & Tremblay, 2007; Thompson, Beavais & Lyness, 1999; Thomas & Ganster, 1995).

Pope and Stremmel (1992) conducted a study of a childcare's organizational climate and its relationship to job satisfaction. They concluded that a relationship between organizational climate and job satisfaction exists; however, a more individualized investigation job satisfaction in the organizational climate of childcare teachers is needed. Understanding the relationship between the work environment (program administration and organizational climate) and the global quality of childcare has important implications as it provides a foundation for improving global quality by focusing on the needs of teachers to support them in performing to the best of their ability. Their findings further provided evidence supporting the organizational climate and its effectiveness of the practices of the program administration and its impact on the learning environment.

Qualities of Childcare Teachers

Katz (1993) asked the question, "what does it take to be an effective childcare teacher?" (p. 1). In response to Katz's (1993) question, Hsueh and Barton (2005) identified the most

important qualities of a childcare teacher as the following: a) understanding and enjoying children, b) affectionate and warm, and c) being devoted and conscientious (p. 181). Though knowledge, skills and characteristics are pivotal in effective teaching, Da Ros-Voseles and Fowler-Haughey (2007) addressed that personal characteristics were more imperative because childcare teachers should have personal interest in each of their students, show enthusiasm, be child-oriented, but most importantly they have a warm, caring, loving and nurturing heart to work with young children. King (1998) heightened the important qualities of warmth, caring, loving and nurturing and specifies them as “privileged attributes” (p. 6). Colker (2008) clarified that beyond the knowledge, skills and personal characteristics of childcare teachers it is a “ministry or a calling” (p. 2). The reference of ministry or calling was extended by Quaglia, Marion and McIntire (1991), whom reported that childcare teachers attached little importance to advancement or extrinsic rewards, their satisfaction was measured in special moments or instances with the students.

In more specific research on the qualities of childcare teachers it was examined that the foundational quality was loving children. This precursor of childcare teachers was expounded by Page (2011), who also coined the term, “*professional love*,” which was defined as the teacher’s role as being “not to only educate, but care and love the children with the emphasis on love” (p. 313). The ethics of love, care and education were supported by Copple and Bredekamp (2009) whom further refined that most “childcare teachers understand and are secure in the reciprocal relationships with young children for whom they are responsible, and they are to do so with the rights of the children at the center of every aspect of their practice” (p. 5).

Charlesworth et al. (1993) referred to teacher qualities as attributes of professional standards (as cited in Hsueh and Barton, 2005, p. 184). Considered as professional standards,

cultural qualities of teachers can be interwoven (Hsueh & Barton, 2005). Cassidy and Lawrence (2000) agreed that childcare teachers tend to resort more to their cultural values and personal experiences during their teaching than from their professional training. Mothering of one's own children can be reflective of personal experiences and cultural values in a childcare setting. Walkderdine (1986) explored the relationship of mothering and childcare teaching and found that moral values were naturally implemented in the teaching. Other seminal points of mothering and child care were Goldstein's (1999) "ethic care," teachers who experience a moral investment in the children (p. 233) and Singer's (1993) "attachment pedagogy," the idea that mother care is needed for secure development (p. 575). Childcare teachers do not consider themselves as just caregivers for the children, but identify themselves in a relationship where closeness involves exchanges of ethic care and attachment pedagogy in which they are both invested.

Childcare work has been inaugurated as a specialized nurturance because of the strong emotional relationship that is established and maintained between child and teacher (Lorber, 1994). In general, this emotional labor is neither recognized nor valued because it tends to be invisible (Hochschild, 1979). Interestingly, research suggested that it is the emotional competence of a childcare teacher that was the most highly gendered component of childcare work. Rutman (1996) explained that women experienced a sense of obligation to always be "oncall" to attend to children's emotional as well as physical needs; childcare work is continually thinking about and planning for children's well-being (p. 630). Being "oncall" to the work environment is congruent to the "goodness of fit" because the individual's skills and abilities are to match the demands and requirements of the job (Jorde-Bloome, 1986, p. 180). The quality of children's relationships in a childcare setting may have significance in terms of the various educational trajectories that children follow throughout their schooling experiences as well as

other learning benefits in enhancing the classroom as a place of learning (Johnson & Kossykh, 2008).

The childcare literature echoed the notion that childcare teachers found teaching children to be out of love and intrinsically rewarding. According to the researchers, teaching out of love and its intrinsic value were the primary reasons why childcare teachers enter and have sustainability in the early childhood field (Canadian Child Care Federation / Canadian Day Care Advocacy Association, 1992; Ferguson, 1991; National Association for the Education of Young Children, 1984; Whitebrook, Howes, & Phillips, 1990). A national Canadian study on the wages and working conditions of center-based childcare providers found that the nature of the work and the opportunity to make a difference in children's lives were the silver lining and the most gratifying aspects of childcare work (Canadian Child Care Federation/Canadian Day Care Advocacy Association, 1992). Along with gratification and love of being a childcare teacher, they were also able to exercise some control of their work, and this greater autonomy may contribute to their levels of satisfaction (Cameron et al., 2002). The satisfaction to be gained from the intrinsic fruition of working with children seems to outweigh the loss associated with poor wages and working in a low status profession.

Experiencing meaningful teaching is demonstrated by childcare teachers sharing their knowledge and skills in helping to effect positive change in the lives of children and families (Quaglia et al., 1991). Childcare teachers that are motivated and demonstrate teaching that is meaningful and effective are empowered in their role as a teacher. Little (1988) believed empowered childcare teachers have the rights, responsibilities and resources to make sensible decisions and informed professional judgements. Childcare teachers become empowered and valued through garnering the respect and trust of the children in their care (Rutman, 1996).

Though childcare teachers felt a sense of respect and trust, caring for young children has often been considered “unskilled labor” which does not enable them to financially plan for their retirement (Thompson, 1988, p. 280). According to Cameron et al. (2002), few childcare teachers were members of an occupational pension due to the below average level of salary. Childcare work is seen as mother care and yet, is devalued as a profession because of its low earnings. From Rutman’s (1996) findings, a childcare teacher shared a personal description of her childcare experience and its connections to mother care, “I suppose it is a career in a way. You don’t really look at it when you’re doing it. It’s like you know, a mother at home, bringing up their children, you just do it” (p. 647). Although the childcare industry has a history of functioning with low professional standards, Whitebrook et al. (2001) found over two-thirds of the childcare workforce to be satisfied with their work and would recommend it as a career to others. This phenomenon may exist because women are providing responses that are socially acceptable to internally justify their participation in the childcare industry and cater to their psychological well-being (Klein, 1983).

Childcare teaching is a profession in which teachers are working with “professionalism without professionalization” (Lindsay & Lindsay, 1987, p. 91). Thus far, it is intrinsically rewarding inside the profession and devalued outside the profession. With this division of professionalism and professionalization, pinpointing the qualities of an effective childcare teacher begins with teaching out of love. In addition, scholars conferred that in this love, childcare teachers had a degree of energy and enthusiasm that motivated them to believe that all children can learn. The most effective childcare centers have teachers who believe all children can learn and while maintaining a degree of energy and enthusiasm in which they share with their students (Edmonds, 1979; Little, 1982). This learning builds emotional and cognitive

interactions that mediate the relationships between teacher and child and further develops children's emotional and cognitive skills for positive and healthy outcomes (Downer, Sabol & Hamre, 2010). Empirically, highly effective childcare teachers deliver learning in a constructivist model that builds on children's prior knowledge, real experiences and facilitates the provision of many opportunities to explore while learning (Copple & Bredekamp, 2009; Pianta et al., 2012; Mashburn et al, 2008).

Teacher Retention

Currently, childcare quality is a national problem as the workforce is plagued with barriers in retention and recruitment (Whitebrook et al. 2001), which have become a tremendous labor of searching and retraining staff. These barriers can prevent high quality care and education for all children. Efforts to recruit and retain childcare teachers should be paralleled by efforts to prepare qualified early childhood teachers. In several studies, scholars have concluded that childcare teachers are faced with low morale, stress, and job burnout (Hyson, 1982; Jorde, 1982; Maslach & Pine; 1997; Whitebrook, Howes, Friedman & Darrah, 1982).

This phenomenon called for further attention to the issue of retaining highly qualified teachers in the childcare field. The challenges of recruitment and retention were referred to as a "crisis of endemic proportions" (Cameron et al. 2002, p. 583). It was attributed to the rapid expansion of childcare, extreme pressure for the need of qualified teachers, and competition from childcare centers that provided higher salaries and more desirable work conditions (Thomson, 2011). The House of Commons (2000) has recognized strategies for teacher recruitment and retention. A policy has been developed and exhibits the following criteria:

- Investing in the training and recruitment of the workforce is a major tool in enhancing the quality of services for young children. The aim is to bring people up to a national standard of qualification and training.
- This investment involves a mixture of providing training, appropriate guidance and encouraging recruitment from a wide range of groups of people who may not have previously thought about working in childcare.
- Raising the status of the workforce is essential in convincing the wider public that working in childcare is one of the most rewarding and important areas in which to invest your energy and best people.
- Low pay in the childcare sector is to be addressed through the introduction of the National Minimum Wage (NMW) and through raising the qualification level, which is bound to have an impact on income levels for those working there.
- Raising status and pay will encourage more men to work in early childhood services.
- The recruitment campaign seeks to attract people who have a way with kids and then use professional development training to improve the quality of care offered.

The approach has the necessary criteria for teacher retention, but the challenge remains with childcare centers lacking the monies to increase teacher salaries.

Increasing status and wages are long overdue, but if implemented accordingly, could increase teacher retention. Although, compensation has emerged repeatedly as a source of dissatisfaction among childcare workers, it was not a significant predictor of job satisfaction (Jorde-Bloom, 1988; Kontos & Stremmel, 1988; Whitebrook et al., 1982; Whitebrook et al., 1990). Childcare teachers are intrinsically motivated through self-efficacy and strongly feel that they are intrinsically valued in the development of children's lives (Pfieffer, 1981). Teachers

with a strong sense of efficacy in turn, created higher levels of satisfaction for other teachers, the administration and the childcare center (McLaughlin & Yee, 1988). Manlove and Guzella (1997) reinforced job satisfaction in its correlation to employee retention, but was not a reason for teacher turnover. Instead, the level of job satisfaction was higher for childcare teachers, who remained in their jobs, but was not a significant reason for leaving their job. Rather tenure and exhaustion were greater predictors of turnover than job satisfaction.

Based on high rates of turnover and poor quality childcare in the United States, the childcare industry is supporting a workforce that is functioning at the level of dysfunction rather than competence (Whitebrook, et al, 2001). When addressing recruitment and retention of qualified childcare teachers, the Center for the Childcare Workforce (2004) highlighted the need to focus on the work environment, in addition to wages and benefits. The childcare workforce is considered as a fragmented profession due to its poor professional standards and the working conditions.

Importantly, several provisions are needed in retaining highly educated and skilled teachers, and their work environments must also meet the needs of those entering the childcare field at the minimal educational levels. Howes, James, and Ritchie (2003) advised consistent childcare teacher mentoring with supportive feedback to aid in the retention of teachers. Aside from low wages as a challenging factor in teacher recruitment and retention, childcare work environments are vital in building a sustainable workforce and manifesting the quality of childcare. When childcare teachers are fully committed to their jobs, they are less likely to leave the profession. Therefore, it is critical to create work environments that strengthen organizational commitment among childcare teachers (Stremmel, 1991).

Gender

A predominantly female occupation best describes the childcare profession. The most noteworthy feature of the childcare workforce is its extreme gender segregation, which is a primary force of why gender is the contour of the childcare profession (Cameron et al. 2002; Tuominen, 2003). Historically, women have been the caretakers of children and it's remarkably represented in the childcare industry with a workforce of nearly 100% women (Cameron et al., 2002; McNeice, Moyle & Meyer, 1995; NAEYC, 2012, Saluja, Early & Clifford, 2002; Tuominen, 2003; Whitebrook et al., 2001).

Rutman (1996) inferred women caretakers of young children as “naturally suited to nurturing” (p. 630). The nurturance is a connection between a woman teacher and young children, who most critically need nurturance (Kim & Reifel, 2010). Without improved work standards, the childcare industry comprised primarily of women continues to feed a historically oppressive institution. Poor working conditions make it difficult to retain highly qualified teachers. Longitudinal studies have found higher quality childcare to have academic influence on children's later school performance (Belsky et al. 2007; Fowler, Ogston, Roberts-Fiati & Swenson, 1997). As the childcare industry continues to need quality childcare teachers, a strong advocacy needs to be placed on the childcare workforce to retain teachers.

According to Kim and Reifel (2010), childcare teachers distinguished themselves as “biologically essentialized” (p. 233) with natural instincts of caring and nurturing because women are born with genetics to be typically more nurturing than men. Though the childcare teaching is a feminized profession, other professions filled predominantly by women such as nurses, social workers, and librarianship, have often faced barriers in seeking professional status (England & Folbre, 2005). These occupations have been called, “marginal professions” or

“semiprofessions” (Etzioni, 1969, p. 229). As a marginal profession, childcare work is still one of the professions where poverty is increasingly feminized (Moghadam, 2005).

Childcare is a profession in which you personally feel valued because you are a woman, but for men, teaching young children is often seen as inappropriate (Kim & Reifel, 2010). They further discussed that when hiring a male childcare teacher, he can be regarded as a pedophile or a molester. A negative perception that sexual abuse is occurring is favored more towards male childcare teachers who are teaching young children. This perception has contributed in turn, to increased public suspicion and societal mistrust of male childcare teachers (Cameron, 2001; Murray, 1996), because quality early childhood teaching is believed to demand physical intimacy, such as hugs, gestures of embracement and lap-sitting (Johnson, 2000). Kim and Reifel (2010) asserted that a woman can also be “capable of abusing children and be a pedophile” (p. 235). The issue of male childcare teachers should go beyond these gendered stereotypes.

Gender should not be the issue when one is entering the childcare profession, however particular beliefs still exist; feminine characteristics are required, to be a great childcare teacher (Kim & Reifel, 2010). It is easier for a woman to enter the childcare profession because a woman is considered to have the feminine characteristics of nurturing and care. When children reach the age, at which they no longer require mother like caring female teachers, childcare teachers are no longer advantaged (Martin & Luth, 2000).

“No job should be biased by gender at all, because men can be just as nurturing,” states Kim and Riefel (2010, p. 236). Working in childcare is to provide developmentally appropriate programs that are supportive of learning and not focus on gender issues in the childcare profession. Research on male childcare teachers has emphasized how deeply the feminized work

of childcare stigmatizes male teachers through socially constructed relations that “reproduce institutionalized gender inequalities” (Murray, 1996, p. 382).

To initiate equality in childcare, Peterson (1983) argued that people should use the term *parenting* rather than *mothering* because the word mothering confirmed the idea that only women typically participated in childcare activities. Thus, the term *parenting* makes us conscious of the fact that an adult of either gender can equally perform childcare with affection. However, using the gender-neutral word of *parenting* does not contribute to changing reality. Since child-rearing responsibility is structurally and historically imposed on women, it has become necessary for women to assume that duty.

King (1998) argued that male teachers are characterized as “soft males,” and who are not welcomed for their masculinity, but are accepted for their softness toward young children (p. 5). Women are to have an inborn and instinctive talent for caring for children (Nelson, 2001). Within the childcare profession just being a female may be reason enough to qualify to be a childcare teacher, yet outside the profession, they are regarded merely as babysitters. Kim and Reifel (2010) argued that the challenges of gender in childcare still remain since “culture does not yet accept a man who is nurturing, concerned, and compassionate to be caring. Once the culture changes enough to accept a man as nurturing then it would be easy to have more male teachers in the field” (p. 240).

Based on the four sections of the literature review, the basic interpretative design methodology and interview protocol were designed to explore the job satisfaction of childcare teachers. Limited research literature focused on the need for retention of childcare teachers. A study by Lower and Cassidy (2007) looked at the relationship between childcare work environments, including program administration and organizational climate. The findings

suggested the high need for support childcare leadership and management practices. The study suggested the need for exploring childcare quality and building a stable retention of childcare teachers.

Summary

This chapter reviewed the literature through the following areas organizational climate, qualities of childcare teachers, gender of childcare teachers, and teacher retention. Studies of the different areas were discussed within their association for the purpose of this study. An introduction of historical trends of childcare was presented. Job satisfaction was defined and conceptualized in its relation to the teaching role of childcare teachers.

Chapter 3: Methodology

Research Design

Using a basic interpretative design, this study explored childcare teachers' perceptions of job satisfaction and how their motivation has had an instrumental impact in their 10 years or more of job sustainability. The primary question that guided the study was the following: What are the motivational factors that childcare teachers perceive to have contributed to their job satisfaction and retention? Researchers have concluded that the voices of childcare teachers often have been ignored in educational research (Britzman, 1989; Cochran-Smith & Lytle, 1990). Listening and talking with childcare teachers in focused ways yields significant information in a qualitative study (Cole & Knowles, 2000). Britzman (1989) reinforced that qualitative research provided the means to validate their perspectives. Therefore, as an early childhood researcher, I was interested in "insight, discovery and interpretation of the phenomenon rather than hypothesis testing" (Merriam, 2001, p. 28). Basic interpretive design was the best approach for this study because it explored the "human actions that cannot be understood, unless the meaning that humans assign to them is understood" (Marshall & Rossman, 2006, p. 53). The meanings were presented through the childcare teachers lived experiences of teaching and the lived experiences relationship to job satisfaction.

According to Creswell (2009), the basic interpretative design was most suitable for this study in exploring perceptions of job satisfaction. Data collection tools included interviews, field notes, and a research journal with the intent to provide rich and detailed descriptions of the findings. The basic interpretative study took place in the natural world of the childcare profession with the focus on the context of job satisfaction (Rossman & Rallis, 2003). The

childcare teacher's motivational behaviors were of interest, but also how they "make sense of this and how their understandings influence their behavior," (Maxwell, 1996, p. 17).

Mclean, Jensen and Hurd (2007) defined qualitative research as "a tool that allows researchers to investigate the depth patterns, and understanding of an issue" (p. 304). Increased childcare teacher turnover was the issue that has led to this study of exploring childcare teachers, with the emphasis on those, who have remained in the childcare profession for 10 years or longer. Merriam (2002) identified three criteria of the basic interpretative design that will guide this study. The criteria are the following:

- how people interpret their experiences;
- what meaning they attribute to their experiences and;
- how they construct their worlds (p. 38).

I investigated the experiences of the sustainability of childcare teacher's with 10 years or more of teaching in a childcare setting. Patterns and themes of their perceptions of job satisfaction were identified. I obtained a rich description of the participant's perspective that actively constructed their own reality and focused on their "built lived experiences and their way of describing the meaning" (Merriam, 2001, p. 276). This study aspired to make sense of the childcare teachers' experiences by interpreting the meanings that these individuals constructed within the context of their motivation of job satisfaction.

Qualitative research was committed to participants using their own words to "make sense of their lives, it places the importance on context and process" (Lattrell, 2010, p. 1). Human beings construct meanings as they engage with the world they are interpreting (Crotty, 1998). The idea of making sense within one's context in a qualitative study was also supported by Holliday (2007), who further extended the description as "what we all do in everyday life. It is

appreciated that the interpretative practice is the work of everyday life and involves the constellation of procedures, conditions and resources through which reality is apprehended, understood, organized and represented” (p. 23). The experiences from the everyday teaching at a childcare center and its organizational climate were considered part of the interpreted practices of the childcare teachers’ motivation and job retention.

One of the most vital benefits of the basic interpretative design was that it provided a real life phenomenon with an abundance of holistic, thick, and rich descriptions that can ultimately lead to future research (Merriam, 1998). In addition, the basic interpretative design has proven particularly useful for studying research in educational innovations and early childhood practices by “drawing upon concepts, models and theories” (Merriam, 1998, p. 39) which can further shape future early childhood programs and innovations in the childcare profession.

Setting

The settings of this study were at three urban childcare centers in a southwest city in the United States. This study explored 12 childcare teacher’s job satisfaction at three childcare centers. A tuition center based on family income, a private childcare center, and a childcare center for teen parents were the three types of childcare centers. All three childcare centers were providers of high quality standards and professional practice in early childhood programs. The three settings were chosen for their diversity and uniqueness within varied communities and childcare services. Pseudonyms for the three childcare teachers were Little Friends, The Rainbow Center, and Tiny Tots.

Little Friends offers free tuition for low income families, and provides low cost tuition based on family income. Childcare is provided for infants, preschoolers, and school age children. The mission is to create and offer social services and early childhood education programs for

children and families. Three childcare teachers were participants from Little Friends for this study.

The Rainbow Center is a tuition-based private childcare center that extends to the 5th grade. The ages of the children are 6 months to 10 years old. Seven childcare teachers that teach from infants to 5-years-old were part of the study. The setting reinforces faith-based principles in its early childhood program. The school values religious activities on a weekly basis and are integrated as part of the early childhood curriculum. The curriculum is taught with the school's mission that each child will be nurtured to further live and love each other as good citizens in the community.

Tiny Tots is a free tuition childcare center that serves young children of teen parents. The ages of the children are from infancy to 3-years-old. The setting provides teen parenting classes on proper nutrition and job training skills. This center prides itself in providing quality childcare, but also that the teen parents graduate from high school. Two childcare teachers from Tiny Tots were participants for this study.

Participants

The sample of this study included childcare teachers with 10 years or more of teaching experience. To participate in the study, the 12 participants were required to meet the following criteria: a) childcare teacher with a CDA (Child Development Associate) and b) have 10 years or more teaching experience as a childcare teacher.

