

**Family Day Care Providers' Perceptions  
of Support and  
Levels of Job Satisfaction**

by

**Beverly McConnell  
University of Manitoba**

33

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presented to the University of Manitoba  
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**FAMILY DAY CARE PROVIDERS' PERCEPTIONS  
OF SUPPORT AND LEVELS OF JOB SATISFACTION**

**BY**

**BEVERLY MCCONNELL**

**A Thesis submitted to the Faculty of Graduate Studies of the University of Manitoba  
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**MASTER OF SCIENCE**

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## ABSTRACT

The purpose of this study was to determine how family day care providers' perceptions of support received from those associated with the family day care home influence their levels of job satisfaction. A randomly selected sample of two hundred licensed family day care providers living in urban, rural and northern Manitoba who were also members of the professional association, were sent a questionnaire regarding perceived support and job satisfaction. The Family Day Care Provider Perceived Support and Job Satisfaction Survey was designed, tested for reliability and validity and used to collect the data. The Total Design Method for mail surveys (Dillman, 1979) yielded an 82% survey response rate. Providers responding to the survey reported receiving support from their family members, day care parents, licensing and monitoring representative, professional association and provider support groups. Respondents also reported experiencing high levels of job satisfaction. Support received is significantly correlated with family day care providers' levels of job satisfaction. Family member support is most highly correlated with job satisfaction, whereas, provider support group support has the lowest correlation of the five support variables. Supports received from family members, day care parents, licensing and regulatory representatives and professional association are significant predictors of and account for a high percentage of variance in reported levels of job satisfaction. Provider support group support was not

included in the multiple regression analysis because only a few respondents reported involvement. Although family support is the strongest predictor, the support received from day care parents, Child Day Care Coordinators and the Family Day Care Association of Manitoba are also significant predictors of provider job satisfaction. The model designed to study, analyze and gain insights into the experiences of family day care providers in Manitoba is supported by the results.

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## CHAPTER I

### Introduction

As the demographics of the work force change, so does the demand for a range of child care options that meet the varying needs of the population. Over the past twenty years the number of mothers working outside the family home has increased rapidly. It is estimated that in 1990, non-parental child care arrangements may have been needed for as many as three million children (Burke, Crompton, Jones, Nessner, 1991).

The labour force participation rate of women whose youngest child was less than three years old was 58.4% in 1988, compared to 31.2% in 1975. The 1988 participation rate for women whose youngest child was three to five years of age was 65.4%. (Lero, Pence, Shields, Brockman & Goelman, 1992, p. 11).

Family day care, the non-parental care of children in a caregiver's home, continues to grow in popularity and numbers as parents seek child care arrangements that offer a home-like environment to their children while they, the parents, are at work or school. Family day care is especially popular among parents seeking out-of-home care for infants and young preschoolers (Goelman, Rosenthal & Pence, 1990). These families and others choosing family day care perceive their choice to more closely resemble home care with mother when compared to centre-based care (Kontos, 1992). Family day care possesses other characteristics that parents may find attractive. Flexible hours,

cost, and location in relation to work site or family home are reasons given for choosing family day care. A small group of mixed-aged children are cared for by one primary caregiver in a home environment. The children in care have the opportunity to form close relationships with those in the family day care home. The family day care provider may offer families the flexibility of extended and weekend care (Kontos, 1992).

A closer look at the numbers of various types of child care indicate that although a majority of licensed child care spaces in Canada in 1990 were in day care centres rather than in family day care (88% versus 12%), family day care homes provide care for a large proportion of infants and toddlers (47% of infants between birth and 17 months and 27% of children between 18 and 35 months in licensed spaces were cared for in family day care) (Burke et al, 1991). A closer examination of Manitoba shows that among parents taking part in "The Canadian National Child Care Study" (CNCCS) approximately 18% used family day care (licensed and unlicensed) for their child care arrangements for children in the age range of 0 to 5 years (Health and Welfare Canada, 1992). Family day care is also used by school-age children (Cooke, London, Edwards & Rose-Lizee, 1986). The CNCCS found that 6.3% of the school-age children in the Manitoba sample used family day care.

It is evident that family day care plays a significant role in meeting the child care needs of today's families. As more parents continue to turn to out of home care for their children while at work or school, research has looked at the

effects on children. Recent research has focused on the caregivers' work environment, how it influences job satisfaction, and in turn the quality of child care. The majority of the research in this area has focused on day care centres, yet these issues are equally important to family day care providers who spend long hours working in isolation from other adults and experiencing high levels of caregiver turnover (NAEYC, 1985; Nelson, 1990; Read & LaGrange, 1990). Concern is needed, as high caregiver turnover rates pose a threat to the continuity and quality of child care offered within a family day care home environment (Kontos, 1992).