The participants were selected through purposeful sampling. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2005, p. 204). Creswell's point was a guide in exercising purposeful sampling in the selection of childcare teachers with 10 years or more of teaching experience in

describing their perceptions of job satisfaction. After the participants were identified and agreed to participate in the study, I contacted each participant by phone or email to set up a time and a convenient location for the participant to meet for the interview.

Informed consent for participants. The following criteria were implemented in the study to protect the confidentiality of the participants: (a) all participants were given an oral and a written explanation of the study, (b) all participants were given consent letters to sign (Appendix B) and (c) participants were given pseudonyms in this study. All participants were informed that (a) they could exit at any time from this study, and (b) they participated in member checks to verify the accuracy of all transcribed interviews.

Data Collection Procedures

The data collection method is “the core of the inquiry or the staple of the diet” (Marshall & Rossman, 2006, p. 137). A demographic questionnaire and semi-structured interviews were the sources of data collection. A fieldwork journal served as documenting the interpretations. McMillan (2012) explained triangulation as “using multiple sources of data collection to ensure their validity and credible findings” (p. 350). To substantiate the findings, an audit trail was created from the multiple sources (Guba & Lincoln, 1981). Reflexivity was discussed by reflecting on biases, values and assumptions (Creswell, 2005). It was further explained by discussing the professional development training and childcare teacher coaching and mentoring with the researcher and seven participants.

Demographic questionnaire. Before the interview, each participant was asked to complete a demographic questionnaire (Appendix A). The questionnaire provided information about their ethnicity, gender, educational background, years of teaching experience, current teaching assignment, and childcare trainings within the last year. Background questions or

demographic questions helped to assess the personal characteristics of the participants in this study (Creswell, 2005).

Interviews. Semi-structured interviews were an appropriate method for this study because it allowed participants to share their personal perspectives of the topic of job satisfaction. Twenty questions were asked during the semi-structured interviews. Using semi-structured interviews captivated the participants' essence of their perceptions of job satisfaction and guided the researcher in bridging the information. Freebody (2003) pointed out that the interview begins with structured questions, but there is latitude in the breadth of relevance. I decided what responses needed an extension of depth or clarification for more richness of the interpretation process. "Interviews yield direct quotations from people about their experiences, opinions, feelings and knowledge" (Patton, 2002, p. 4). These interviews were the introduction to the interpretation process to make sense out of their learned experiences (Denzin & Lincoln, 1998, p. 30).

Rubin and Rubin (2005) explained that in qualitative interviews, the researcher is to "listen for and then explore key words, ideas, and themes using follow-up questions to encourage the interviewee to expand on what he or she has said that the researcher feels is important to the research" (p.13). Rubin and Rubin (2005) further emphasized to pay careful attention to the interaction during the interview between the qualitative researcher and interviewee, and to focus not only on "learning about a topic, but also learning what is important to those being studied" (p. 15).

Prior to the interview process, I visited the setting and the classrooms of the childcare teachers to establish trust and comfort. Kelle (2006) discussed the importance of the researcher implementing procedures that help to establish mutual trust between the research participants and

the researcher. Though some of the childcare teachers had received my support and mentoring, visiting the classrooms established continuous trust throughout the study. While visiting the classroom and the setting, I observed and began to document field notes in the research journal.

Interview protocol. The overarching question for this study was, “What are the motivational factors that these childcare teachers perceive to have contributed to their job satisfaction and retention?” In this qualitative study, the questions substantially explored the participants’ perceptions of job satisfaction. I was very diligent in the interpretation of the participants’ experiences. During the interview, if a participant expressed discomfort the interview would be stopped. Some participants’ responses did not need any prompting while the other participants’ responses needed additional questions for a more refined interpretation of the responses. Seidman (2006) summarized that participants be informed prior to the interview of what steps will be taken to protect their identity. The point is further extended, “protecting their identity is a means to an end (often our own) and that we respect their privacy, their anonymity and their right to participate or not” (Marshall & Rossman, 2011, p. 47). The four areas of teaching, community, job satisfaction and motivation were carefully selected to organize the topics in capturing an in depth scope of interpretation of the childcare teachers’ perceptions of job satisfaction. Each area will lend itself in elaborating the factors that have contributed to teacher sustainability. To explore the participants’ perceptions related to the fundamental question, the following questions were used to guide the participants’ interviews:

Teaching = the background and inspiration

1. Tell me about your current position of teaching.
2. Describe your teaching day from arrival time to departure time.
3. What and who inspired you to be a teacher?
4. Why did you choose to be a teacher?

Community = connectedness

5. Describe what community means to you.
6. As a teacher team, what outside activities do participate in?
7. Describe what it is like to work with the teachers at your center.
8. How supportive is your family of your chosen profession?

Job Satisfaction = intrinsic factors

9. How do you define job satisfaction?
10. How does your job promote job satisfaction?
11. What is the relationship of your teacher practices and job satisfaction?
12. How important is it to be satisfied with your job? Why?
13. What is the most satisfying /unsatisfying part of your job?
14. How would you classify your level of job satisfaction?
15. What influence does teachers' job satisfaction have on motivation to teach?

Motivation = boost of positive reinforcement

16. What motivates you about teaching?
17. How would you describe your classroom as being motivated?
18. What is your teaching approach to motivation?
19. How do you motivate other teachers at your school?
20. What motivates you to stay in the profession?

Member checks. All participants' interviews were digitally recorded. Each interview lasted between 30 minutes to an hour. After each interview, member checking was presented to each participant to review any corrections or missed information. Creswell (2005) recommends member checking to review for accuracy of the account. This process was essential in ensuring that the interview transcriptions were accurate. The 12 participants agreed that the interview transcriptions reflected their perceptions of job satisfaction.

Researcher's journal. During and after each interview, the researcher actively documented interpretations of the participants' emotional reactions to responses to questions and non-verbal behaviors. Yin (2011) explained that the research journal interweave the data collection of one's "own reactions or feelings about fieldwork, reveals unwanted biases and the thoughts that can lead how to approach the later analysis" (p. 175). The research journal

supported the interviews by noted reactions or pertinent information during the interview.

Rossman and Rallis (2003) provided the following reasons why qualitative researchers should observe research participants:

- to understand the context;
- to see tacit patterns;
- to see patterns people are willing to talk about;
- to provide personal experiences and knowledge and;
- to move beyond the selective perceptions of both researcher and participants (p. 194).

Emerson, Fretz and Shaw (1995) referred to field notes as “jottings” (p. 19) to indicate on the spot notes that a researcher might take. These were then elaborated into full field notes to be useful for subsequent analysis. In addition, during each interview and throughout the study, the researcher noted any record “of experiences ideas, fears, mistakes, confusions, breakthroughs and problems that rise” (Spradley, 1979, p. 76). The notations were supportive in maintaining a momentum of writing on a daily basis and to note any nonverbal communication during the interview.

Audit trail. The researcher’s journal and the field notes were part of the audit trail. Guba and Lincoln (1981) explained that an audit trail will authenticate the findings and validity of a study by describing in detail how the data was collected. Examples in the researcher’s journal were reflections and ideas that were encountered in collecting data. Another example was a running record in the researcher’s journal of the interaction of the data, and data collection issues (Merriam, 2002).

Protection of Human Subjects

Ethical research is grounded in the moral principles of “respect for persons, beneficence, and justice” (Marshall & Rossman, 2011, p. 47). I, the researcher was the primary instrument for data collection in qualitative research to maintain the integrity of the study. Denzin and Lincoln (1998) warned that the “most concern revolves around issues of harm, consent, deception, privacy, and confidentiality of data” (p. 168). I protected the participant’s privacy and confidentiality. In meeting the regulations of the Institutional Review Board (IRB) of the University of the Incarnate Word, the researcher requested for the approval to conduct this research study. The potential participants were provided with a letter (Appendix A) to explain the purpose and goal of the study. The letter also explained the background of the study and the role of the participants.

Other information that was provided in the participant’s letter was background information about the researcher, contact information for the Advisor of the study, and the anonymity and confidentiality of the participants’ in relation to the study. The participants were asked to provide their consent through signature. It was also addressed that the participant’s role was strictly voluntary and they could exit the study at any time. Cooper and Schindler (2006) reinforced the importance of informing all subjects participating in the research study that they can change their mind and leave the study at any time without any further commitment.

Data Analysis Procedures

The analysis procedure for the digitally recorded interviews began with transcribing 12 interviews. The transcribed interviews equaled 60 pages, single-spaced. The transcriptions were color coded to assist in the organization and analyzing of the data. The interview questions were blue and the responses were red. According to Merriam (2002), the researcher will understand

the research, immerse in the setting, and analyze the data with a thick description. The following types of data analysis were: organizing and unitizing the data, engaging in multiple readings of the data, categorizing and coding the data, conducting a theme analysis and conceptualizing the data in light of the research question. Phillips and Carr (2010) have identified the following questions for the researcher to ask while analyzing the data:

- What seems to be happening in this data?
- What is not happening in this data?
- What is repeated in this data?
- What is missing from the data? (p. 106)

The qualitative analysis of data looked for “the qualities, characteristics, concepts and meanings that it holds” (p. 106). Implementing the above questions, helped make sense of the data for this qualitative study and maintain the focus for the data interpretation.

From the interview questions, the data were organized in a chart. Castle (2012) affirmed a chart would benefit to see what data sources can answer which research question and it will provide an organizational outline of the study that can determine what comes next in the data analysis process. Data sources in the chart can be used more than once to answer more than one question. The chart included space for results to be listed for each question and data sources.

The data was unitized, in which codes were assigned to segments of the data that reflected the interpretation of the data. As suggested by Alrichter, Feldman, Posch and Somekh (2008), the coding process should begin after the data had been collected while the experience is still fresh in the researcher’s mind. Castle (2012) described the coding process as the breakdown of the data from text into units of meaning in particular words, phrases or sentences. The breaking down of the units assisted towards the analytic focus of the concepts or units that are

relevant to answering the interview questions. Once the data are broken down into small parts, the parts can be “moved around and categorized and re-categorized as the researcher interprets to make sense of the data and provide evidence for drawing conclusions” states Castle (p. 117).

The data was interpreted during the coding process by highlighting unitized phrases of the interview transcripts that reflected the interview topics of the following: teaching, community, motivation, and job satisfaction. A selective highlighting approach would “highlight any phrases that stand out to the researcher as being relevant to the study” (Manen, 1990, p. 88). I read and highlighted words, phrases or whole sentences that reflected key concepts. Then, the phrases were categorized into broader concepts or theories. The interpreted connections were prepared in cross units to identify major categories or concepts that were repeated across the data sets. After unitizing the data, the meaningful bits were labeled and observed for patterns in the data. A coding system or labeling meaningful information is “a way to break down the data into manageable units of analysis” (Castle, 2010, p. 113). I created a coding system that corresponded with the interview protocol topics of:

- T = Teaching;
- C= Community;
- M=Motivation and;
- JS= Job Satisfaction.

Castle (2012) highlighted categorizing and coding data as a way to break it down to identify themes, the themes are used to build meaning to make sense from the data and provide a holistic view.

Researchers viewed data analysis as an ongoing constant comparison across other data sources (Hendricks 2009; Mertler 2009; Phillips & Carr; 2010). They described the rationale for

ongoing data analysis to determine if the data sources were providing the information needed to answer the research question and if needed to change the data sources if they were not productive (as cited in Castle, 2012, p. 127). I compared the data of interviews across the data sources for similarities and differences in emerging themes. It can give a “sense of accomplishment without having to wait until the end of the data collection to find out the research question” (Castle, 2012, p. 127).

During the ongoing data analysis, written summaries or memos were noted about the questions in the data as they occurred. Creswell (2008) contended the process of “memoing” or maintaining an ongoing dialogue about the data, this will aid the researcher to explore thoughts about the data including possible explanations. The writing of memos and including memos in the margins of the text that are being analyzed helped to think about the meaning of the data and how it shed light on the research questions (as cited in Castle, 2012, p. 128). I continued to engage in ongoing data analysis to sustain the interest in the research and through the analysis and interpretation stage of the research.

Trustworthiness and Credibility

Mertler (2009) stated “ethics as the moral aspects of research including such values as caring, honesty, fairness and openness (p. 248). A personal ethical position was near to my ethical perspective. Ethical guidelines in teacher research are respecting child participants, doing no harm, reducing/estimating the threat of coercion, maximizing the benefits of the research, obtaining informed consent, and instituting anonymity and confidentiality (Castle, 2012, p. 60). As a former early childhood teacher, I had a personal ethical position and followed the appropriate guidelines as identified by Castle (2012).

Triangulation. To demonstrate trustworthiness and credibility, validity was demonstrated through triangulation. Triangulation was exhibited through semi-structured interviews, member checks, and an audit trail. A semi-structured format was used to ensure comparable data across the study (Bogdan & Beklen, 1998). At the end of each interview, I summarized the participants' responses to verify accuracy (Erlander, Harris, Skipper, & Allen, 1993; Mertins, 1998). Member checks were employed as a method for the participants to comment on the researcher's interpretation of the data. According to Merriam (2009), in member checks "participants should be able to recognize their experience" in the researcher's interpretation (p. 217). In the audit trail, organized records were maintained of all data collected such as field notes, and memoing in the researcher's journal, and in all data analysis procedures (Castle, 2012). I made available the field notes and the research journal for the participants to review and determine if the results were accurate based.

Reflexivity. As mentioned in Chapter 1, I have over 20 years of experience in the early childhood profession. There has been limited research on the sustainability of childcare teachers in the early childhood literature (Saracho & Spodek, 2007; Torquati et al. 2007; Whitebrook, et al., 2001). In order to get participants' interpretations of motivational factors of job satisfaction, my role was to give the childcare teachers opportunities to think about their work, and provide their perceptions and experiences. Marcus (1994) discussed reflexivity as "this kind of reflexive location of oneself, while potentially a practice of key importance, all too often becomes a gesture that is enforced by politically correct convention" (p. 572).

The process of using and analyzing multiple data sources to produce credible results is triangulation and is the most trustworthy (Merriam, 2002). To secure trustworthiness and credibility, I exercised strategies of member checks, audit trail, and reflexivity. These strategies

assisted in assuring that the study is presented in an ethical manner and the phenomenon of the participants' perceptions of job satisfaction and its relation to motivation is interpreted.

Summary

This chapter presented the methodology of a basic interpretative design and how the data was collected. Interviews were the main form of data collection. The other two forms of data collection were the demographic questionnaire and the researcher's journal. With these three forms of credible data collection triangulation was exhibited. The interview protocol was guided in the following four areas: teaching, community, job satisfaction, and motivation. The data analysis was clearly defined by organizing the data, categorizing and coding the data, conducting a theme analysis and conceptualizing the data.

Chapter 4: Findings

Introduction

The purpose of this qualitative study was to explore perceptions' of job satisfaction of child care teachers with 10 years or more of teaching experience. To date, limited research studies have explored on the topic of job satisfaction of childcare teachers (Glisson & Durick, 1992; Kontos & File, 1992; Lower & Cassidy, 2009; Muller et al., 2009; Rutman, 1996). Even fewer studies have focused on their motivational factors of why they have remained in the childcare profession (De Vita et al., 2002; Morris, 1999; Thomson, 2011). I chose to focus on perceptions' of job satisfaction of childcare teachers to help fill this gap in the literature, and to produce data to contribute to the understanding of the larger issue of maintaining sustainability in childcare centers in the United States.

For this study, childcare teachers with 10 years or more of teaching experience were recruited from a teen parent childcare center, tuition-based-childcare center, and a private childcare center in the Southwestern United States, using the criteria and strategies outlined in Chapter 3. Three types of childcare centers were targeted to provide a representation of the diversity, broad range of years of teaching experience, and culture within the communities of the childcare centers. The types of settings offered more variety in the childcare teachers' years of teaching experience and levels of education. The types of childcare centers, years of teaching experience, and levels of education assisted in the identification of the motivational factors of job satisfaction, which were important considerations in this study.

The primary question that was used to guide this study was: "What are the motivational factors that these childcare teachers perceive to have contributed to their job satisfaction and retention?" Secondary questions inquired about how the participants in the study learned about

and developed their motivational factors as well as other factors they believe influenced their motivation. I was most interested in gathering data from the participants that would provide insight into their understanding and connectedness of community, intrinsic factors of job satisfaction, background and inspiration of teaching, and motivation to stay in the profession.

A qualitative mode of inquiry was selected to allow the participants to explain their teaching day and experiences in a childcare setting. Attention was given to the participants' understanding of community in their personal and professional lives and its relevance to their job satisfaction. I was also interested in their teaching experiences that were catalysts of their motivational factors in thoughts about the inspiration to becoming a childcare teacher. Additionally, I also inquired about their teaching approach to motivation and detailed explanations of how the classroom is motivating.

Participants were provided with informed consent, asked to sign relevant forms, and asked to complete demographic questionnaires. All participants were asked to respond freely, ask questions during the digitally recorded, semi-structured interviews, and provide examples as to how they understood the concepts based on the interview protocol. The use of conversation, asking questions to elicit more detailed information and examples that illustrated participants' responses to the interview protocol, reflection, and asking for clarification to ensure a more accurate understanding of the participants' responses was the focus of the researcher.

Upon completion of the semi-structured interviews, the interviews were transcribed verbatim and provided each participant with a pseudonym while removing overly detailed information from each transcript that would potentially identify each participant. I immersed myself in the transcribed data and followed the steps of the constant comparative and descriptive data analysis method outlined in Chapter 3. Themes were identified that emerged from the

participants' experience and were organized based on the aim of the study. I viewed the participants as the experts of their own experiences. Findings were based on the interpretation of the participants' explanations of lived experiences, learning and understandings of motivational factors, and the connections to their perceptions' of job satisfaction in the child care profession.

In the following sections, basic demographic data and general organizational information was presented to provide a snapshot of the variety of individual differences represented by the participants in the study along with a glimpse of the seasoned years of childcare teaching experience. Next, highlighted background information in the workplace and other relevant professional information were included in the individual profiles. The next part and the bulk of the chapter provided themes with information that emerged during the descriptive interpretive analysis. The themes were explained and supported with the participants' quotes.

Demographic Data

A total of 12 participants were successfully recruited and participated in this study. All of the participants were female. Ten participants were identified as Hispanic and two identified as White/Caucasian. The represented types of education were CDA, associate degree, and a bachelor of arts degree. Eight participants had a CDA, three had an associate degree, and one had a bachelor of arts degree.

Table 1 provides a summary of the participant's demographic data which includes pseudonyms, ethnicities, years of teaching, education, work setting, and classroom age group. Three of the childcare teachers work with infants, three childcare teachers work with 2-year-olds, three childcare teachers work with 3-year-olds, one childcare teacher works with 4-year-olds and one teacher works with 5-year-olds.

Table 1

Demographics of the Twelve Participants

Pseudonym	Ethnicity	Teaching	Education	Setting	Classroom
Melina	Hispanic	10	CDA	Tiny Tots	Infants
*Helen	White	36	CDA	Rainbow Center	5-year-olds
*Gabriela	Hispanic	36	Associates Degree	Rainbow Center	3-year-olds
Stella	White	27	Bachelor of Arts Degree	Rainbow Center	2-year-olds
Nancy	Hispanic	28	Associates Degree	Rainbow Center	2-year-olds
*Ida	Hispanic	26	CDA	Little Friends	3-year-olds
Ivy	Hispanic	11	CDA	Tiny Tots	Infants
Renee	Hispanic	14	CDA Associates Degree Bachelor of Arts Degree	Rainbow Center	Infants
Janet	Hispanic	25	Associates Degree	Rainbow Center	3-year-olds
*Samantha	Hispanic	24	CDA	Little Friends	3-year-olds
Regina	Hispanic	27	CDA Associates Degree	Little Friends	3-year-olds
Cathy	Hispanic	40	CDA Associates Degree	Rainbow Center	3-year-olds

Note. Had only one child care teaching job.

Participant Profiles

All participants in the study had 10 or more years of teaching experience in the childcare profession at the time the data was collected and met other criteria outlined in Chapter 3. The researcher reviewed relevant data collected through the demographic questionnaire with data collected through the interview to produce each participant profile. Each participant was given a pseudonym in the participant profile section to protect the identity of the participants. A brief introduction of the professional background and current work context is provided in the profile of each participant.

Melina. Melina has 10 years of childcare teaching and described herself as Hispanic. She holds a CDA and plans on continuing her education. Her chosen profession was nursing and had no immediate desire to become a childcare teacher. Due to financial struggles, she began working at a childcare center for extra income, and fell in love with teaching young children. She teaches in the infant room at the Tiny Tots center.

Helen. Helen has 36 years of childcare teaching and described herself as White. She holds a CDA and is content with not pursuing her education. Her Italian grandmother, who spoke four languages and expressed the art of learning through creativity and problem solving inspired Helen. At the Rainbow Center, Helen is a childcare teacher for 5-year-olds.

Gabriela. Gabriela has 34 years of childcare teaching and described herself as Hispanic. She holds an associate degree. She started her career as a head cashier and wanted to remain in the business field. The store closed and with the motivation of her sister, Gabriela entered the childcare profession. She has remained passionate about the profession and teaches 2-year-olds at the Rainbow Center.

Stella. Stella has 27 years of childcare teaching and described herself as White. With having a bachelor of arts degree, she loves teaching at a childcare center. A high school teacher recommended that she take child development classes. Twenty-seven years later, Stella has been working in a childcare center teaching 2-year-olds at the Rainbow Center.

Nancy. Nancy has 28 years of childcare teaching and described herself as Hispanic. She has an associate degree. Since being in elementary school, Nancy knew she wanted to be a teacher. In 5th grade, she would tutor the 2nd grade students. This identifying factor led her to be a teacher mentor and teacher of the 3-year-olds at the Rainbow Center for the last 28 years.

Ivy. Ivy has 11 years of childcare teaching and described herself as Hispanic. She has a CDA. Ivy did not have interest in being a childcare teacher. She was studying to be a nurse and was encouraged to work as a childcare teacher for extra income. Being a childcare teacher became a new passion and career choice for Ivy. She dropped out of nursing school and began working on her CDA.

Ida. Ida has 26 years of childcare teaching and described herself as Hispanic. She holds a CDA. Being a stay at home mom, Ida did not go back to work until her son started school. Her mom suggested that she work at a childcare center, but Ida wasn't interested. She still applied and has been there ever since, still teaching 3-year-olds at Little Friends.

Renee. Renee has 14 years of childcare teaching and described herself as Hispanic. She earned a CDA, associate degree, and a bachelor's degree. In her teenage years, she babysat for her nieces and nephews. In the summer months, this led to a full time job as a live in nanny. After being a nanny, she started working in a factory. She had good memories and enjoyed being a nanny, but did not want to be a teacher. Her aunt encouraged her to teach at a childcare center when the factory closed down. Since then, Renee is still at the Rainbow Center teaching infants.

Janet. Janet has 25 years of childcare teaching and described herself as Hispanic. She earned a CDA. As a high school student, she knew the childcare profession was her calling. Her first job was working at a childcare center that was non-accredited. She loved working there, but had to take some time off and started teaching toddlers at the Rainbow Center.

Regina. Regina has 27 years of childcare teaching and described herself as Hispanic. She earned a CDA. After high school, she worked as a teacher assistant at Little Friends. The director at the time encouraged her to work there full time. To work closer to home, Regina worked at another childcare center, but recently returned to Little Friends where she teaches 2- year-olds.

Cathy. Cathy has 40 years of childcare teaching and described herself as Hispanic. She has a CDA and an associate degree. Her interest in teaching always existed and her high school economics teacher furthered the interest by encouraging her to become involved in child care. In her first job as a childcare teacher, her mentor was very firm and stern, and did not encourage the different learning styles of the children. This served as a teachable moment and Cathy approached her teaching with emphasis on what is developmentally appropriate for the children's learning stages. Working in the 2-year-old classroom at the Rainbow Center is a great joy for Cathy.

Samantha. Samantha has 24 years of childcare teaching and described herself as Hispanic. She has a CDA. Her career interest was originally to be a nurse, which was inspired when she worked at a nursing home. When the nursing home closed down, she started working in childcare. She honestly admitted that she had no clue about the childcare profession and her mentor teacher was very hostile towards Samantha, but she really liked interacting and playing with the children in her classroom. After 24 years of teaching at Little Friends, Samantha described herself as a role model for children.

Themes

There was a variation in the demographic variables and the professional background of the participants. The researcher identified four major themes that emerged from the descriptive interpretive analysis of the participants' responses. The four themes were

- motivation of being a childcare teacher;
- a community of collegiality;
- definition of job satisfaction; and
- choosing the child care profession.

The themes provided detailed descriptions with quotations from the participants and a discussion of their experiences to support the context of the findings will be presented in this section.

A three step coding process was used to process and analyze the transcribed data from the participant interviews. First, to make sense of the data, a chart was created to serve as an organizational outline. Second, a selective highlighting approach was implemented to highlight words or phrases that reflected key concepts. In the final phase, selective coding of core categories of teaching, community, motivation, and job satisfaction were refined. Chapter 3 provided a complete explanation about the data analysis process. Detailed descriptions of themes with quotations from the participants' and descriptions of context were presented in this selection.

Motivation of being a childcare teacher. The first theme that emerged from the analysis was the motivation of being a childcare teacher. Participants provided a rich description of their motivation in relation to their daily teaching practices as a childcare teacher. All of the

participants conveyed their interpretations through experiences using descriptions that discussed love of children, love of teaching, and teachable moments.

When asked about her motivation as a childcare teacher Cathy stated:

The love I get from the children and their smiles and their hugs that is what keeps me going. I like to help the children learn new concepts and encourage them how to achieve their goals. The love I get from the children and that they feel the love from that I'm just not here. And they smile a lot.

Cathy provided an example of her motivation of what occurred earlier in the day that reflected the love that she feels from the children. With a big smile on her face and touching her heart, she responded with the following: "I had been out of the classroom for a week to help with leadership duties in the center's office. When I got back in the classroom, they all ran to me and I felt so much love."

Regina communicated her motivation as a childcare teacher in the planning and wanting the children to learn. When asked about the understanding of the motivation of teaching, she responded: "seeing their little faces. They get all excited and happy. It's all about the children. I love teaching them and I love being there for them." She accentuates how educating young children begins at an early age.

Educate the little ones as of now. I am one to believe that educating them as young as they are. You have to start now. I am big about that. You have to, in order to start stirring them in the right way because of the way things are right now.

She also had experience in working as a pre-k teacher assistant in a public school earning more money and benefits, but was unmotivated and very unhappy. "I am a sucker for working with the 2-year-olds." Without any hesitation, she stated the following: "I am good here. You have to have all of those qualities of motivation, the patience, love the children of who they are. You have to be serious to really take on this profession."

With a long pause, Janet discussed her motivation of being a childcare teacher is within the planning process of the preparation of the classroom and the daily activities, but with emphasis on the teachable moments. “Just knowing that I made an imprint, even if it’s just a small imprint then I’ve done my job. I’m just very humbled that I have a small part in their life and it’s a great feeling.” She further elaborated on a teachable moment: “I have to be flexible with my teaching approaches and my motivation. With any classroom activity, I plan it so, the child will accomplish it as best as possible, but first I have to be flexible.” The idea of being flexible was in reference to her developmentally appropriate environment that provides open ending activities that focus on the process of learning and not the product such as painting at the art center.

Ivy’s motivation of being a childcare teacher was demonstrating enthusiasm and excitement. “We sing songs throughout the day and I have to sing with my infants.” Her enthusiasm also applied to sensory application. “You don’t just put a book in front of them and say here it is. We sit with them, and we open the book, and we read it, and we touch it.” Her motivation extended in a perspective that was rewarding.

It’s just that rewarding feeling that you get when the children feel close to you that you just feel like you can go home and that you did something good for them. We really don’t know how their life is away from here, so we give them that little bit of three to four hours of learning and bonding and that is what keeps it motivating.

Ivy felt that her motivation stems from loving her job because of how rewarding it is to teach young children. “That is all because of me. My teaching is face to face, it’s that feeling of close contact and that’s our motivation.”

Ida’s motivation of being a childcare teacher was all about the children because they are eager to learn and she believes it is important to have interesting things for them to do.

They are eager to learn. They want to see things and because of this I'm always trying new ideas that were learned from a workshop or shared with other teachers. I'm like I saw this nice thing. It motivates me and excites me to want to do it. I try to give them things that are sensory related and hands on. If I like it, they will like it.

She elaborated on her example of a Mother's Day activity and asked the children: "why do you love your mom?" The children made a collage and for a whole week, the children's responses were reviewed in the daily lesson.

Activities that involve love remind me that I need the children. It makes me feel young, but inside it makes me feel young. I don't feel old. I love to be around them. It's motivating and rewarding for me. I learn from them and they learn from me.

Stella's motivation of being a childcare teacher was also similar. "The children, that's the most important thing for me. It makes me happy knowing that I get to come and see them." In one instance, Stella had to step out of the room for only 15 minutes and when she came back, they responded with the following: "Ms. Stella we missed you, what took you so long? It's like I have been gone for hours and I was gone for minutes." Another example was when the children greeted her in the morning. "They are so happy to see me in the morning and it just makes me feel so good. I also get hugs and high fives."

"Seeing my babies to me, well, they are like my babies." As she explained this motivation of being a childcare teacher, she laughed loudly and then began to cry. She expressed that her tears were happy tears and apologized.

I get so motivated when going to workshops and professional development trainings and they show us pictures or slides and we say, oh look our babies can do that. I usually have my assistant with me and we will say we have to try this. I like trying new stuff and see how they react and do it.

Nancy presented her motivation of being a childcare teacher as more than just helping and teaching others. "Coming to work and being able to help others and teach others, not only the children and my peers as well, which are like my family." She expresses it as a personal

learning experience. “I am fortunate to have learned from the other teachers that were here, when I started and they are still here and now I get to pass it on after me.” Going to work and teaching the children was such a motivation for Nancy because she saw each child as different.

She compared the classroom to a second home for the children.

We try and make it like a second home like a warm feeling when you go in and inviting when you go in, it’s clean and you see children playing. The classroom is a peaceful classroom that is well-organized, the classroom centers are set up, so the children know where to put things back, it’s self-directed as they come in.

Nancy was motivated in her teaching by being silly with the children. “It’s necessary to being one of them to a certain point, where you set limits, when you get down to their level, and you give them a chance to talk.” It made the day enjoyable for the children when Nancy was being silly with them, but in the end, it’s all about family. She is most motivated of being a childcare teacher because of the component of family. “It’s like a family, I am comfortable, it’s the feeling of family, children’s family, and community. The children’s family is very supportive.”

Trying new ideas helped Renee feel prepared in the children’s learning outcomes. “I’m so motivated when they learn, but it’s hard when they leave my classroom because they stay with us the whole school year.” The children start in August and will stay in the same classroom for a complete school year. Renee discussed that being prepared also included communication with the children’s parents.

I guess because I want to make sure everything is going the way it’s supposed to and make sure that if there is something wrong with the child and I want to be able to catch it and let the parent know. This is what we are seeing or concerned about, so of the teaching in order to catch it or if we see that this child is kinda of advanced, so we need to do more than what we are doing with everybody else. And with the most updated stuff, I don’t want to get stuck on what teachers were doing 10 years ago. I want to know about things that are being done differently, now.

Gabriela stated her motivation of being a childcare teacher: “It’s about seeing their happiness, their joy, their smiles, everything like that and sometimes they just come and give you a hug and I’m like, ok.” The children are her motivation and she still loves getting on the floor during her teaching. After 30 years of being in the same classroom, she missed that particular classroom because the carpet had a special padding, but rather than complain, she stayed motivated in her teaching and uses an affective learning technique of building relationships and closeness with the children.

This classroom floor doesn’t have padding, so my knees get all black. You just have to sit on the floor with them. It makes such a difference in your teaching, for example, reading a book, they can see the pictures. If I don’t sit on the floor and I sit on a chair, they begin to move closer to see the pictures.

She continued to express her happiness when the children were playing at centers. “They like learning and it is motivating. Sometimes they get too happy that they begin to swing toys and we have to redirect the action, so no one gets hurt.”

Melina’s perception for motivation of being a childcare teacher is all about the love for the children.

It makes me so happy to see the children healthy and learning. Something as simple as seeing the infant holding their bottle is so rewarding to me, it’s seeing that they are accomplishing their milestones, which is so motivating to me because it reminds me that I am doing a good job.

As Melina described this, she was so passionate in her expression that she put her hands on her cheeks as she explained her motivation.

I get so motivated in seeing the infants making progress in their learning that it only inspires me to continue trying new things like singing more catchy songs and playing more tummy talk with them. My motivation comes from seeing the infants learn and learn and then, I want to learn more and more.

Coming to work every day for Melina was seen as a new day for new learning and loving the children more and more. Melina shared that she wants: “to continue to make a difference because it’s about always staying motivated to stay in this profession.”

Helen elaborately describes her introduction of her motivation of being a childcare teacher:

It’s always fresh. You have new kids and they all have the same needs, but have different abilities, but you have to keep it fresh. In a way, you have to be scientific because you have to observe and then you have to be the what if hypothesis and it’s just like doing research all the time. It really is and you are learning as you go. My classroom is always welcoming. It’s a place like you can come in and I challenge the children to do things to keep them on a path of what about this and this and this.

She equated motivation of teaching to challenging the children: “to keep them on a path of what about this. It’s kind of a slippery slope because you don’t want to challenge them too much.” Some examples of her motivation in teaching were modeling for the children, doing a lot of literacy, puppetry, and talking about feelings.

Helen referenced God as putting her in the childcare profession to be a motivation for young children. She continues to find motivation from teaching children that are now parents, and she is teaching their children. ‘It is an ongoing motivation to be in this position of a child care teacher.’

Samantha’s motivation of being a childcare teacher was in the key word, ‘everything.’ “You have to put the emphasis on ‘everything’ you want them to learn and explore it. You have to have a guided exploration. You have to put it in your morning and afternoon lesson plans.”

In her regards to teaching, Samantha explained: “what really motivates me more than anything is getting them ready for school like school readiness.” A school readiness example, is teaching the children how to write their name. She starts with having them write their name on

white butcher paper over an index card. The index card has the child's name written with a black marker, so it shows through the butcher paper.

I admit this may not be fully developmentally appropriate, since it's more tracing, but it works at the beginning of the writing process and getting comfortable with holding the crayon. I say it's better than give me your hand and telling them how to hold the pencil Just leave them alone and teach them and encourage them one time and that's it. They can trace that name right there and that's a good motivation, right there.

At one point, Samantha felt bad that she was losing her motivation and was going to work grouchy and without passion. "I went back to prayer and faith. It brought me back to why I teach and my motivation. I teach and I am motivated because I like it and I love it, too. I really love it."

All of the participants shared their motivation of being a childcare teacher based on their experiences and effective approaches to teaching. None of the participants referred to any experiences or interpretations as being unmotivated or unhappy. A common thread in the interpretations was about the children which was accentuated with "love of children," and preparing the children for success (i.e., contributing to milestone outcomes, and nourishing and cultivating their learning). Two participants referred to God as part of their motivation and purpose of being in the childcare profession. Helen referenced God as his chosen plan for her to be in the childcare profession to serve as a motivator for young children, and Samantha seeks God as her motivator when she becomes unmotivated or is having a bad day as a childcare teacher.

A community of collegiality. The second theme that emerged from the analysis was a community of collegiality. Participants contributed their perception and interpretation of what represents a community of collegiality. All of the participants were able to express their interpretations through elaborated experiences using rich descriptions that discussed people

working together for a common goal and people helping each other and building relationships with colleagues, parents, and the children.

Melina spoke of community as: “people working together towards a common goal such as cleaning a neighborhood. It is neighbors building relationships, it is coming together.” In this context, Melina used the term “girls” to describe her colleagues, which she considered her community. “It was all about being with the girls. We used to get together for birthdays and barbeques and just talking. Now it is every once in a while.”

Though they have tried to spend more time together, they do take advantage of maintaining the community when they have to attend training. Before the training, they would have an early breakfast and catch up on conversation. “During this time, we like to bounce off ideas from each other and give constructive criticism. I believe if you are able to give it, then you should be able to receive it.”

Melina was aware of how everyone had different types of personalities and when she first started working at Tiny Tots, she admitted to being shy.

At first I was shy and timid, and now I am more comfortable with time. What one person likes another person may dislike it. We have good communication here and all together, here we work as a team because we are a community.

With deep thought, Helen responded to the meaning of community:

It just means people working together, joined in one another, and having the interaction isn't always like I don't know how to say it exactly, but you might not even realize the connections that you are making at the time, but your community we have a certain community here, but we also have a community of former staff and former students and it's kinda of like that puddle thing where this little drop and the rings go out.

Helen was associating the “the puddle thing” to the ripple effect. To be more clear, she elaborated:

I live close to the center and I usually walk to work. There are kids, who go to the neighboring elementary school in this close vicinity. I will hear a car kinda of slow down

and the window will go down and someone will shout out at me and say hi. Well, it was a former student saying hi.

Laughing, she articulated how through the years the community at Tiny Tots has changed because some teachers now have young children and grandchildren.

Gosh, we still have such strong bonds with some of the people that we work with. We are still invited to one of our former teachers, who worked here for many years, she and her husband worked here for many years. She and her husband celebrated their 25th wedding anniversary and a bunch of us went to that. You know, she hasn't worked for us in probably 12 or 13 years, but the bond is there. We go to each other's children's weddings and each other's children's birthday parties. When someone you know, we have been there for the hard times, too. When someone's relative passes away or there's an issue with someone's health or whatever that's community.

Stella related community to the work environment. "To the people that you are surrounded with on a daily basis and everybody is important." Though her community is the people she works with on a daily basis, her tone and facial expression presented how she misses going to the movies, going out to dinner, bowling, and anything outside of work. "We haven't done it lately because a lot of us are busy and we have children. Unfortunately, it's been over a month."

She reminisced how much fun they had as a community at the last Christmas party.

We had so much fun because we were all together. It's like being part of a family. Most of us have been here for a very long time except for the newer ones for 5 years or more. So, we are like family.

Nancy's reference of community was clarified as:

All the people. For me, it's the school community with the other staff members and we're a community and sometimes we go and do things together. Like, we helped with the early child conference. I always help with the silent auction.

As a community, Nancy found the gatherings more family-based. "It's like during Thanksgiving, we go to each other's church or church festivals. I think we are getting old! We don't get together as often." She connected the concept of family with working many years at

the center and building long term relationship. “They have seen me grow up. I started here when I was 21 and right out of college. I did my practicum here and I got hired. It’s like my family.”

Ida pointed out community as helping and serving others. “People helping each other like in church, schools, and people around you that you can depend on. It’s about places that can help you out.” She defined community about the people you can depend on, but she does not believe that the childcare teachers should be joined as a community for pleasure or any outside activities, unless the goal or mission supported the childcare center. “I don’t feel comfortable hanging out or doing any type of activities with my teacher team. They are only my co-workers.” However, if the need arises for any type of needed assistance or support for the childcare teachers, Ida is quick to assist and states that: “as co-workers you are supposed to help each other because as a community it’s all about helping and serving when one is dependent on assistance.”

With a long pause and taking her time to think about it, Cathy summarized her description of community: “it means diversity, people of all ages that work and help each other, who try and come together to help their neighbors.” She connected her interpretation with the Rainbow Center’s fall harvest. “At this time we come together to help each other, especially in creating activities for the children and their families.” The teachers work hard for a successful fall harvest, but the process of preparing and helping each other is what Cathy believed is community. “It’s all about diversity; we are so unique in our coming together to help out.”

As a community, the childcare teachers would participate in local events to promote and support the Week of the Young Child. The teachers prepared a booth at the local park and did activities such as face painting and discovery bottles. “It’s been over two years since we last participated in the Week of the Young Child, and it’s difficult because everybody got busy, so we take pride in our fall harvest event.”

Janet was more reserved with her response of community and was very careful in her elaboration. “Community is all about everyone working together for a single goal. The goal can only be met if everyone is doing their part. If only half of the team is working, then, there isn’t a community or a team.” Her job is important to her and maintains her focus of teaching young children.

I’m not all about sharing too much of my private time with my co-workers. I respect them and will help them in any way I can. I’m pretty much an outsider, I just come and do my job. I don’t get into the hustle and bustle of everything or the group. I’m just here for the children.

As an outsider, Janet was still achieving the required classroom and center goals, but preferred to not get involved with outside community activities or socialize after work with her co-workers. Her co-workers respected her decision and did not try to force her to change her mind.

Ivy’s expression of community began with an example. “We are each other’s dinner dates, we go out to lunch, she comes to my house and we hang out. I really trust her, but we also remain professional at work.”

A group of people not necessarily living in the same place, but having the same common interest that support each other. Looking out for each other or just being that kinda of close knit group of people that they can count on if they have to. Maybe, go to work and I can drop my child off with a neighbor, it’s a trust within a group of people.

Professionalism was important to Ivy and clearly communicated her point: “it’s nice to have the ability to joke around, but they are very professional.” She is complimentary of her teacher co-workers and attributes their greatness because of their professionalism. “The teachers here are amazing. Everybody is just pretty close and very supportive. We look out for each other and we help each other.” There have been situations where the teachers will automatically go and support each other without asking if they need help. “If there are children crying in another room and we know that we can help. It’s just an automatic natural thing to do, to go and see what they

need, which is really nice.”

Community has more of a personal and special meaning for Gabriela. The Rainbow Center is affiliated with a church. When Gabriela divorced, she turned to this church for spiritual guidance. Her appreciation to the church was so uplifting and fulfilling that she changed her faith. “To me community is about feeling safe, receiving help, and feeling a sense of belonging. Two Friday’s a month; I work in the church nursery for parent’s night.”

Getting together with the teachers was still part of Gabriela’s belief of community, but it started with her faith and the association with the church. “We do get together to have breakfast or lunch every once in awhile. We would go bowling which was so fun. There were six of us that use to go bowling. We got busy and it stopped.”

Renee also expounded on the church as having a special meaning that brings unity to the community.

Our characters are all different, but we all help each other. It’s everyone working together and helping each other out. It’s living somewhere, you get along with all of your neighbors and it becomes your community. It’s kinda of a church community.

Renee provided a comparison of working together such as during a retreat for the childcare teachers at a local hotel in the city. “It was interesting being paired with a teacher that I don’t normally work with. We did team building activities. It was pretty fun.” Her emphasis of working together related to the team building activities. “We played board games while in separate groups. One group had a puzzle, one group had a board game and everything was timed in order to accomplish whatever the goal was of the game.”

In expanding her definition of community, Samantha began with questions.

What is your community made of? Do they respond if you have an emergency? Do you have knowledge of your community? You have to familiar with your surroundings. You have to know, who wants to get involved and who doesn’t. You have to know what to do

in case of an emergency and who you can count on.

Samantha was very descriptive and aware of her surroundings within her community.

“Here we have restaurants, we have the elderly program, schools, the park. I am very aware of all our surroundings, in case of an emergency. We have a good community of people that would help us.” From a teacher training, Little Friends Center had put to practice learning about their community and what do to in case of an emergency. The purpose of the training was knowing your community and having a plan of action during a local or national emergency. Samantha explained how people from the community visited the center and a luncheon was held to build relationships together, in preparation an planning for an emergency. “It was a good experience to know your community. After the luncheon, we agreed that we are counting on each other just in case of an emergency.”

Knowing your surroundings during an emergency carries the idea of helping each other. Regina refers to her belief of community as helping each other. Her example of moving to another residence led to her helping her Little Friends Center. She brought her daughter’s clothes that didn’t fit and gave them to the families that needed the assistance.

I was in the process of moving. My daughter had a lot of clothes. She wanted to put them in the trash and I said, nope. I told her that there are people or the parents of my children at work that are in need of clothes. I brought in 6 bags of clothes. I like helping people, that’s what community means to me.

Her work environment is her relation to community. “Community is the people that surround me. Helping them when they need help, like helping here.”

All 12 participants stated in their interpretation of community as serving others for a common goal and related it to their organization. Ida and Janet were the only participants that did not engage in outside activities with their teacher colleagues, but only if the purpose was for the better good. The other 10 participants expressed community as enjoying and finding pleasure in

events outside of the work environment. Gabriela was the only participant that strongly emphasized her faith as part of her community and continues to give back by volunteering monthly. Samantha discussed an inquiry approach to community; she related her perception with questions about the importance of community. Though her approach was expressed in a unique fashion, the interpretation was similar in meaning to the other participants.

The definition of job satisfaction. The third theme that emerged from the analysis was the definition of job satisfaction. Participants contributed their perception and interpretation of job satisfaction. The descriptions of job satisfaction were particularized with a rich description add connections to their daily teaching. All of the participants were able to express their interpretations through experiences using descriptions that communicated the theme of happiness such as being happy within the work environment, happy to work with young children, and having happy children in their classroom.

Melina explains her job satisfaction: “I am so lucky to be in this profession. If you can go to work every day and get hugs and smiles from little ones, then that is job satisfaction.” Her job satisfaction extended from receiving affection from the children to the inspiration she received in teaching the future. She further explained that she knows her teaching of language development, and playing with the children was setting the foundation for their learning. At the end of the day, she left feeling that she made an impact in a child’s life. Her favorite teaching moments that supported job satisfaction was taking the children outside in the buggies.

I love seeing their faces when they hear the birds or when I am blowing bubbles. They communicate by smiling, laughing and trying to reach for the bubbles. On one occasion, the other teacher was bringing in the buggy with other children and we stopped both our buggies, so the children could interact. It was amazing to see their reactions towards each other. They tried to touch each other’s faces. When she drove off pushing the buggy, my children were still reaching towards the buggy as it left.

Melina emphasizes that if one is not happy in their job, then why stay. “Job satisfaction is

about making a positive difference in your profession and loving to be challenged for the greater good. I love being in the childcare profession.” For Melina, preparing the lesson plans is not the most satisfying, the teaching is the best part.

I love the teaching and know in my mind how I am going to teach my infants with the songs I am going to sing and the books that I will be reading. I am not fond of writing the details, but my daily job is still satisfying to me.

Helen’s explanation of job satisfaction was interwoven with life.

If you are satisfied with your work, I think that gives you a good satisfaction of self and a good sense of what your life is about. And at the end of the day when you say, Gosh I should have done this different and tomorrow I will try this instead. That’s going to happen, but if you have given it your best and you have been sincere and honest and always put the children first then that is a job well done to me.

In conversations with the parents of her students, Helen expressed her humor: “you know sometimes, it is just such a hoot to me that I get paid doing what I do because I enjoy it so much.” It is satisfying for Helen be paid doing what she loves. She indicated that there are statistics that most heart attacks occur on Mondays. “I think gosh, I never feel I could be that statistic, unless there’s been like a flood in my classroom over the weekend.”

Helen shared another humorous example with laughter.

I have to tell you that in dealing with the children one of the little girls asked if I had a job and if I got paid. She realized that I was having so much fun while I was with her. This child is really bright.

The child’s mom was apologetic for her daughter asking the question.

She thought because I was having such a great time and wondered when do I go to work. So, anyway, people are seeing me that I am enjoying myself and they don’t realize that my work is real job satisfaction.

The element of life and having too much fun was also communicated in Gabriela’s definition of job satisfaction.

Sometimes I am tired at the end of the day. It's something that you have to do, it's your life and be there. It's your life. It's rewarding, sometimes I feel like I am playing too much with the children and not really working.

Gabriela expanded on her example of how she played with the children.

You are playing with them by helping them build a tower and putting the toys away. I'm catching the ball with them. They catch it like this, she holds her hands in the air to demonstrate. They get happy when they catch it.

Teaching with realia such as having real strawberries for the story, *Very Hungry Bear* was an example of Gabriela's job satisfaction.

I know if I am going to read the story then, I need to bring in real strawberries. I asked if the mouse got a whole strawberry like this and they said he didn't. I told them I would give them half a strawberry, but they wanted the whole strawberry. Teaching that is fun and that they can relate to it is satisfying.

Stella asserted her definition of job satisfaction in reflecting:

At the end of the day, knowing that I did my job to the best of my ability for the children satisfies me. I have to know that my children are happy and healthy that's how I know I am satisfied.

Using her own teaching ideas is very exciting for Stella, especially when she is purchasing the materials at Dollar Tree. With excitement in her facial expression, she explained her purchase of Styrofoam eggs at Dollar Tree. "The Styrofoam eggs caught my attention. I thought what could I do with these Styrofoam eggs. The kids could paint them, but I would need skewers to make it easier for the children to paint on the eggs."

Stella identified job satisfaction as the children are learning and expressed:

The look on their faces that I have taught them something or just the look that they get. My job satisfaction is high because I love coming to work. I love coming in the door and I love my job.

Nancy introduced her interpretation of job satisfaction with love:

I love what I do. I love being here. I have been here so long, it's like my second home. I don't know how I would be being somewhere else. I'm very satisfied with being here. I

love my responsibility of being with the children. It's all satisfying, it's my job satisfaction.

In combination with love, Nancy also considered family as part of her job satisfaction.

"It's like family, every morning I look forward to coming here and being with the children." Late nights for Nancy can be quite often.

Sometimes I stay up late putting stuff together for the next day. They ask me why do you stay up so late, well, it's because I have to provide things for my children. I usually go to bed at 11:30. I'm always doing something for my group or for another teacher, and sometimes I stay up late on the weekends.

With love and family, Nancy conveyed her happiness with an example of seeing the children learn by modeling and setting an example. They were learning about spiders and insects. The children were helping each other by reminding each other not to use much glue and how the amount of pipe cleaners they would need.

I mean they learn, they are like little sponges. You teach them and they pick it up. I am so happy, I look forward to coming every day because it's like coming to another family because it's my second home. It makes me happy to come to work and be able to help others, teach others, not only the children and my peers as well which are like my family.

The word *bonding* was promoted in Ivy's interpretation of job satisfaction. Her bond was evident in her description of happiness of working in a place with young children.

The bond that you make with the children is my job satisfaction. It's about being happy and excited to come to work. I am very excited to come to work! If you are having a crappy day and knowing that you can come here. You have these little blessings to hold and that's job satisfaction.

Ivy personally shared that she is fortunate to have a high level of job satisfaction. She had heard her sister and boyfriend complain about going to work because the environment was too exhausting and they dread it. "I'm just thinking of things to do or just thinking of the next day, and wonder how great because I get to go to work tomorrow. I go to work have fun, and then, I go home." Going to work in a bad mood is not part of Ivy's agenda, she felt it is not

fair for the children to be part of that experience because they can feel the slightest tension.

If you come to work in a bad mood, they may feed off of that. If you are not happy and you are having a bad day, you haven't quite learned to leave it at the door or they are going to have a bad day.

Ivy is very proud of her teaching practices such as reading to the children, talking, and singing to them to help develop their language skills, and having them use their sense of touch, since they are infants it's important to explore their sensory development. "It's important that they are touching as we are learning because I know they are increasing their little minds. This makes me happy, and they are happy."

Goal setting and meeting the goals that are set for the children is how Renee translated her definition of job satisfaction. There are two parent teacher conferences, at the beginning of the year, and at the end of the year. At the beginning of the year, a whole assessment of the child is discussed. The parents are asked what are their goals for their child. Renee had rooted a process that involves the parents and is articulately documented .

I write the goals that I have for the children according to their developmental stages and most of the time they are kinda of the same. I always try and make sure that their goals are met by the end of the year and usually they are. When we have the end of the year parent conference, the paper that we had at the beginning of the year with the goals that were set are now met. It's being accomplished and things that were like ok, we are going to work on this and they have met it and to me that is job satisfaction.

Everything that Renee teaches her toddlers, she believes has an outcome. At the end of the school year, she felt successful and a sense of completion when her toddlers had completed the required developmental goals.

It's such a job satisfaction when I can walk away and they are doing it on their own because they caught on, so they are getting it. If the parents see the learning at home, they will come and tell me that they did this at home, and do you all do this? I will say yes.

She then, became emotional as she began to cry happy tears as she elaborated more about

her definition of job satisfaction. She included that she felt appreciated by the parents.

My job satisfaction is also seeing the children excited to see me. By the end of the year, if I am sick the parents want me to let them know that I won't be here and that makes me feel good. The parents will make other arrangements if they know that I won't be here. It tells me that they really appreciate me and care about leaving their child with me.

Job satisfaction is: "reflecting at the end of the day, when I am pleased with what I have accomplished" stated Janet. The pleasure is about the children's happiness and that they are enjoying themselves. "If I lack pleasure I will get burned out and if I'm not satisfied, then I'm not satisfied then I am not going to feel like I matter." Preparing for the week brings excitement and satisfaction for Janet.

I get just as excited as the kids when I put out new toys. This week we were learning about zoo animals, I was going to put paper on the floor and make like a swamp at the block center and this was going to be an animal hospital.

She spoke of the pleasure and the excitement, but the unconditional love is the most satisfying from the children. The children arrive at 5:30 am and leave in the early evening. Most of the children go to bed at 7:30 pm, leaving limited time with their parents. "We the teachers are a main part of their life. When it's all said and done, the classroom is the reflection of the learning." An example of their learning is the children's art, this gives Janet an accomplished feeling of job satisfaction. "The excitement of seeing the child complete their milestones, objectives or goals and just seeing it in their eyes, when the light goes off and their brain says, oh wow I've accomplished that."

Samantha directly pointed out her meaning of job satisfaction:

Well, it's what it is. Because if you are not satisfied, and you're not happy being there, then you don't need to be there. These children demand your love, time, your compassion, your understanding, your wealth, your health, everything.

When the children are playing at centers, and they only put some of the blocks away is a good feeling of job satisfaction for Samantha. "Just talking to them is satisfying and for them its

promoting their self-help skills and to better brainstorming of better thinking.” An example of challenging their thinking was teaching the theme of birds.

The parents came and told me, you know he saw a little red bird. He saw a cardinal and said that’s a red bird. He didn’t remember the word cardinal, but he remembered the color. It’s a red bird and I’m like great. This is job satisfaction because they are learning.

Learning was part of Samantha’s job satisfaction, but it also contributed to having a sense of humor to compliment the happy moments. “I’m very humorous. I try to be and I catch myself, but I like humor. I think if you have it in you, it helps your spirit not be boring.” Samantha loves her job and believes it’s so important to her, to the children, and to the parents. “Having a good day is part of job satisfaction, and it starts with you the childcare teacher.”

For Regina, the words like, and love were repeated in her definition of job satisfaction with the importance of patience.

I like doing what I do. If I didn’t, I wouldn’t be in this field. I like it. I love my job, I love children. It’s something I always wanted to do, but most importantly it takes patience and I’m going to keep on doing it because it is liking what I am doing.

Teaching art to 2-year-olds requires patience, but it is pleasuring and joyous for Regina.

The children get so excited when, I tell them it is art time and they go yeah! I love for them to do art and it’s important for their development. They love for me to hang up their artwork. There are so many loving moments in being with the children “everyone has something unique and special about them and I hate seeing them go to the next classroom.

For Regina, hate was an expression of sadness in learning that will come when the children had reached the next age level, and are promoted to the next classroom. This moment was sad for Regina, but also showed her love and attachment as her job satisfaction.

So, when they turn 3-years-old, I go oh no. I get so attached to them. I have always been that way and they get attached to me. They tell me aww Ms Regina. I know, I tell them when they see me, they can tell me hi and you better wave at me and they do. We are outside over there in the afternoon and they are telling me hi. Their teacher is telling them to get over here and get in line. Seeing them go on is all about loving my job and its satisfaction.

Happiness and doing what you like to do was correlated with Cathy's interpretation of job satisfaction. "If you are happy with what you are doing, if you have to force yourself to come to work and not be happy with what you are doing and if you have to force yourself to come to work, well, I don't." Cathy was also part of a support team that helps the teachers and she loves being with the children. "It's also satisfying to be here to support and help the teachers. I am the support team to help them with what they are doing and I am just happy to do it. Job satisfaction is you being happy."

The 12 participants shared and connected their definition of job satisfaction with their affection for the childcare profession and the love of young children. All of their connections had the component of loving what you do for the purpose of healthy and happy children. Helen and Gabriela related their job satisfaction to life and self, but still included her love for children. A sense of humor was a common thread for Helen and Samantha, both agreed that in the childcare profession, you have to laugh with the children. Goal setting and outcomes of young children were identified as Renee's job satisfaction, but her examples still related to the love of young children. Though her definition was more of a milestone perspective, she was the most emotional when expressing her definition. She cried happy tears of feeling loved by the parents.

Inspiration of becoming a childcare teacher. The fourth theme that emerged from the analysis was the inspiration of becoming a childcare teacher. Participants contributed their inspirations of becoming a childcare teacher. The descriptions of inspirations of becoming a childcare teacher were provided with a rich explanation and connections to their personal inspirations. All of the participants were able to express their interpretations through experiences using descriptions that communicated their love of children.

Being in the nursing program, Melina enjoyed the courses and had her heart set on becoming a nurse. As a newlywed young couple, Melina and her husband were both attending college and were in need of extra money. Melina's mom suggested that Melina work at a childcare center which could offer a flexible work schedule to complete her nursing degree. Fortunately, Melina's mom was good friends with the childcare director, which was very helpful because Melina lacked experience in childcare. Most young teenagers might have had babysitting experience, but not Melina. "I had never babysat, so I had no experience. I fell in love with it. It just hit! It was very good!"

The new opportunity became Melina's inspiration to change her career path from nursing to child care. "I was so inspired by the environment of childcare. It just!" Being in the environment of childcare helped Melina find her new passion and recognize that she had a calling of working with young children. She had her mind set on becoming a nurse; therefore, she dropped her nursing courses, and enrolled in childcare courses and is now pursuing a bachelor's degree in early childhood.

Coming from a family that turned life experiences into teaching moments, Helen attributed her inspiration of becoming a childcare teacher from her father, a veterinarian, and her grandmother, an adventurer. With emotion in Helen's tone, she explained:

Everything was an adventure. We just had opportunities to explore and play, so it wasn't so much that they were teachers, who encouraged me, but they were, they taught. They spent their days teaching my brother and I even though they were not teachers.

It seemed that Helen was fortunate to have authentic play experiences that provided a rich foundation for her interest in challenging and problems solving techniques of thinking. Her grandmother and father used outdoors' experiences as classroom learning. In one example, Helen had her play materials of rocks and shells organized in her backyard.

I had an area in the backyard that was my space. It was over kind of in the corner of the yard. I had my rocks and my rocks were organized. I had my dirt and my dirt was organized, too. Rocks here, dirt here, and twigs here. And I would stay there and play with them all of the time. I must have been about 4 or 5. It was real and authentic play.

Helen's inspiration in becoming a childcare teacher came from her father and her grandmother, who taught her that:

Learning was so valued and it could be any kind of learning. If you were learning it was valued. The process of learning was valuable and I think that was probably one of the things that is most for fun with me is that I am learning along with the kids.

A family member was also Gabriela's inspiration to become a childcare teacher. Her sister worked at Rainbow Center for 42 years and recently retired. Gabriela started working at Rainbow Center right out of high school, but childcare was not of interest to her. Initially, she was a candy clerk and then a cashier at a discount grocery store. Her sister encouraged her to apply as a childcare teacher assistant at the Rainbow Center. Instantly, she began to love teaching toddlers.

I love the toddlers because I mean you see them not talking. And all of a sudden they are talking and some are not talking when you finish your year with them. In the hallways, in the summer, they are like Ms Gabriela. They are talking and it makes me proud.

Her sister was such an inspiration that Gabriela liked the idea of working with children and wanted to learn more. "When I started, I wanted to know a little bit more, so I started going to child development courses." Now, Gabriela has her CDA, an associate degree, and is working with the toddlers at the Rainbow Center.

Stella's inspiration in becoming a childcare teacher came from a high school teacher, who taught the child development and home economics classes. Though, Stella's inspiration came from a high school teacher, she had an inherent passion and an inspiration to work with children. "I would have to say that knowing that children are our future was also an inspiration for me to become a teacher." The feeling of wanting to work with children was always evident

for Stella. “Children are important to me and that’s all I ever wanted to be since I was in high school.”

It’s common for high school students to work in the fast food industry because of the flexible hours. Working with young children is all that Stella knew in seeking a job. “They are the future. Teaching is all that I have ever known. I have only been in this type of setting.” As a high school student, she had never had the experience in working in the fast food industry or with any other job. Stella spoke proudly of the high school teacher that inspired her.

She inspired me so much that I stayed in the profession. It’s for the love of the children. I have been teaching since I got out of high school. I started teaching in the fall after I graduated from high school, and so 27 years later and I’m finishing my 20th year at this school.

A teacher was also was the inspiration for Nancy in becoming a childcare teacher. While attending elementary school, Nancy knew she wanted to be a teacher. As a 5th grader, Nancy was considered a peer tutor and would provide tutoring to the students in the lower grades. “When I was in 5th grade, I would help the 2nd graders and the 1st graders. I knew since early on that’s what I wanted to do.” Having this special feeling has lead Nancy in being in the profession that she loves to help others, helping the children, and being with them. “I just love being with them, hearing their stories, I love helping them, and teaching them.”

Ida had a unique introduction in explaining her inspiration of becoming a childcare teacher: “never, never, I never thought I was going to be a teacher in a day care, never.” Joining the army was the career plan for Ida, but had a change of plans when she got married. When her son started public school, her mom suggested that she apply at a childcare center and work while her son was in school. Ida had no interest in becoming a childcare teacher. “I never wanted to be a teacher that’s why I got here because she told me to go apply and they hired me.” It has been over 26 years and Ida is still teaching at Little Friends.

The inspiration did not exist, until Ida started working as a childcare teacher over 26 years ago at Little Friends, she loves it, and gets her inspiration from the children.

I started working with the infants and toddlers and I loved it, but I love my 3-year-olds. If you are not inspired within your profession, if you don't care and you are just there for the money. It's a waste of time.

In over 26 years, Ida is proud to be inspired by young children, considering that working with young children was not in her career of choice.

They want to be taught, cared for, and loved. They want stimulation and you can't give it to them. You're not wasting your time, you're wasting their time. They are the ones that need it not you. Do it because you love doing it and you love the children. Don't do it for the money because you don't get paid a lot.

While Ivy was in high school, she started working part time after school at a childcare center. "I have always loved working with young children and I think that just kinda of did it for me." Ivy's inspiration of becoming a childcare teacher was intrinsic, she knew all along that she wanted to work with young children. She did take some child development classes in high school.

I told myself that if I had to go to work it was going to be something that I like to do and it was going to have to be with children. I was 16 years old and I had taken some child development classes in high school and I became an assistant to the childcare teacher, so she put me in a child care class where they would send us to different accredited centers, and I just loved it.

Babysitting her cousins at a young age was also influential in becoming a childcare teacher, "I loved taking care of my cousins and I just knew that if I was going to work, it was going to be with kids." Her love of children was why she became a childcare teacher.

I think for that same reason, my love of children and my love of watching them learn. This year was my second year in an infant's class. For the past 9 years before that it was young preschool children, a little older 2's and 3's. I was just watching them learn all the amazing things they could do for being so small and how much people can underestimate them, and I wanted to see that on a daily basis.

Babysitting was also influential in Renee becoming a childcare teacher. In her teenage years, she spent her summers babysitting as a live in at different family member's house. She would stay the whole week. "I would go on a Sunday night and I would come home on a Friday night and just be home Friday, Saturday, and Sunday, and go back again." She was the live in nanny during the summer time. Spending so much time babysitting her cousins helped her with teaching skills. "I had patience with them and it went from there." Her aunt would compliment her on her skills and told her: "you are good with working with babies and kids." With all of her experience with babysitting, she didn't have interest in becoming a childcare teacher.

Renee was working in a factory when her second child was born. Her aunt, who complimented her babysitting skills suggested that she work in a childcare center. She was calm about the hiring process and was just seeking a job. "I went and I got hired right away because they needed people." She was told that she would have to start working on a CDA. "I was like sure I didn't really know what a CDA was." As she was taking the CDA courses, she cherished learning about early childhood. "Then, I got my CDA and I kinda of stayed with it from then on." From babysitting to working in a factory, opened the door for Renee entering in the childcare profession. Remaining in the profession was a motivator for Renee to earn a CDA.

With a long pause, Janet responded with how she was inspired to be a childcare teacher, "I've always wanted to be a teacher since graduating from high school. I felt that was my calling." While in high school, Janet's first job was working in a non-accredited childcare center. She gives thanks to her parents for giving her an ultimatum: "After graduating from high school, my parents said either I go to college or get a job. Well, I already had a job and I stayed with it." It was a memorable experience for Janet to work in a non-accredited center. "I fell in love with it, enjoyed it. And I just continued."

At 14 years old, Janet revealed her special nurturing quality: “I was mothering which really motivated me to really want to get into this. It was with children who lived across the street that I nurtured and I was always looking after them.” Being mothering at a young age seemed to have guided Janet in working in childcare during high school and she continues to be mothering with her 3-year-olds.

On Samantha’s last day of work, she was walking to the bus stop and saw a sign that was advertising the hiring of childcare teachers. At first she thought it would be great, but that wasn’t the case. “I really didn’t like it. The teacher that I was working with was hostile to the children and it scared me.” Samantha explains how she was uncomfortable working with toddlers: “on my third day, the teacher left me with the children and I wanted to run out and I cried bitterly.”

Samantha was encouraged by the first director, who thought she was doing a wonderful job, but she wasn’t fulfilled at that childcare center. Taking the director’s advice, she stayed in the childcare profession. When she transferred to the Rainbow Center, she started working on her CDA. Her inspiration came from working at a childcare center that was not a good fit for her. The positive aspect became the love for the childcare profession. She loved working with the children which was her inspiration and motivated her to transfer to another center.

I was always interacting with the children. When I was at the first childcare center, I couldn’t work with 2 year olds, but I like being with children. They were an experience. It wasn’t a good fit at first. I work well with the older children.

More inspiration for Samantha came from the director at the Rainbow Center. “I liked the way she worked with the children. I learned a lot from her.” She accentuates again, her love of children: “I just love children and I believe in educating them at an earlier age. I thank God for my love of children.”

Cathy attributed her love for children and always wanting to be a childcare teacher as her inspiration. Her family was not supportive of her wanting to work with young children. “This is what I wanted to do as a young child and my mom didn’t like it. She said she wanted me to go on to better things and earn more money and I didn’t really care.”

The first teacher that Cathy worked with served as an example that Cathy will not be emulating.

The little old lady that I worked with was real firm and stern. I said that I am never going to be like that because I think that children learn in different ways and they don’t learn in just one way.

The home economics high school course that Cathy took did slightly inspire her. “We also learned about childcare and I was very interested because I knew I wanted to be a childcare teacher. I can remember babysitting when I was younger, I loved children and that was my whole thing.”

Summary

The 12 participants associated their inspiration of becoming a childcare teacher with who, what or how they entered in the profession. Their associations were they had another prior chosen career, they knew they had interest in the profession, and teachers inspired them. Melina, Gabriela, Ida, Samantha, and Renee had initially planned on another career and had no interest in being in the childcare profession. For Samantha, it was about survival since she had lost her job and was willing to try the childcare profession without having any clue about the profession. Nancy, Ivy, Janet, and Cathy knew they wanted to be a child care teacher because they felt the desire and aspiration. Nancy felt the desire and aspiration of becoming a childcare teacher in the 5th grade while tutoring 2nd graders. Having inspirational and motivational teachers guided Helen and Stella in becoming childcare teachers. Helen

uniquely distinguishes that her inspiration was not from classroom teachers, but from her grandmother and her father, who taught her how to see life as learning and teachable moments.

Chapter 5: Discussion and Recommendations

Introduction

This study was designed to contribute data to the field of the perceptions of job satisfaction of childcare teachers by understanding their motivational factors. Despite the extensive data that strongly suggested that childcare teachers tend to leave the profession because of low wages and teacher burnout, this study aimed to better understand and identify the motivational factors that could be influential in sustaining long term careers in the childcare profession (Glisson & Durick, 1988; Kontos & File, 1992; Lower & Cassidy, 2009; Muller et al., 2009; Rutman, 1996).

The purpose of this basic interpretative qualitative study was to explore perceptions of job satisfaction of childcare teachers in daily interactions and experiences of their teaching. The primary research question used to guide the study was, “What were the motivational factors that childcare teachers perceive to have contributed to their job satisfaction?” To answer the research question, data was collected primarily through face-to-face, semi-structured interviews with 12 childcare teachers, who met the criteria of teaching 10 years or more as a childcare teacher and had a Child Development Associate (CDA) credential.

Despite the diversity represented among the participants, four major themes were produced through the constant comparison analysis. This chapter is divided into the following headings:

- Summary of findings, which includes the findings in relation to the specific research question guiding this study;
- Implications which discusses a Model of Motivational Factors for the recruitment and retention of childcare teachers;
- Limitations of research from this study and;

- Future recommendations for further research.

In addition, this chapter explained how the gap in the literature was filled and how the original contributions of this research produced valuable data to support motivational factors for childcare teacher recruitment and retention. Despite the diversity represented among the participants, four major themes were produced through the constant comparison analysis (Hendricks 2009; Mertler 2009; Phillips & Carr; 2010). This chapter explained how the gap in the literature was filled and how the original contributions of this research produced valuable data to support motivational factors for childcare teacher recruitment and retention.

Summary of Findings

As discussed earlier in Chapter 2, the Self-Determination Theory was the framework for understanding how the perceptions of the workplace interacted with intrinsic motivation (Wagner & French, 2010). As exhibited in Figure 1, there are three motivational factors; relatedness, competence, and autonomy. When adequate support for autonomy, competence and relatedness is experienced more job motivation and participation increases. Milyavsky and Koestener (2011) added that increased motivation and participation will lead to job satisfaction. For the purpose of this study each motivational factor is included in Figure 2, which outlines the themes from the findings with bullet points based on descriptive data from the findings. Figure 2 outlines the findings, and also highlights examples that correlated with findings.

Relatedness. Relatedness is the “feeling of belonging and being of importance to others” (La Guardia, 2009, p. 92). It referred to feeling connected to others, caring for and being cared for by others, having a sense of belongingness with other individuals and with one’s community (Baumeister, & Leary, 1995; Bowlby, 1979; Harlow & Zimmerman, 1958; Ryan, 1995). All the

childcare teachers in the study experienced a sense of belonging and a connection of caring and teaching at their childcare center and its community. Baumeister and Leary (1995) believed that relatedness is being significant in the eyes of others. Though the childcare teachers believed they were not always recognized as professionals, they conveyed their role as a childcare teacher of caring and loving their children was a significant characteristic in being a childcare professional, specifically, in cultivating the children's developmental milestones.

Theme 2: Collegiality. All of the childcare teachers described community as working together as a unified team for a common goal. They viewed their collegial community as a learning component where they can learn from each other by sharing teaching ideas and strategies and supporting each other. According to Vallarand, Pelletier, and Koestner (2008) interactions with co-workers was influential in supporting their psychological and emotional needs.

From the 12 childcare teachers, 10 childcare teachers believed extending the collegial community was also relevant. They attended events with one another and made it a point to attend one another's gatherings for fun and pleasure (e.g., having dinner, bowling, and going to the movies with each other). Two childcare teachers would only attend gatherings or events, only or supporting the childcare community.

As the childcare teachers have remained in their same community for a decade or longer, a continuity of relationships among the children, families, and staff was created and a greater relatedness and a sense of belonging was fostered. Relatedness can reflect a connection that is integral to each other, and accepted by others to form a community or unity explains Ryan and Deci (2000). In the study, four childcare teachers had taught for 24 years or longer, and it was

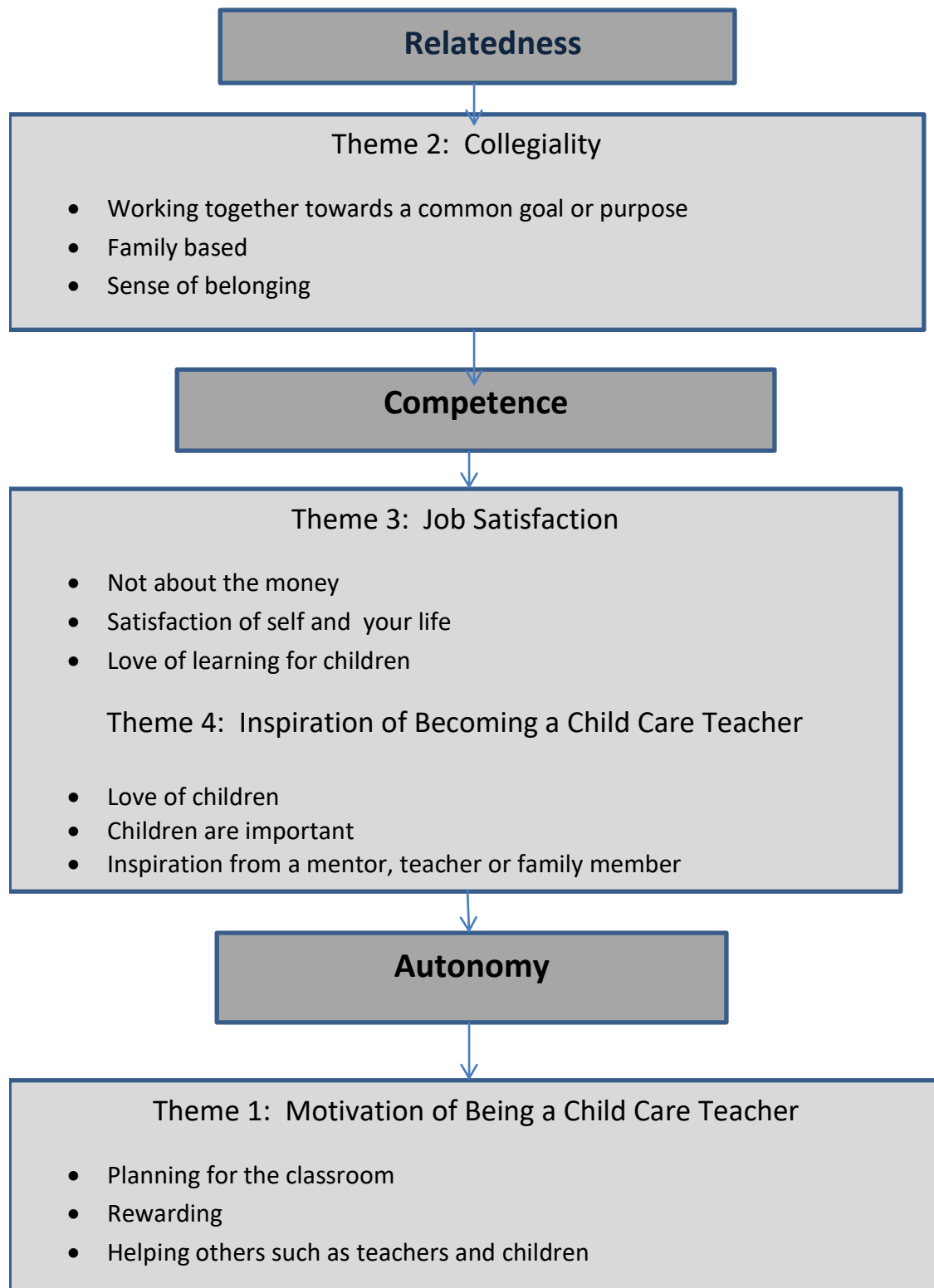


Figure 2. A chart of the integration of the themes and the Self-Determination theory. Within each theme are examples of the results.

their only teaching job. Table 2 visually displays the four childcare teachers that have taught for 24 years or longer and the name of the childcare center.

The social environment provided a secure sense of belongingness, connectedness, unity and represented family, which was a factor in their perspective of community, which supports the research findings from Ryan and Deci (2002). As time passed, the childcare teachers became busier with their lives making it difficult to find the time to get together. Watson, Clark, and Tellegen (1988) found that the more opportunities for co-workers to interact during the workday, the more positive effect of connections would develop. Similarly, the childcare teachers in this Table 2

Childcare Teachers Having Only One Teaching Job

Pseudonym	Teaching Years	Name of Child Care Center
Helen	36	Rainbow Center
Gabriela	34	Rainbow Center
Ida	26	Little Friends
Samantha	24	Little Friends

The social environment provided a secure sense of belongingness, connectedness, unity and represented family, which was a factor in their perspective of community, which supports the research findings from Ryan and Deci (2002). As time passed, the childcare teachers became busier with their lives making it difficult to find the time to get together. Watson, Clark, and Tellegen (1988) found that the more opportunities for co-workers to interact during the workday, the more positive effect of connections would develop. Similarly, the childcare teachers in this

study had established a strong social environment because of the family bond they developed by spending their time together outside of the workplace. The family bond and their connectedness as professionals have remained secure and they continue to persevere towards ongoing sustainability.

Competence. Individuals, who feel effective in their ongoing interactions and experiences within their capabilities, experience competence. La Guardia (2009) posited competence as an active exploration of one's potential and integration of knowledge, experiences and goals. It is the understanding of how to achieve various outcomes and believing in the capability of achieving these outcomes. Ford and Thompson (1985) presented a seminal point that with each successful interaction, competence continues to evolve. Despite the challenge of childcare teachers' low salaries, the study resulted in their job satisfaction from ongoing integration of best teaching experiences for the outcome of student achievement.

Theme 3: Job satisfaction. Locke (1976) explained that job satisfaction is a result from one's job experiences from a working environment that is supportive, safe, and autonomous. Childcare teacher's job satisfaction was a predictor of their motivation of leaving the profession. None of the childcare teachers expressed any prediction of leaving the profession. In the findings, they discussed their inspiration and motivation because of their job satisfaction. Regina experienced lack of motivation as a pre-k teacher assistant in a public school. In this instance, she was unmotivated, very unhappy, and had a lack of job satisfaction. "You have to be serious about this profession," stated Regina. The work of a childcare teacher was a paramount factor in job satisfaction and job commitment. In the research of Whitebrook et al. (2001), childcare teachers recommended the early childhood profession to other potential childcare teachers because of their job satisfaction, despite their low wages and lack of recognition for their work.

In the study, the childcare teacher's definition of job satisfaction, involved descriptor words of fun, excitement, hugs, happiness, and love, which are examples of intrinsic motivation. Throughout the study, love was the most mentioned and referenced word. Their job satisfaction was acquired from the intrinsic motivation and enjoyment of working with children; the intrinsic motivation had more significance than the poor wages and low status recognition. One specific example of intrinsic enjoyment was humor. Samantha and Helen voiced how humor was part of their job satisfaction. Helen expressed "It's a hoot to get paid doing what I do because I enjoy it so much" and Samantha viewed humor as part of having a happy spirit.

Theme 4: Inspiration of becoming a childcare teacher. In the findings from the study of the Self-Determination theory of Wagner and French (2010), the childcare teachers described their inspiration for teaching as something they always wanted to do. In similar findings from this current study, five childcare teachers also said they knew at a young age that they wanted to be in the childcare profession for the love of children. Both findings recognized their potential of teaching at a young age. The common thread from Self-Determination Theory and this study was for the love of children. Colker (2008) discussed that childcare teachers remain in the profession as a call of ministry because of the love for children.

Competence refers to feeling effective in one's ongoing interactions with the social environment and experiencing opportunities to exercise and express one's capabilities (Deci, 1975; Harter 1983; White 1959). It leads childcare teachers to seek challenges that are inspirational and optimal for their pedagogic capacities and to enhance learning through job skills. Helen had a unique ongoing learning experience as a young child in her backyard environment. Her backyard was her outdoor classroom that inspired her to be a childcare teacher. Her father was part of the social environment in scaffolding her learning capabilities in inquiry

learning about rocks. Exploring with rocks was an authentic play experience that exercised hands on learning in the outdoor environment. This type of exploration guided in her competence of authentic learning with nature that she implements in her teaching.

Autonomy. Autonomy is supportive learning that presents interest, values, and initiatives to improve individual professional growth. Autonomy supportive environments encourage exploration in cultivating one's potential (Marcia, 1966, 1993; Waterman, 1992, 1993). All the childcare teachers showed autonomy in their daily teaching by encouraging the children to initiate and explore new learning from engaging learning center activities. The children were making choices of their preferred learning center, this is more than independence, and it is the willingness of selecting a choice that is of interest to their learning. This type of supportive learning or autonomy was modeled by the childcare teachers to teach the children's learning of classroom procedures.

Theme 1: Motivation of being a child care teacher. The childcare teachers explained motivation of being a childcare teacher as loving their children, trying new teaching ideas, and going to work as a new day for learning. The researchers of Csikzentmihalyi (1988) and Deci and Ryan (1985) presented the process of exploration as a level of skill and challenge of learning activities in autonomous environments. The process of exploration is inclusive and developmentally appropriate for play development in early childhood programs.

Ivy related the process of exploration as her motivation of being a childcare teacher with emphasis on sensory development while reading to the infants. While reading a sensory book of various textures to her infants, she had them help her open the book, and feel the different textures. Another process of exploration was Ida's Mother's Day activity. The children explored the question, "Why do they love their mom?" and created a collage of their responses. Both

teaching examples were exploring children's developmental skills by showing initiation in providing developmentally appropriate activities and exploring new challenges for themselves and their children.

The key of autonomy is involvement, which should show care, warmth, and interest (Ryan, Deci, Grolnick, & La Guardia, 2006). The childcare teachers in this study included care, warmth, and interest in their motivation of being a childcare teacher and added how their involvement was best described as rewarding. It was rewarding because they teach for the love of the profession and the love of the children. Since they deeply love teaching, they implemented activities that were meaningful and engaging. Teachers that are motivated will engage children's learning in challenging, but developmentally appropriate activities in relation to the everyday world (La Guardia, 2009).

Maximal motivation and decision latitude allowed workers to set their own professional goals (Gagne & Deci, 2005). The childcare teachers were setting varied goals, for example, lesson planning, preparing the classroom, and retaining motivation in the profession. Samantha expressed how she lost her motivation and passion as a childcare teacher. Rather than leave the profession, she turned to her faith and prayer because she highly believed in the profession and wanted to stay in the profession. Now, her main goal is to stay more motivated because she loves her profession and she emphasized the word "love."

Implications

A model of motivational factors. A national problem of childcare teacher retention and recruitment has become a tremendous labor for searching and retaining staff (Whitebrook et al. 2001). These barriers can prevent high quality care and education for all young children. Efforts to recruit and retain childcare teachers should be paralleled by efforts to prepare qualified early

recruitment and retention of childcare teachers. It was based on the motivational factors of their perceptions of job satisfaction from the findings of the study. Collegiality was the basis and the foundation of the model. The motivational factors were organizational climate, professional development, intrinsic motivation, and credentials, and are all-supportive of collegiality. The primary research question used to guide the study was “What were the motivational factors that childcare teachers perceive to have contributed to their job satisfaction?” It will be addressed through the implementation of the Model of Motivational Factors. The support of implementing the Model of Motivational Factors can best be served when recruiting and sustaining childcare teacher retention. The model can have relevance for early childhood stakeholders, community agencies for the early childhood community, childcare directors, childcare teachers, families, and local policy makers. Directors of early childhood programs, trainers of early childhood professional development, and community agencies that oversee and support early childhood programs may find practical use of the motivational factors to improve job satisfaction for the recruitment and retention of childcare teachers. It is the role of the directors of early childhood programs to facilitate the mission and the vision for their childcare centers with regard to high quality and standards. The mission and vision of the childcare center should include criteria to support and promote the integration of the motivational factors that would result in job satisfaction. Each motivational factor of the model was explained and supported through research literature.

Collegiality. From the findings of this study, collegiality was the basis for the Model of Motivational Factors in recruiting and sustaining childcare teacher retention. Sergiovanni (2005) stated collegiality as “the extent to which teachers and directors share common work values engage in specific conversation about the work, and help each other engage in the work of the

school” (p. 12). All 12 of the childcare teachers interpreted their community as coming together for a common purpose or goal for the benefit of the children. Melina spoke of community as “people working together towards a common goal, building relationships, and it is coming together.” Creating a collaborative community within a childcare center will not only assist childcare teachers in creating a more collegial atmosphere, but will also create a commitment to their personal development and job satisfaction (DuFour, DuFour, Eaker, & Karhanek, 2004). In their collaborative community, the childcare teachers associated their personal development with such examples of goal setting, daily reflections of their job performance, and ongoing professional development training. These were examples of the childcare teachers’ perceptions of job satisfaction based on their love for the children.

Researchers have established that a collaborative community allowed each childcare teacher to build upon their previous knowledge and experiences while teaching other childcare teachers in a collegial environment (Conzemius & O’Neill, 2002; DuFour, DuFour, Eaker, & DuFour, 2006a; DuFour, DuFour, Eaker, & Karhanek, 2004; DuFour & Eaker, 1998; DuFour, Dufour, Eaker, & Many, 2006b; Roberts & Pruitt, 2003). Strong morale and empowerment were characteristics of the childcare teachers because of their eagerness to share their teaching experiences within their collaborative community. Working in an isolated environment without a scheduled planning time to collaborate with other teachers, prepare materials and lesson plans, and complete children’s documentation is an everyday challenge. A tentative planning time is during the children’s naptime. If a child cannot sleep, the childcare teacher will need to provide comfort to the child and the planning time is lost.

Since there is an absence of a designated planning time, the childcare teachers championed a social system of their collegiality to share their knowledge and teaching

experiences and to socialize. Cultivating a social system of quality interpersonal relations between the childcare teachers was significant for job satisfaction (Coughlan & Cooke, 1974; Little, 1982). The childcare teacher's social system was uniquely based on the foundation of family. The childcare teachers attributed family gatherings as significant in supporting each other outside of the work environment. Championing the opportunity to meet during the week or on a weekend was for the purpose of the children's achievement. Their social system has helped the childcare teachers maintain lasting friendships and long term collegial relationships. Some minimal challenges of making the time to meet for social gathering existed for the childcare teachers. With their dedication and passion, they continuously work on an equitable schedule for planned meetings.

“Professionalism without professionalization” is the identification of the profession of child care teaching (Lindsay & Lindsay, 1987, p. 91). It is a division of “professionalism and professionalization” thus far, it is intrinsically rewarding inside the profession and devalued outside the profession (p. 91). The childcare teachers did not identify themselves as professionals, but exhibited collegiality within their community and their early childhood practices, early childhood advocacy, and student achievement. Their collegiality was reflective of their perceptions of job satisfaction, which is attributed to their love of children.

Organizational climate. The organizational climate was the first factor of the model. The organizational climate is the quality of the school environment that is experienced by its workers, and how it affects their behavior (Hoy et al., 1991). This can be the most significant ingredient of a successful organization. As previously discussed regarding collegiality, family was the foundation for maintaining collegiality for the childcare teacher's social system. The family component is the bridge between the organizational climate and its collegiality, which was

revealed from the findings of this study. The organizational climate should reflect a family environment that supports value, care, compassion, and understanding (Elsbach, 1994; Major & Schmader, 2001; Tyler, 1997). All the childcare teachers conveyed that their childcare center is a “family type environment” that is supportive and compassionate as well as their community, for example, Regina donated her daughter’s clothes to families in need that have children attending the childcare center.

Bloom and Shearer (1992) stated the “gatekeepers of quality” are the childcare directors, who lead the teaching staff (p. 580). In the findings of the study, the childcare teachers did not identify themselves as professionals. Instead, they were empowered by their childcare directors, who identified them as early childhood professionals. This promoted their morale, motivation and their job satisfaction. Mills and Romano-White (1999) asserted that teacher morale, motivation, job satisfaction and effective quality of childcare classrooms are impacted by the organizational climate. All the childcare teachers discussed that they experienced job satisfaction from going to work happy because of their love for the children. According to Quaglia et al. (1990), the organizational climate is:

the degree to which childcare teachers are satisfied with their careers, depends on the school’s community ability to create an environment which promotes teachers growth and career satisfaction by allowing them to take risks, be life-long learners, and have a voice in the future of the schools (p. 215).

The childcare teachers were very satisfied in their childcare profession. In the findings of this study, earning a low salary was not discussed, instead they emphasized their job satisfaction and how their motivation inspired their teaching. Continuously, the childcare teachers were professionally developing their collegiality by constantly sharing ideas and best teaching practices. Within their organizational climate and the community, the childcare teachers were the voice of advocacy for the children’s achievement and the success of the childcare center. The

organizational climate was a necessary ingredient in teacher retention that included the motivation and leadership of childcare directors, but it is essential to incorporate the climate as family oriented in a professional community of childcare teachers.

Professional development. Professional development was the second factor of the model. In the study, the findings of professional development were needed for effective state mandated training, which increased the support and collaboration of collegiality. One of the most common forms of training utilized by community childcare programs are often only attended to meet a state's childcare licensing requirements (NAEYC, 1993; Spodek & Saracho, 2006). Since this type of state mandated training is frequently attended without regard for how the session connects and builds on previous training, it is generally considered a less effective means of educating childcare teachers than more formal training (Ritchie & Willer, 2005). Attending childcare licensing training is mandatory for all childcare teachers, however; there is no allocated extended training time to process, reflect and have discourse regarding the licensing training. Therefore, the collaborative community of collegiality was strengthened as a form of necessity in making learning connections of the state mandated training for further modifications and improvements in their classrooms.

The early childhood experts elaborated that to be effective all forms of state mandated training must be continuous, have connections to appropriate best practices, and involve current early childhood research (NAEYC, 1993). The challenge was the ability of the participants to have the opportunity to meet and discuss how to apply the new information in their daily teaching practices, and existing early childhood knowledge (NAEYC, 1993). Successfully, each childcare center has cultivated their own social system of collegiality that incorporated

discussions of attended training and how to connect the new information in their teaching for the success of student achievement.

A suggested type of training is communication competence to help develop the childcare teachers' skills in competence of reading, writing, listening, and speaking, so that they are better able to interact with other teachers, parents, and the community (Hean & Garrett, 2001).

Teaching is a communication-oriented activity, where the management of conversation skills is essential for the need of communicative competence training. From the demographic questionnaire of the study, all the childcare teachers were deficient in communicative competence training. The importance of the effective communication skills was not only important in interactions with the childcare directors, parents, and teacher colleagues, but also in interacting with the children they teach. Hean and Garrett (2001) further elaborated that ongoing communicative competence training can lead to continued job satisfaction.

Without having any official training in communication competence, the childcare teachers practiced their natural capabilities of communication competence in their teaching based on their tenured years of teaching experience and strong relationships within the community. In the finding of this study, all the childcare teachers shared their daily schedule duties and communicative competence was ongoing twice a day with parents during the children's drop off time and pick up time. The inadequacy of communicated competence among the childcare teachers was supportive of Nicholson's findings (2008). The inadequacy of communicative competence training was a professional development limitation, however; the childcare teachers utilized their tenured experience of communication skills to the best of their ability in their interest and motivation of job satisfaction.

Intrinsic motivation. Intrinsic motivation was exhibited by the childcare teachers in “enjoyment from their learning, gaining greater knowledge, and insight, feeling better about themselves and more likely to persist in goal directed activities” (Carlton & Winsler, 1998, p. 2006). In this study, the childcare teachers all shared their teaching for the love of the children. Page (2011) coined the term “professional love” as nurturing and care that is cultivated in the love of young children. The childcare teachers repeatedly expressed their “professional love” as going to work for the love of the children. In expressing their professional love during the semi-structured interviews, all the childcare teachers showed happy smiles while discussing their interpretations and experiences of their perceptions of job satisfaction. Renee showed the most emotion of her “professional love” with happy tears as she explained her job satisfaction with an example of how appreciated she felt by the parents of her children. When Renee was sick and unable to go to work, the parents of her children would make other childcare arrangements. She was so happy and felt valued by the parent’s appreciation.

“Professional love” continued to remain the common thread of intrinsic motivation. King (1998) suggested that childcare teachers have “privileged attributes that heighten the important qualities of warmth, sharing, loving and nurturing” (p. 6). All the childcare teachers demonstrated in the findings these privileged attributes with the word love being the most mentioned as part of their perception of job satisfaction. An example of “professional love” was the common practice that all the childcare teachers found it special and a sense of being valued to receive hugs in the morning from the children upon their arrival in the morning and their departure in the evening.

According to Rutman (1996), childcare teachers become empowered and valued through garnering the respect and trust of the children. All the childcare teachers in the study were

empowered by their motivation for teaching by sharing specific teaching examples. Gabriela has over 30 years of childcare teaching, and sits on the floor with her toddlers. This technique, she explained is building trust with the children. Another trust example was Renee feeling appreciated by the parents of her infants. When Renee was sick and unable to go to work, the parents of her infants will make other childcare arrangements. The parents were concerned since their children have such strong trust in Renee that their children may not trust or react comfortably to another childcare teacher.

All the childcare teachers from this study were empowered from their “intrinsic motivation by engaging in activities that provide a sense of acceptance and joy” (Deci & Vansteenkiste, 2003, p. 26). They taught activities that were developmentally appropriate, interactive, and engaging, for example, singing songs to her infants was joyous and exciting for Ivy. Other forms of empowerment were serving the community such as assisting the families of their childcare center and representing the childcare center at local early childhood events. Empowered as childcare professionals while teaching and serving the community, they represented themselves as competent, skillful and intrinsically motivated in support of their job satisfaction.

Credentials. Credentials were the last factor of the model. It was evident from the findings of the study that the Child Development Associate (CDA) was credited with positively influencing the attitudes and work satisfaction of childcare teachers (Saracho, 1999). Higgins (2016) made an interesting point that manicurists and pedicurists earn \$3000 more than childcare teachers. Not only do they earn more, but also required less credentials. Texas requires childcare teachers to have simply a high school diploma and to pass a criminal history background check (Texas Department of Protective and Regulatory Services, 2006). A limited state credential is

required in the teaching of young children making it difficult to break the barrier of “professionalism without professionalization” if only a high school diploma is required (Lindsay & Lindsay, 1987, p. 91). In Table 1 it was presented that all of the childcare teachers had a CDA. Six childcare teachers have an Associate Degree and two have a Bachelor of Arts Degree.

Based on Saracho’s (1999) research, all the childcare teachers from this study were very proud of their CDA, which has helped in the sustaining of their collegiality. Achieving a CDA has affected their positive attitude and motivation in that education and learning is important. Ida indicated that she did not intend to achieve a CDA for the reason of fear of writing in an academic setting. Her childcare director told her that achieving her CDA was in her best interest and it would have a positive impact in her career. With the support and motivation from her collegiality team, Ida completed her CDA. Now, Ida passes on the same advice of achieving a CDA to newly hired childcare teachers.

Research showed that early childhood teachers, who are better educated in early childhood education, provide higher quality childcare than those childcare teachers with less education and training (Helburn, 1995; Ruopp, Travers, Glantz, & Coelen, 1979; Whitebrook et al., 1990). The findings were evident in the study with all 12 participants having earned a CDA, and truly dedicated to their profession, provided a higher quality of developmentally appropriate learning by self-learning early childhood best practices, and sharing their knowledge with their collegiate team. More early childhood education courses of higher learning could always be an advantage for any early childhood setting, but it also becomes a disadvantage for childcare teachers, who may not have the monies or the self-esteem.

Another advantage to achieving a CDA, is the effective training core of its early childhood language development courses which increases children’s language play (Howes,

1987). In Melina's motivation of being a childcare teacher, she was so passionate in her description that she had her hands on her cheek, as she was describing how motivated she gets when singing catchy songs to her infants during tummy talk, a language play activity of infant lying on their tummy while the childcare teacher is interacting by communicating or singing to the infant. An infant's muscle development and coordination is also a healthy benefit of tummy talk.

Having achieved a CDA has been a benefit for all the childcare teachers, the childcare centers, and for student achievement. Howes et al. (2003) believed a teacher mentor component to continue the credentialing of extended learning could be a solution, and the supportive feedback can aid in the retention of childcare teachers. All of the childcare teachers had 10 years or more of teaching experience and based on their positive, motivational perceptions and collegiality of learning, they would embrace teacher mentoring as a learning extension of their CDA. Teacher mentoring could also further preserve their community of collegiality as professionals within their communities by having small group sessions and forums to reflect on their beliefs and classroom practices (Fleet & Patterson, 2001).

Summary of the Model of Motivational Factors

The primary research question used to guide the study was "What were the motivational factors that childcare teachers perceive to have contributed to their job satisfaction?" The Model of the Motivational Factors answered the question with suggested factors that could support the recruitment and retention of childcare teachers. The basis and the foundation of the motivational factors was collegiality. A solid foundation was paramount for a functional and supportive community of collegiality (DuFour et al., 2004). The collegiality supporting factors were organizational climate, professional development, intrinsic motivation, and credentials.

Scholars have asserted that limited research has been explored regarding motivational factors of job satisfaction among childcare workers (Cassidy, Lower, Kintner, & Hestenes, 2009; Glisson & Durick, 1992; Kontos & File, 1992; Muller et al., 2009; Rutman, 1996). Supportive research literature and the findings from the study have now presented a suggested Model of Motivational factors that promotes job satisfaction and commitment in recruiting and the retention of childcare teachers. Collegiality was the basis of the motivational factors and is a form of family based collaboration that supports and advocates job satisfaction (Goldstein, 2015). The Model of Motivational Factors can benefit early childhood stakeholders, community agencies for the early childhood community, childcare directors, childcare teachers and local policy makers for the purpose of student achievement.

Limitations of Research

Eight Hispanic participants and two white participants was a limitation of this research.. There were eight Hispanic participants, which is more than half of the participants in this study. The only ethnicities represented were white and Hispanic. No other ethnicities were represented in this study. In the findings, ethnicity was not an issue that conflicted with the childcare teacher's job satisfaction. They all expressed positive and special experiences of teaching and were very satisfied with their profession.

A second limitation was the three settings were from the same county in a southwestern region of the United States. This limitation could be the result of having more Hispanics as participants. Located in the same county, the settings were unique in their diversity of requirements. Rainbow Center is faith based and is dependent on tuition. Tiny Tots services only teen parents. Little Friends is tuition based on family income and provides services to the community.

The third limitation was an imbalance of the number of participants per childcare center. There were more participants at Rainbow Center. Tiny Tots had two participants, Rainbow Center had seven participants, and Little Friends had three participants. Criteria requirement for the study was childcare teachers having 10 years or more of childcare teaching experience, which could be the reason for the imbalance.

Recommendations for Future Research

This study explored childcare teachers' perceptions of job satisfaction. The first recommendation is that further research could delve into the pedagogy and the types of best teaching practices that inspire and motivate childcare teachers. The crafting and the designing of their best teaching practices and lesson planning could be a developed curriculum that is aligned with intrinsic motivation and teacher retention. Elements to explore in the curriculum are the delivery of teaching, the inquiry method, and the scaffolding process. In the teaching of young children, scaffolding was required in the teaching process. The implementation of scaffolding to enrich learning is to be included in the four domains of cognition, social, physical and emotional, in which each serves as a fundamental purpose in the healthy development and learning of a childcare teacher (Copple & Bredekamp, 2009).

A second recommendation for future research is exploring the childcare teachers' perceptions of their role as a leader. All the childcare teachers identified their job as satisfying and were motivated to remain in the profession. They communicated the necessity and importance of their sense of belonging in their role as a childcare teacher, but did not associate themselves as leaders of their childcare community. Further exploring of childcare teachers' perceptions of leadership and how leadership has contributed to their role as a childcare teacher could be beneficial in additional childcare retention.

The last recommendation is exploring what the childcare teachers perceive as obstacles in the early childhood profession and what they would recommend to recruit and retain childcare teachers. Their recommendations could merge and connect with this study's motivational factors. Their recommendations for recruitment and retention of childcare teachers would be their voice on a personal level, which could be the basis for the study.

References

- Ackerman, D. (2004). States' efforts in improving the qualifications of early care and education teachers. *Educational Policy*, 18, 311-337.
- Ackerman, D. (2006). The cost of being a child care teacher: Revisiting the problem of low wages. *Educational Policy*, 20, 85-112. doi: 10.1177/0895904805285283.
- Adams, G., Tout, K., & Laslow, M. (2007, January). *Early care and education for children in low income families*. Paper presented at the Urban Institute and Child Trends.
- Alrichter, H., Feldman, A., Posch, P., & Somekh, B. (2008). *Teachers investigate their work*. New York, NY: Routledge.
- Argyris, C. (2011). Human Relations Contributors. *Accel-team.com*. Retrieved December 7, 2013 from <http://www.accel-team.com>.
- Ashton, P.T., & Webb, R. B. (1986). *Making a difference: Teacher's sense of efficacy and student achievement*. New York, NY: Longman.
- Assor, A., & Oplatka, I. (2003). Towards a comprehensive conceptual framework for understanding principals' personal-professional growth. *Journal of Educational Administration*, 41(5), 471 – 497
- Baard, P., Deci, E., & Ryan, R. (2006). Intrinsic needs satisfaction: A motivational basis of performance and well-being in two work settings. *Journal of Applied Social Psychology*, 34(60), 2045-2068.
- Barnett, W.S. (1995). Long-term effects of early childhood programs on cognitive and school outcomes. *The Future of Children* 5(3), 25-50.
- Bassok, D., Fitzpatrick, M., Loeb, S. & Paglayan, A. (2010). The early childhood care and education workforce in the United States: Understanding changes from 1990 through 2010. *Education Finance and Policy*, 8(4), 581–601.
- Baumeister, R. & Leary, M. (1995). The need to belong: Desire for interpersonal attachment as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529.
- Beer, E. S. (1940). The neglected day nursery. *Journal of Educational Sociology*, 13(9), 533-537.
- Begley, S. (1997, February). How to build a baby's brain. *Newsweek Special Report*, 28-32.
- Belsky, J., Vandell, D. L., Burchinal, M., Clarke-Stewart, K. A., McCartney, K., & Owen, M. T. (2007). *Child Development*, 78(2), 681-701.
- Billingsley, B. S. & Cross, L. H. (1992). Predictors of commitment, job satisfaction, and

- intent to stay in teaching: A comparison of general and special educators. *The Journal of Special Education*, 25, 453-471.
- Blau, D. M. (2002, November). *An economic perspective on child care policy*. Paper presented at the International Workshop/Seminar on Low Fertility and Social Policy, International Institute of Population and Social Security Research, Tokyo, Japan.
- Bloom, P. J. (1988). *A great place to work: Improving conditions for staff in young children's programs*. Washington, DC: NAEYC.
- Bloom, P. J. (1991). Child care centers as organizations: A social systems perspective. *Child and Youth Care Forum*, 20, 313-333.
- Bloom, P. J. (1996). The quality of work life in NAEYC accredited and non-accredited early childhood programs. *Early Education and Development*, 7, 301-317.
- Bloom, P. J. (2005). *A blueprint for action: Achieving center-based change through staff development*. Lake Forest, IL: New Horizons.
- Bloom, P. J. & Sheerer, M. (1992). The effect of leadership training on child care program quality. *Early Childhood Research Quarterly*, 7, 579-594.
- Bloom, P. J., Sheerer, M., & Britz, J. (1998). *Blueprint for action: Achieving center-based change through staff development*. Lake Forest, IL: New Horizons.
- Bogdan, R. C. & Biklen, S. K. (1998). *Qualitative research in education: An introduction to theory and methods* (3rd ed). Needham Heights, MA: Allyn & Bacon.
- Bowlby, J. (1979). *The making & breaking of affectional bonds*. London: Routledge, 1992.
- Britzman, D. (1989). Who has the floor? Curriculum, teaching and the English student teacher's struggle for voice. *Curriculum Inquiry*, 19(2), 143-162
- Burbank, J.R. (1994). *Moving beyond the market: A proposal for education linked state subsidies for child care workers' wages*. Seattle, Washington: Economic Opportunity Institute.
- Cameron, J. (2001). Negative effects on reward on intrinsic motivation – A limited phenomenon, comment on Deci, Koestner, and Ryan (2001). *Review of Education Research*, 71(1), 29-42.
- Cameron, C., Mooney, A., & Moss, P. (2002). The childcare workforce current conditions and future directions. *Critical Social Policy*, 22, 572-595.
- Canadian Day Care Advocacy Association/Canadian Child Day Care Federation. (1992). *Caring for a living: A study on wages and working conditions in Canadian childcare*. Ottawa CDCAA/CCDCE.

- Carlton, M. P., & Winsler, A. (1998). Fostering intrinsic motivation in early childhood classrooms. *Early Childhood Education Journal*, 25, 159-166.
- Carter, M. (2001). What do teachers need most from their directors? *Child Care Information Exchange*, (136), 79-81.
- Cassidy, D. J. & Lawrence, J. M. (2000). Teachers' beliefs: The "whys" behind the "how to's" in childcare classrooms. *Journal of Research in Childhood Education*, 14, 193-204.
- Cassidy, D. J., Lower, J. K., Kintner, V. L., & Hestenes, L. L. (2009). Teacher ethnicity and variation in context: The implications for classroom quality. *Early Education and Development*, 20(2), 305-320.
- Cassidy, D. J., Lower, J. K., Kinter-Duffy, V. L., Hegde, A. V. & Shim, J. (2011). The day to day reality of teacher turnover in preschool classrooms: An analysis of classroom context and teacher, director & parent perspectives. *Journal of Research in Childhood Education*, 25(1), 1-23.
- Castle, K. (2012). *Early childhood teacher research from questions to results*. NY: Routledge.
- Center for Child Care Workforce (2004). *Current data on the salaries and benefits of the U.S. early childhood education workforce*. Washington, DC: American Federation of Teachers Educational Foundation.
- Chapman, D. & Lowther, M. (2001). Teachers' satisfaction with teaching. *Journal of Educational Research*, 75(4), 241-247.
- Charlesworth, R., Hart, C. H., Burts, D. C., Thomasson, R., H., Mosley, J., & Fleege, P. O. (1993). Measuring the developmental appropriateness of kindergarten teachers' beliefs and practices. *Early Childhood Research Quarterly*, 8, 255-276.
- Choy, S. P., Bobbit, S. A., Henke, R. R., Medrich, E. A., Horn, L.J., & Lieberman, J. (1993). *America's teachers: Profile of a profession*. Washington, DC: National Center for Education Statistics.
- Cleveland, G. & Hyatt, D. (2002). *The recipe for good quality early childhood and education: Do we know the key ingredients?* University of Toronto: Scarborough.
- Cochran-Smith, M., & Lytle, S. (1990). Research on teaching and teacher research: The issues that divide. *Educational Research*, 19(2), 2-11.
- Committee on Early Childhood Care and Education Workforce (2012). *The early childhood care and education workforce: Challenges and opportunities: A workshop report*. National Academies Press.
- Cole, A. & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development*

- through reflexive inquiry*. Boston, MA: Allyn and Bacon.
- Colker, L. (2008). Twelve characteristics of early childhood teachers. *Young Children* 3(6), 1-6.
- Collins-Camargo, C., Ellett, C.D., & Lester, C. (2012). Measuring organizational effectiveness to develop strategies to promote retention in public child welfare. *Children and Youth Services Review*, 34, 289-29
doi10.1016/j.childyouth.2011.10.027
- Collins, J., Edwards, M., Light, A., Makievsky, P., Miller, N., Snell, L., & Collins-Camargo, C. (2012). The future of public/private partnership in child welfare: A multidimensional exploration of the perspectives of the public and private sectors, the judiciary, frontline staff and the community. *Journal of Public Child Welfare*, 6(1).
- Committee on Early Childhood Care and Education Workforce: A Workshop; Institute of Medicine; National Research Council (2011). *The Early Childhood Care and Education Workforce: Challenges and Opportunities: A Workshop Report*. Washington (DC): National Academies Press. doi: 10.17226/13238
- Conzemius, A., & O'Neill, H. (2002). *The handbook for smart school teams*. Bloomington, IN: Solution Tree.
- Cook, A. (2009). Connecting work – Family policies to supportive work environments. *Group & Organization Management*, 34, 206-240.
- Cooper, D. R., & Schindler, P. S. (2006). *Business research methods*. New York, NY: McGraw-Hill.
- Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. (3rd ed). Washington, DC: NAEYC.
- Coughlan, R. J., & Cooke, R. (1974). Work attitudes. In H. J. Walhberg (Eds). *Evaluating educational performance* (pp. 299-317). Berkeley, CA: McCutchan.
- Creswell, J.W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (2nd ed). Upper Saddle River, NJ: Pearson Prentice Hall
- Creswell, J.W. (2008). *Educational research planning, conducting, and evaluating quantitative and qualitative research* (3rd ed). Columbus, OH: Pearson Merrill Prentice Hall.
- Creswell, J. W. (2009). Mapping the field of mixed methods research. *Journal of Mixed Methods Research*, 3(2), 95-108.
- Crotty, M. (1998). *The foundations of social research*. Thousand Oaks, CA: Sage.
- Csikszentmihalyi, M. (1988). The flow experience and its significance for human psychology. In

- M. Csikszentmihalyi & I. S. Csikszentmihalyi (Eds.), *Optimal experience* (pp. 15–35). New York, NY: Cambridge University Press
- Danner, F. W. & Lonky, E. (1981). A cognitive-developmental approach to the effects of rewards on intrinsic motivation. *Child Development*, 52, 1043-1052.
- Da Ros-Voseles, D., & Fowler-Haughey, S. (2007). The role of dispositions in the education of future teachers. *Young Children* 62(5), 90–98.
- Deci, E. L. (1975). *Intrinsic motivation*. New York, NY: Plenum.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum Press.
- Deci, E. L., & Ryan, R. M. (2004). *Handbook of self-determination research*. Rochester, NY: University of Rochester Press.
- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development and health. *Canadian Psychology*, 49(3), 182-185.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.
- Deci, E. L. & Ryan, R. M. (2010). Self-determination. *The Corsini Encyclopedia of Psychology*. doi 10.1002/9780470479216
- Deci, E. L., & Vansteenkiste, M. (2004). Self-determination theory and basic need satisfaction: *Understanding Human Development in Positive Psychology*. *Ricerche di Psicologia*, 27, 23–40.
- Denzin, N. K., & Lincoln, Y. S. (1998). *The landscape of qualitative research: Theories and issues*. Thousand Oaks, CA: Sage Publications.
- De Vita, C., Twombly, E., & Montilla, M. (2002). *Toward better childcare worker compensation: Advocacy in three states*. (ERIC Documentation Reproduction Service No. ED 464715).
- Downer, J., Sabol, T. J., & Hamre, B. (2010). Teacher-child interactions in the classroom: Toward a theory of within and cross domain links to children’s developmental outcomes. *Early Education and Development*, 21, 699-723.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service.
- DuFour, R., Eaker, R., & DuFour, R. (2006). *On common ground: The power of professional learning communities*. Bloomington, IN: Solution Tree

- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: The handbook of professional learning communities at work*. Bloomington, IN: Solution Tree
- DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. Bloomington, IN: Solution Tree.
- Edmonds, R. (1979). Effective school's for the urban poor. *Educational Leadership*, 37(22).
- Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (1990). Perceived organizational support and employee diligence, commitment and innovation. *Journal of Applied Psychology*, 75, 51-59.
- Elsbach, K. D. (1994). Managing organizational legitimacy in the California cattle industry: The construction and effectiveness of verbal accounts. *Administrative Science Quarterly*, 39, 57-88.
- Emerson, R., Fritz, R., & Shaw, L. (1995). *Writing ethnographic field notes*. Chicago, IL: University of Chicago Press.
- England, P., & Folbre, N. (2005). Gender and economic sociology. In N. J. Smelser, & R. Swedberg (Eds.), *Handbook of economic sociology*, (pp. 627-649). New York, NY: Russell Sage Foundation.
- Erlander, D., Harris, E., Skipper, B. & Allen, S. (1993). *Doing naturalistic inquiry: A guide to methods*. London, England: Sage
- Etzioni, A. (1969). *The semi-professions and their organization; teachers, nurses, social workers*. New York, NY: Free Press.
- Feeney, S., Christensen, D. & Moravcik, E. (1987). *Who am I in the lives of children?* (3rd ed). Columbus, OH: Merrill.
- Fenech, M. & Sumison, J. (2007). Promoting high quality early childhood education and care services: Beyond risk management, performative constructions of regulation. *Journal of Early Childhood Research*, 5(3), 263-283.
- Fenech, M., Robertson, G., Sumison, J. & Goodfellow, J. (2007). Working by the rules: Early childhood professionals' perceptions of regulatory requirements. *Early Childhood Development and Care*, 177(1), 93-106.
- Ferguson, R. F. (1991). Paying for public education: New evidence on how and why money matters. *Harvard Journal on Legislation*, 28,(2), 465-498.
- Fleet, A., & Patterson C. (2001). Professional growth reconceptualized: Early childhood staff searching for meaning. *Early Childhood Research and Practice*, 3. Retrieved from

<http://ecrp.uiuc.edu/v3n2/fleet.html>.

- Ford, M. E. & Thompson, R. A. (1985). Perceptions of personal agency and infant attachment: Toward a life span perspective on competence development. *International Journal of Behavioral Development*, 8, 377-407.
- Forhand, G., A., & Von Haller, G. (1964). Environmental variation in studies of organizational behavior. *Psychological Bulletin*, 62(6), 361-382. doi: [10.1037/h0045960](https://doi.org/10.1037/h0045960)
- Fowler, W., Ogston, K., Roberts-Fiati, G., & Swensen, A. (1997). The effects of enriching language in infancy on the early and later development of competence. *Early Child Development and Care*, 135, 41-77.
- Fox, S. E., Levitt, P. & Nelson, III, C. A. (2010). How the timing and quality of early experiences influence the development of brain architecture. *Child Development*, 81, 28-40.
- Freebody, P. (2003). *Qualitative research in education interaction and practice*. Thousand Oaks, CA: SAGE Publications.
- Freiberg, H. J. (1998). Measuring school climate: Let me count the ways. *Educational Leadership*, 56(1), 22-26.
- Gagne, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*.
- Glisson, C., & Durick, M. (1988). Predictors of job satisfaction and organizational commitment in human service organizations. *Administrative Science Quarterly*, 33, 61-81.
- Goddard, R., Hoy, W., & Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507.
- Goldstein, A. (2015). *Teachers' perceptions of the influence of teacher collaboration on teacher morale*. (Doctoral dissertation, Walden University). Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1222&context=dissertations>
- Goldstein, L. S. (1999). The relational zone: The role of caring relationships in the co-construction of mind. *The American Educational Research Journal*, 36, 647-673.
- Government Accountability Office. (2012). *Early childcare and education: HHS and education are taking steps to improve workforce data and enhance worker quality*.
- Groover, S. L. & Crooker, K. J. (1995). Who appreciates family responsive human resource policies: The impact of family-friendly policies on the organizational attachment of parents and non-parents. *Personnel Psychology*, 48, 271-288.
- Guba, E. G. & Lincoln, Y. S. (1981). *Effective evaluation: Improving the usefulness of*

- evaluation results through responsive and naturalistic approaches*. San Francisco, CA: Jossey-Bass.
- Hale-Jinks, C., Knopf, H., & Kemple, K. (2006). Tackling teacher turnover in child care: Understanding causes and consequences, identifying solutions. *Childhood Education*, 82, 219-226.
- Hamre, B., & Pianta, R. (2006). *Student-teacher relationships*. Retrieved from <http://doi.apa.org/?uid=2006-03571-005>.
- Harlow, H. F. & Zimmermann, R. R. (1958). The development of affective responsiveness in infant monkeys. *Proceedings of the American Philosophical Society*, 102, 501 -509.
- Harter, S. (1983). Developmental perspective on the self-system. In E. M. Hetherington, (Eds.), *Handbook of child psychology: Vol 4. Socialization, personality development and social development* (4th ed., pp. 275-368). New York, NY: Wiley.
- Hean S. & Garrett R. (2001). Sources of job satisfaction in science secondary school teachers in Chile. Compare, *Journal of Comparative Education*, 31(3), 363-379.
- Heath, R. L., & Jennings Bryant, J. (2000). *Human communication theory and research: Concepts, contexts, and challenges*. Mahwah, NJ: Lawrence Erlbaum, Associates.
- Heck, R. (2000). Examining the impact of school quality on school outcomes and improvement: A value-added approach. *Educational Administration Quarterly*, 36(4), 513-552.
- Helburn, S. (1995). Cost, quality and child outcomes in child care centers. *Technical Report*. Denver, CO: University of Colorado at Denver.
- Hendricks, C. (2009). *Improving schools through action research*. Columbus, OH: Pearson.
- Higgins, J. (2016, June 15). Doing mom's nails pays better than caring for her kids. *The Seattle Times*. Retrieved from <http://www.seattletimes.com/education-lab/doing-moms-nails-pays-better-than-caring-for-her-kids/>.
- Hochschild, A. (1979). Emotion work, feeling rules, and social structure. *American Journal of Sociology*, 85, 551-575.
- Holliday, A. (2007). *Doing and writing qualitative research*. Thousand Oaks, California: SAGE.
- Hopkins, K.M., Cohen-Callow, A., Kim, H. J, & Hwang, J. (2010). Beyond intent to leave: Using multiple outcome measures for assessing turnover in child welfare. *Children & Youth Services*, 32, 1380-1387. doi: 10.1016/j.childyouth.2010.06.006
- House of Commons Education and Employment Committee (Ed Subcommittee) (2000, June).

Early Years: Minutes of Evidence, Effective Provision of Pre-school Education (EPPE).
Paper presented at the House of Commons, London.

- Howes, C. (1987). Social competence with peers in young children: Developmental sequences. *Developmental Review*, 7, 252-272.
- Howes, C., & Hamilton, C. E. (1993). The changing experience of child care: Changes in teachers and in teacher child relationships and children's social competence with peers. *Early Childhood Research Quarterly*, 8, 15-32.
- Howes, C., Hamilton, C. E., & Philipsen, L. C. (1998). Stability and continuity of caregiver and child peer relationships. *Child Development*, 69(2), 418-426.
- Howes, C., James, J., Ritchie, S. (2003). Pathways to effective teaching. *Early Childhood Research Quarterly*, 18(1), 104-120.
- Howes, C., Matheson, C. C., & Hamilton, C. E. (1994). Maternal teacher and childcare history correlates of children's relationships with peers. *Child Development*, 65, 264-273.
- Howes, C., Phillips, D., & Whitebrook, M. (1992). Threshold of quality: Implications for the social development of children in center based child care. *Child Development*, 63(2), 449-460.
- Howes, C., & Smith, E. W. (1995). Relationships among child care quality, teacher behavior, children's play activities, emotional security and cognitive activity in child care. *Early Childhood Research Quarterly*, 10(4), 381-404.
- Hoy, W., Bliss, J. R., & Tarter, C.J. (1989). School characteristics and faculty trust in secondary schools. *Educational Administration Quarterly*, 23(3), 294-308.
- Hoy, W., Tarter, C. J., & Hoy, A. (2006). Academic optimism of schools: A force for student achievement. *American Educational Research Journal*, 43(3), 425-446.
- Hoy, W., Tarter, C., & Kottkamp, R. (1991). *Open schools/healthy schools*. London, England: Sage Publications.
- Hsueh, Y. & Barton, B. (2005). A cultural perspective on professional beliefs of childcare teachers. *Early Childhood Education Journal*, 33(3), 179-186.
- Hyson, M. (1982). Playing with kids all day: Job stress in early childhood education. *Young Children*, 37(2), 25-31.
- Johnson, R. (2000). *Hands off: the disappearance of touch in the care of children*. New York, NY: Peter Lang.
- Johnson, P., & Kossykh, Y. (2008). *Early years, life chances and equality: A literature review*.

Manchester: Equality and Human Rights Commission in Association with Frontier Economics.

- Jorde, P. (1982). *Avoiding burnout in early childhood education*. Washington, DC: Acropolis.
- Jorde-Bloom, P. (1986). *Improving the quality of work life: A guide for enhancing organizational climate in the early childhood setting*. Evanston, IL: Early Childhood Professional Development Project.
- Jorde-Bloom, P. (1988). *A great place to work: Improving conditions for staff in young children's programs*. Washington, DC: NAEYC.
- Katz, L.G. (1993). Dispositions: Definitions and implications for early childhood practices. Champaign-Urbana, IL: *ERIC Clearinghouse on Elementary and Early Childhood Education*. <http://ceep.crc.uiuc.edu/eecearchive/books/disposit.html>
- Katz, L. (1995). *Talks with teachers of young children: A collection*. Norwood, NJ: Ablex.
- Kauffman, S. (1994). In depth interviewing, In J. F. Gubrium & A. Sankar (Eds), *Qualitative methods in aging research*, 123-136. Thousand Oaks, CA: Sage.
- Kelle, U. (2006). Combining qualitative and quantitative methods in research practice: Purposes and advantages. *Qualitative Research in Psychology*, 3(4), 293-311.
- Kellogg, L. (1999). The Kellogg child development center: High quality childcare. *Annals of the American Academy of Political and Social Science*, 563(1), 56-72.
- Kernis, M. H. & Goldman, B. M. (2006). A multicomponent conceptualization of authenticity: Theory and research. *Advances in Experimental Social Psychology*, 38, 283-357.
- Kim, M. & Reifel, S. (2010). Childcare teaching as women's work: Reflections on experiences. *Journal of Research in Childhood Education*, 24, 229-247.
- King, J. (1998). *Uncommon caring: Learning from men who teach young children*. New York, NY: Teachers College Press.
- Klein, R. (1985). Caregiving arrangements by employed women with children under 1 year of age. *Developmental Psychology*, 21(3), 403-406. doi.org/10.1037/0012-1649.21.3.403.
- Knudsen, E. I., Heckman, J., Cameron, J. & Shonkoff, J. (2006). Economic, Neurobiological, and Behavioral Perspectives on Building America's Future Workforce. *Proceedings of the National Academy of Sciences* 103(27), 10155-10162.
- Kontos, S. & File, N. (1992). Conditions of employment, job satisfaction, and job commitment among early intervention personnel. *Journal of Early Intervention*, 16(2) 155-165.

- Kontos, S., Hsu, H. C. & Dunn, L. (1994). Children's cognitive and social competence in child care centers and family day care homes. *Journal of Applied Developmental Psychology*, 15, 387-411.
- Kontos, S. & Stremmel, A. J. (1988). Caregivers' perceptions of working conditions in a childcare environment. *Early Childhood Research Quarterly*, 3(1) 77-90.
- Kossek, E. E., Colquitt, J. A. & Noe, R. A. (2001). Caregiving decisions, well-being, and performance: The effects of place and provider as a function of dependent care type and work family climates. *Academy of Management Journal*, 44, 29-44.
- La Guardia, J. (2009). Developing who I am: A self-determination theory approach to the establishment of healthy identities. *Educational Psychologist*, 44(2), 90-104.
- Laing, R. D. (1969). *Self and others* (2nd ed.). London, England: Tavistock.
- Latham, A. (1998). Teacher satisfaction. *Educational Leadership*, 55(5), 82-83.
- Lattrell, W. (2010). *Qualitative educational research readings in reflexive methodology and transformative practice*. New York, NY: Routledge.
- Laverty, K., Burton, A., Whitebrook, M. & Bellm, D. (2001). *Current data on child care salaries and benefits in the United States: March 2001*. Washington, DC: Center for the Child Care Workforce.
- Lifton, N. (2001). Childcare in a labor issue. *Social Policy*, 31(1), 4-10.
- Lindsay, P. & Lindsay, C. H. (1987). Teachers in preschools and childcare centers: Overlooked and undervalued. *Child and Youth Care Quarterly*, 16(2), 91-95.
doi 10.1007/BF0108397
- Little, J. W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational Research Journal*, 19, 325-340.
- Little, J. W. (1988). Assessing the prospects for teacher leadership. In A. Lieberman (Ed.). *Building a professional culture in schools*. (pp. 78-106). New York, NY: Teacher College Press.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.). *Handbook of industrial and organizational behavioral psychology* (pp. 1297-1343). Chicago: Rand McNally.
- Lorber, J. (1994). *Paradoxes of gender*. New Haven, CT: Yale.
- Lower, J., & Cassidy, D. (2007). Child care work environments: The relationship with learning environments. *Journal of Research in Childhood Education*, 22(2), 189-204.

- Retrieved September 11, 2011, from Research Library. (Document ID: 1411756421).
- Lynch, R. (2004). Exceptional returns economic, fiscal and social benefits of investment in early childhood development. *Economic Policy Institute*, 1-17.
- Lytle, S. L. & Cochran-Smith, M. (1990). Learning from teacher research a working typology. *Teachers College Record*, 92(1), 83-102.
- McLaughlin, M. W. & Yee, S. M. (1988). Schools as a place to have a career. In A. Lieberman (Eds.), *Building a professional culture in schools*. New York, NY: Teachers College Press.
- McLean, D., Jensen, R. & Hurd, A. (2007). Seeing the urban forest through the trees: Building depth through qualitative research. *Arboriculture & Urban Forestry* 33(5), 304-308.
- Mcmillan, J. (2012). *Educational research fundamentals for the consumer*. Boston, MA: Pearson.
- McNiece, K. & Meyer, P. & Moyle, H. (1995). *Childcare workers*. Canberra, ACT: Australian Institute of Health and Welfare
- Machado, A.S. (2008). Teachers wanted: No experience necessary. *Childhood Education*, 84(5), 311-314.
- Major, B., & Schmader, T. (2001). Legitimacy and the construal of social disadvantage. In J. T. Jost & B. Major (Eds), *The psychology of legitimacy: Emerging perspectives on ideology, justice, and intergroup relations* (pp. 176-204). New York, NY: Cambridge University Press.
- Manen, M. (1990). *Researching lived experiences*. New York, NY: The State University Press.
- Manlove, E. E. & Guzell, J. R. (1997). Intention to leave, anticipated reasons for leaving and 12 month turnover of child care staff. *Early Childhood Research Quarterly Centers*, 12(2), 145-167.
- Marcia, J. E. (1966). Development and validation of ego identity status. *Journal of Personality and Social Psychology*, 3, 551-558.
- Marcus, G. E. (1994). What comes (just) after “post”? The case of ethnography. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 563-574). Thousand Oaks, CA: Sage.
- Marshall, C. & Rossman, G. (2006). *Designing qualitative research* (4th ed.) Thousand Oaks, CA: Sage Publications.
- Martin, D. & Luth. F. (2000). Where are the men? The scarcity of males in early childhood

- classrooms. *Journal of Early Childhood Teacher Education*, 21(3), 321-330.
- Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., & Bryant, D. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development*, 79(3), 732-749.
- Maslach, C. & Pines, A. (1997). The burn-out syndrome in the day care setting. *Child Care Quarterly* 6, 100-413.
- Mau, W. J., Ellsworth, R., & Hawley, D. (2008). Job satisfaction and career persistence of beginning teachers. *International Journal of Beginning Teachers*, 22(1), 48-61.
- Maxwell, J. (1996). *Qualitative research design an interactive approach*. Thousand Oaks: SAGE Publications.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New Directions for Adult and Continuing Education*, 89, 3-14. doi:10.1002/ace.3
- Merriam, S. and Associates (2002). *Qualitative Research in Practice*. San Francisco, CA: Jossey- Bass.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Mertins, D. M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, CA: Sage.
- Mertler, C. (2009). *Action research* (2nd ed.). Los Angeles, CA: Sage.
- Mills, D. & Romano-White. (1999). Correlates of affectionate and angry behavior in child care educators of preschool aged children. *Early Childhood Research Quarterly*, 14(2), 155-178.
- Milyavskaya, M., & Koestner, R. (2011). Psychological needs, self-concordance, and well-being: Test of self-determination theory across multiple domains. *Personality and Individual Differences*, 50, 387-391.
- Moghadam, V. (2005). *Globalization women transnational feminist network*. Baltimore, Maryland: The John Hopkins University Press.
- Modigliana, K. (1986). But who will take care of the children? Childcare, women and devalued labor. *Journal of Education*, 168, 46-69.
- Morris, J. R. (1999). Market constraints on child care quality. *Annals of the American*

- Academy of Political and Social Science*, 563(1), 130-145.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Muller, K., Alliata, R., & Benninghoff, F. (2009). Attracting and retaining teachers a question of motivation. *Educational Management Administration and Leadership*, 37(5), 574-599.
- Murray, S. (1996). 'We all love Charles': Men in childcare and the social construction of gender. *Gender and Society*, 10, 368-385.
- National Academy of Sciences, United States Department of Health and Human Services. Committee on Early Childhood Care and Education Workforce: A Workshop (2012). Retrieved from <http://www.nap.edu/read/13238/chapter/1>
- National Association for the Education of Young Children (1984). *Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs*. Washington DC: Author.
- National Association for the Education of Young Children (1993). *Compensation guidelines for early childhood professionals*. Washington, DC: Author.
- National Association for the Education of Young Children (2012). *The common core state standards: Caution and opportunity for early childhood education*. Washington DC.
- NCES (National Center of Education Statistics) (1997) Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation. *Statistical Analysis Report, July 1997*. Washington, DC: United States Department of Education, Office of Educational Research and Improvement.
- Nelson, J. A. (2001). *Why are early education and care wages so low?: A critical guide to common explanations*. New York: Foundation for Child Development. (ERIC Document Reproduction Service No. ED453944)
- Nicholson, S. (2008). *There is so much you can learn: Childcare teachers' perceptions of their professional development experiences*. (Doctoral dissertation). Retrieved from the University of Texas at Austin <https://www.lib.utexas.edu/etd/d/2008/nicholsons28742/nicholsons28742.pdf>
- Olson, L. (2002). Starting early. *Education Week*, 17, 10-22.
- Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance: An organizational level analysis. *Journal of Applied Psychology*, 77, 963-974.
- Page, J. (2011). Do mothers want professional careers to love their babies? *Journal of Early Childhood Research*, 9, 310-323.
- Pare, G. & Tremblay, M. (2007). The influence of high-involvement human resource practices,

- procedural justice, organizational commitment, and citizenship behaviors on information technology professionals' turnover intentions. *Group & Organization Management*, 32, 326-357.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.
- Payne, G. & Payne, J. (2004). *Key concepts in social research*. London, England: Sage.
- Peisner-Feinberg, E. S., Burchinal, M., Howes, C., Kagan, S., & Yasejian, N. (2001). The relation of preschool child care quality to children's cognitive and social development trajectories through second grade. *Child Development*, 72(5), 1534-1553.
- Peterson, S. (1983). Against "parenting." In J. Trebilcot (Ed.), *Mothering: Essays in feminist theory* (pp. 62-69). Totowa, NJ: Rowman & Allanheld.
- Philips, D. K. & Carr, K. (2010). *Becoming a teacher through action research* (2nd ed.). New York: Routledge.
- Philips, D., Howes, C., & Whitebrook, M. (1991). Childcare as an adult work environment. *Journal of Social Issues*, 47(2), 49-70.
- Pianta, R. C. (1992). Patterns of relationships between children & kindergarten teachers. *Journal of School Psychology* 32, 15-32.
- Pianta, R. C. & Nimetz, S. (1991). Relationships between children and teachers: Association with classroom and home behavior. *Journal of Applied Development Psychology* 12, 379-393.
- Pianta, R. C., Hamre, B., & Hadden, S. (2012). Scaling up effective professional development. In C. Howes, B. Hamre & R. Pianta (Eds.), *Effective early childhood professional development: Improving teacher practice and child outcomes* (pp. 191-212). Baltimore, MD: Paul H. Brookes.
- Pfieffer, S. (1981). The problems facing multidisciplinary teams: As perceived by team members. *Psychology in the Schools*, 18, 330-333.
- Planty, M., Hussar, W., Snyder, T., Provasnik, S., Kena, G., Dinkes, R., Kewal, Ramani, A., & Kemp, J. (2008). *The Condition of Education 2008 (NCES 2008-031)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Pope, S. & Stremmel, A. (1992). Organizational climate and job satisfaction among childcare teachers. *Child & Youth Care Forum* 21(1), 40-52.
- Preston, A.E. (1989) The nonprofit worker in a for-profit world. *Journal of Labor Economics*, 7, 438-63.

- Quaglia R., Marion S. F., & McIntire W. G. (1991). The relationship of teacher satisfaction to perceptions of school organization, teacher empowerment, work conditions, and community status. *Education, 112*, 206-217.
- Raver, C. C., Jones, S. M., Li-Grining, C. P., Metzger, M., Champion, K. M., & Sardin, L. (2008). Improving preschool classroom practices: Preliminary findings from a randomized trial implemented in Head Start settings. *Early Childhood Research Quarterly, 23*, 10-26.
- Reeve, J. (2002). Self-determination theory applied to educational settings. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 183-203). Rochester, NY: University of Rochester Press.
- Ritchie, S. & Willie, B. (2005). *Curriculum: A guide to the NAEYC early childhood program standard and related accreditation criteria*. Washington, DC. National Association for the Education of Young Children.
- Roberts, S.M., & Pruitt, E.Z. (2003). *Professional learning communities: Collaboration and strategies for professional development*. Thousand Oaks, CA: Corwin Press.
- Rose, M. (1999). *Explaining and forecasting job satisfaction: The contributions of occupational profiling*. Bath, England: University of Bath.
- Rossmann, G. B. & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Rubin, H. & Rubin, I. (2005). *Qualitative interviewing* (2nd ed.): *The art of hearing data*. Thousand Oaks, CA: Sage Publications. doi: <http://dx.doi.org/10.4135/9781452226651>
- Ruopp, R., Travers, J., Glantz, F. & Coelen, C. (1979). *Children at the center: Final report of the national day care study*. Cambridge MA: Abt Associates.
- Rutman, D. (1996). Childcare as women's work: Workers' experiences of powerfulness and powerlessness. *Gender and Society, 10*(5), 629-649 .
- Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology, 43*, 450-461.
- Ryan, R. (1995). Psychological needs and the facilitation of integrative processes. *Journal of Personality, 63*(3).
- Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54-67.
- Ryan, R. M. & Deci, E. L. (2002). An overview of self-determination theory. In E. L. Deci &

- R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 3-33). Rochester, NY: University of Rochester Press.
- Ryan, R. M., Deci, E. L., Grolnick, W. S., & La Guardia, J. G. (2006). The significance of autonomy and autonomy support in psychological development and psychopathology. In D. Cicchetti & D. Cohen (Eds.), *Developmental psychopathology: Vol. 1: Theory and methods* (2nd ed. pp. 795–849). New York, NY: Wiley.
- Ryan, R. M., Mims, V., & Koestner, R. (1983). Relation of reward contingency and interpersonal context to intrinsic motivation: A review and test using cognitive evaluation theory. *Journal of Personality & Social Psychology*, 45, 736-750.
- Sahlberg, P. (2010). Rethinking accountability in a knowledge society. *Journal of Educational Change*, 11, 45-61.
- Saluja, G., Early, D. M., & Clifford, R. M. (2002). Demographic characteristics of early childhood teachers and structural elements of early care and education in the United States. *Early Childhood Research & Practice*, 4(1).
- Saracho, O.N. (1999). Developmental theory as a basis for policy. In Reynolds, A. J., Walberg, H. J., & Weissberg, R. P. (Eds.). *Promoting positive outcomes in children: Issues in children's families' lives*, (pp. 25-44). Washington, DC: Child Welfare League of America
- Saracho, O.N. & Spodek, B. (2007). *Contemporary perspectives on social development in early childhood education*. Greenwich, Connecticut: Information Age Publishing.
- Schryer, M. (1994). *The relationship between center size and child care workers' level of job commitment and job satisfaction* (Master Thesis) Retrieved from National College of Education, National-Louis University, Illinois.
- Scott, C., Stone, B., & Dinham, S. (2001). I love teaching, but.. International patterns of teacher discontent. *Education Policy Analysis Archives*, 9(28), 1-18.
- Schweinle, A., Reisetter, M. & Stokes, V. (2009). Elements of engagement for successful learning. *The Qualitative Report* 4(4), 774-806.
- Seidman, I. (2006). *Interviewing as qualitative research*. New York, NY: Teachers College Press.
- Sergiovanni, T. J. (2005). *Strengthening the heartbeat; Leading and learning together in schools*. San Francisco, CA: Jossey-Bass.
- Sheldon, K. M. & Elliot, A. J. (1998). Not all personal goals are “personal”: Comparing autonomous and controlling goals on effort and attainment. *Personality and Social Psychology Bulletin*, 24, 546-557.

- Sheldon, K. M., Ryan, R. M., Rawsthorne, L., & Illardi, B. (1997). Trait self and true self: Cross role variation in the big five traits and its relations with authenticity and subjective well-being. *Journal of Personality and Social Psychology*, 73, 1380-1393.
- Shonkoff, J. P., & Phillips, D. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- Silver, P. (1984, April). *School leadership in relation to school effectiveness*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Singer, E. (1993). *Childcare and the psychology of development*. London: Routledge.
- Skaalvik, E., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession; Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27, 1029-1038.
- Spodek, B., & Saracho, O.N. (2006). *Handbook of research on the education of young Children*. (2nd ed). Mahwah, NJ: Lawrence Erlbaum Associates
- Spradley, J. (1979). *The ethnographic interview*. New York, NY: Holt, Rinehart & Winston.
- Steers, R. & Porter, L. (1979). *Motivation and work behavior*. Ann Arbor: University of Michigan: McGraw Hill.
- Stremmel, A. J. (1991). Predictors of intention to leave child care work. *Early Childhood Research Quarterly*, 6, 285 – 298.
- Sumsion, J. (2007). Sustaining the employment of early childhood teachers in long day care: A case for robust hope, critical imagination and critical action. *Asia-Pacific Journal of Teacher Education*, 35(3), 311-327.
- Super, D. E. & Hall, D. T. (1978). Career development: Exploring and planning. *Annual Review of Psychology*, 29, 333-372.
- Talan, T. N. & Bloom, P. J. (2004). *Program administration scale: Measuring early childhood leadership and management*. New York, NY: Teachers College Press.
- Tannenbaum, A. S. & Cooke, R. 1974. Control and participation. *Journal of Contemporary Business*, 3(4), 35-46.
- Texas Department of Protective and Regulatory Services. (2006). *Minimum standards for child care centers*. Texas Department of Protective and Regulatory Services.
- Thomson, R. (2011). Using biographical and longitudinal methods: researching motherhood. In

- Mason J and Dale, A. (Ed.), *Understanding social research: Thinking creatively about method*. (pp. 62-74). London, England: Sage.
- Thomas, L. T & Ganster, D. C. (1995). Impact of family-supportive work variables on work family conflict and strain: A control perspective. *Journal of Applied Psychology*, 80, 6-15.
- Thompson, R.A. (1988). The effects of infant day care through the prism of attachment theory: A critical appraisal. *Early Childhood Research Quarterly*, 3, 273-282.
- Thompson, C. A. & Beauvais, L. L. & Lyness, K. S. (1999). When work-family benefits are not enough. The influence of work-family culture on benefit utilization, organizational attachment, and work-family conflict. *Journal of Vocational Behavior*, 54, 392-415.
- Torquati, J.C., Raikes, H., & Huddleston-Casas, C. A. (2007). Teacher education, motivation, compensation, workplace support, and links to quality of center-based child care and teachers' intention to stay in the early childhood profession. *Early Childhood Research Quarterly*, 22(2), 261-275.
- Tuominen, M. (2003). *We are not babysitters: Family child care providers redefine work and care*. New Brunswick, NJ: Rutgers University Press.
- Tyler, T. R. (1997). The psychology of legitimacy: A relational perspective on voluntary difference to authorities. *Personality and Social Psychology Review*, 54, 323-345.
- United States Department of Education, National Center for Education Statistics. (2008). *The condition of education*, Washington, DC: U.S. Government Printing Office.
- United States Department of Labor, Bureau of Labor Statistics, *Occupational Employment and Statistics, 2001*, Bulletin 2559, June 2003.
- Vallarand, R. J., Pelletier, L. G. & Koestner, R. (2008). Reflections on self-determination theory. *Canadian Psychology*, 49, 257-262. doi: 10.1037/a0012804.
- Vansteenkiste, M., & Deci, E.L. (2003). Competitively-contingent rewards and intrinsic motivation: Can losers remain motivated? *Motivation and Emotion*, 27, 273-299.
- Wagner, B., & French, L. (2010). Motivation, work satisfaction, and teacher change among early childhood teachers. *Journal of Research in Childhood Education* 24, 152-171.
- Walkerdine, V. (1986). Progressive pedagogy and political struggle. *Screen*, 27, 54-60.
- Waterman, A. S. (1992). Identity as an aspect of optimal psychological functioning. In G. R. Adams, T. Gullota, & R. Montemayor (Eds.), *Advances in adolescent development* (Vol. 4, pp. 50-72). Newbury Park, CA; Sage.

- Waterman, A. S. (1993). Two conceptions of happiness: Contrasts of personal expressiveness (eudaimonia) and hedonic enjoyment. *Journal of Personality and Social Psychology*, 64, 678-691.
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063-1070.
- White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66(5), 297-333.
- Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy work, still unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.
- Whitebrook, M., & Bellm, D. (1999). *Taking on turnover: An action guide for child care center teachers and directors*. Washington DC: Center for the Child Care Workforce.
- Whitebrook, M., Howes, C., Friedman, J. & Darrah, R. (1982). Caring for the caregivers: Staff burnout in childcare. In L. Katz (Ed.), *Current topics in early childhood education, Vol 4*, New York, NY: Albex.
- Whitebrook, M., Howes, C., & Phillips, D. (1990). *Who cares? Child care teachers and the quality of care in America, Executive summary. National child care staffing study*. Oakland, CA: Child Care employee Project.
- Whitebrook, M., Howes, C. & Phillips, D. (1993). *National child care staffing study revisited: Four years in the life of center based child care*. Oakland, CA: Child Care Employees Project.
- Whitebrook, M., Phillips, D., & Howes, C. (1991). Child care as an adult work environment. *Journal of Social Issues*, 47(2), 49-70.
- Whitebook, M. & Sakai, L. (2003). Turnover begets turnover: An examination of job and occupational instability among child care center staff. *Early Childhood Research Quarterly*, 18, 273-293.
- Whitebrook, M., Sakai, L., Gerber, E., & Howes, C. (2001). *Then & now: Changes in child care staffing, 1994-2000. Technical Report*. Washington, DC: Center for the Child Care Workforce.
- Yin, R. (2011). *Qualitative research from start to finish*. New York, NY: Guilford Press.

Appendices

Appendix A: Demographic Questionnaire

Gender _____ Age _____

Ethnicity _____

Credentials

CDA _____ Year of completion _____

Bachelor's Degree _____ Year of completion _____

Number of years worked at current child care center _____

Total of number of years of child care teaching experience _____

Title of your teaching position _____

Description of work duties as a child care teacher _____

List the recent child care trainings from the last 3 years

Appendix B: Invitation to Participate in Research

LETTER TO POTENTIAL SUBJECTS FOR A STUDY

Title: Perceptions of Job Satisfaction of Educator's in the Child Care Profession

University of the Incarnate Word

Dear Prospective Participant:

I am Lynda Cavazos, M.A. and I am a graduate student at the University of the Incarnate Word working towards a doctorate degree in Education with a concentration in Organizational Leadership. You are being asked to participate in a qualitative research study titled, Perceptions of Job Satisfaction of Educator's in the Child Care Profession. We want to learn and explore perceptions of job satisfaction and motivational factors for child care teacher retention. I am working with Ozman Ozturgut, Ph.D. my dissertation chair, and other dissertation committee members Mary Ruth Moore, Ph.D., and David Campos, Ph.D. to conduct this research. I am looking to obtain a demographic questionnaire, observe your classroom's ecological design, and conduct an interview to gather data on this topic with you since you meet the following criteria:

1. The subject/participant has earned a CDA or in the process of receiving a CDA.
2. The subject/participant has 10 years or more of child care teaching experience.
3. The subject/participant works in a child care facility.

If you decide to take part in this study, we will ask you, to complete a demographic questionnaire, and to participate in a face to face interview with the researcher that will last between 45 minutes to an hour. The purpose of this is to gather information about your perceptions of job satisfaction that has resulted in teacher sustainability. The interview will provide more insight about your experiences and motivational factors.

As this study will include questions about job satisfaction and various concepts and learning experiences, there may be a potential for increased stress. If any of the interview questions make the interviewee uncomfortable, the interviewee will be encouraged to take a break from the interview and to reconvene when he or she is ready. We do not guarantee that you will benefit from taking part in this study, as no money or other incentives will be provided. However, the research may benefit human and scientific knowledge by contributing information about job satisfaction and its factors for child care teacher sustainability.

Everything we learn from you in this study will be confidential and cannot be identified with you. If we publish the findings of this study, you will not be identified in any way. Your decision to take part in the study is voluntary. You are free to choose not take part in the study

or to stop taking part at any time. If you choose not to take part or to stop at any time, it will not affect your future status at UIW.

If you have questions now, feel free to ask us. If you have additional questions later or you wish to report a problem that may be related to this study, contact Osman Ozturgut, PhD @ 805-5885. Also, the University of the Incarnate Word committee that reviews research on human subjects, Institutional Review Board, specifically the Dean of Graduate Studies and Research @ 210-829-2759, can answer any questions about your rights.

You will be given a copy of this letter to keep.

Thank you in advance for your cooperation and support.

Sincerely,

Lynda Cavazos, MA

PhD Student

Phone number 210-415-2496

APPENDIX C: Consent Form

SUBJECT CONSENT TO TAKE PART IN A RESEARCH STUDY: PERCEPTIONS
OF JOB SATISFACTION OF CHILD CARE TEACHERS

Dear Prospective Participant:

My name is Lynda Cavazos and I am a doctoral student attending the University of the Incarnate Word in San Antonio, Texas to complete a doctorate degree in Education with a Concentration in Organizational Leadership. I will be conducting a qualitative research study emphasizing the motivational factors of child care teacher's job satisfaction.

The purpose of this qualitative study will explore 10 child care teacher's perceptions of job satisfaction at three urban early childhood centers. The 10 child care teacher's will have 10 years or more of teaching experience. Using interviews, the study will capture the experiences and motivational factors of the participants. The aim of this study is to discuss what motivates and inspires the child care teachers to remain in the child care profession for over 10 years. As the researcher, I will discuss themed questions for the participants to further express their job perceptions to contribute to the study. As early childhood teachers with over 10 years of teaching experience, this study will recognize the participating individual's motivational factors that promote job satisfaction.

The research concerning job satisfaction of child care teachers with over 10 years of teaching experience is an area that is limited. Therefore, as a potential participant you as an individual will be contributing to the academic body of literature reducing the gap of knowledge of child care teacher's job satisfaction. As a participant, you have indicated that you have met the following criteria:

- A child care teacher with a CDA (Child Development Associate).
- Have 10 years or more teaching experience as a child care teacher.

As a potential participant, I, the researcher invite every opportunity for you to ask questions of myself in order to confirm that there is a full understanding of the study as well as your role as a participant. Please be assured that as a participant of this study, you will receive complete anonymity and confidentiality. As a participant, you will be provided a pseudonym. All individual interviews, as well as audiotapes of the conducted interviews will be utilized only for the purpose of this study. As a participant, you can reserve the right to withdraw or dismiss your participation in this study at any time without hesitation or being questioned.

If you have any questions, please free to contact me:

Lynda Cavazos
7031 Teton Ridge
San Antonio, Texas 78233
Cell (210)-415-2496

If you have any questions or concerns in relation to this study you may contact the chair of my committee:

Dr. Mary Ruth Moore, Professor
Dreeben School of Education
University of the Incarnate Word
4301 Broadway
San Antonio, Texas 78209
210-283-5038

If you agree to participate in this study, please provide your signature confirming your consent of participation below.

Signature of Participant Signature of Witness

Name of Participant Date

Signature of Researcher Date

APPENDIX D: Approval



3/19/2015

Lynda Cavazos
7031 Teton Ridge
San Antonio, Texas 78233

Dear Lynda:

Your request to conduct the study titled *Perceptions of Job Satisfaction of Educators in the Child Care Profession* was approved by expedited review on 3/19/2015. Your IRB approval number is 15-03-011. Any written communication with potential subjects or subjects must be approved and include the IRB approval number. Electronic surveys or electronic consent forms, or other material delivered electronically to subjects must have the IRB approval number inserted into the survey or documents before they are used.

Please keep in mind these additional IRB requirements:

- This approval is for one year from the date of the IRB approval.
- Request for continuing review must be completed for projects extending past one year. Use the **IRB Continuation/Completion form**.
- Changes in protocol procedures must be approved by the IRB prior to implementation except when necessary to eliminate apparent immediate hazards to the subjects. Use the **Protocol Revision and Amendment form**.
- Any unanticipated problems involving risks to subjects or others must be reported immediately.

Approved protocols are filed by their number. Please refer to this number when communicating about this protocol.

Approval may be suspended or terminated if there is evidence of a) noncompliance with federal regulations or university policy or b) any aberration from the current, approved protocol.

Congratulations and best wishes for successful completion of your research. If you need any assistance, please contact the UIW IRB representative for your college/school or the Office of Research Development.

Sincerely,

Rebecca Ohnemus

Rebecca Ohnemus, MAA, CRA
Research Officer
University of the Incarnate Word IRB