Although parents find that the flexibility of family day care meets a variety of needs, they remain concerned about the quality of the program they select for their children. Parents need to be assured that the child care they choose is stable and the person caring for their children is capable of handling the problems, issues, and stresses that occur on a daily basis. The quality of program in the family day care setting is influenced by a variety of factors, including providers' perceptions of their roles, the support received by providers from sponsoring agencies and organizations, provider training, stability and consistency of care received (Cooke et al, 1986), and job satisfaction (Kontos, 1992).

It is the children who feel the effects of a dissatisfied caregiver. For example, Wandersman (1981) found that providers who were emotionally drained and experienced a high degree of strain in their roles, offered fewer

intellectual activities to the children in care. Children placed in these environments also received less affection and encouragement from the provider. Given these findings, there are several obvious reasons why it is important to examine the environment experienced by family day care providers and how it influences feelings of job satisfaction.

In Manitoba, licensed family day care is provided in a home environment for children between three months and 12 years of age. The maximum number of children cared for in a licensed family day care home is eight, which includes the provider's own children. No more than five of the children in care may be preschoolers, including a maximum of three under the age of two years. The actual number of children for which a family day care home is licensed depends on assessments of the individual provider and the home environment (Manitoba Community Services, 1986).

The number of licensed family day care homes in Manitoba has grown dramatically from 293 homes in 1983, to present day figures showing 556 licensed homes. In conjunction with the growth of homes, available day care spaces in licensed family day care homes has grown from 1239 in 1983, to 3126 in 1991 (L. Rosenstock, personal communication, March 4, 1992).

There are many systems of support available to Manitoba's licensed family day care providers. All licensed family day care homes are part of the licensing system, in which Coordinators, acting on behalf of the provincial Department of Family Services, Child Day Care, serve to link providers to other

support services. A professional family day care association is in place to provide services, support, and resources to providers. Provider support groups, day care parents, and the providers' own families can also be sources of available support. In order to help family day care providers better utilize this available support, understanding how that support is perceived by providers is an important first step.

Urie Bronfenbrenner's (1979) theory on the ecology of human development provides a framework to describe and analyze the various environments in which the family day care provider participates. The investigation of how the available support from these various environments or microsystems (family members, day care parents, regulatory representative , family day care associations, and provider support groups) are perceived by family day care providers and how these perceptions relate to the providers' feelings of job satisfaction may provide valuable insight into how to meet the needs of family day care providers and, in turn, benefit the children in care.

## CHAPTER II

### Literature Review

#### Theoretical Framework

Bronfenbrenner (1979) describes the ecology of human development as involving:

the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by relations between these settings, and by the larger contexts in which the settings are embedded. (p. 21.)

The relationship between the developing person and the environment is a reciprocal one, in which the person actively participates within a group of interconnected settings. The environment in which the developing person participates extends beyond the immediate setting to include connections between settings and influences of the external surroundings not commonly considered influential for the developing person.

Bronfenbrenner's theory on the ecology of human development refers to a series of structures or systems. The microsystem is defined as "activities, roles and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics" (Bronfenbrenner, 1979, p. 22). It is within a setting that people actively participate in various activities, roles, and interpersonal relations, which act as

the building blocks of a microsystem. Interrelations among two or more settings form the mesosystem. The settings that do not directly involve the developing person, but do affect or are affected by the setting in which that person participates are referred to as the exosystem. Consistencies found within the above described systems, including culture, beliefs, and values make up the macrosystem (Bronfenbrenner, 1979).

The study of the developing person in a given context is defined by Bronfenbrenner (1979) through a description of interactions which occur in a setting. According to the ecology of human development, dyads are formed within settings when two persons interact with one another or participate in each others' activities. The potential for development is influenced by and dependent on experiences that promote the establishment and maintenance of supportive dyads. It is not the objective reality but the developing person's experiences within and perceptions of the environment and existing dyads which influence human behaviour and development. Bronfenbrenner also describes how roles, activities, and relations that are expected of a person holding a certain position influence development. The developmental potential of a person is enhanced if the role expectations in a new setting are compatible with those previously experienced (Bronfenbrenner, 1979).

Using Bronfenbrenner's theory as a framework from which to work, a conceptualization of the systems in which family day care providers in Manitoba function can be developed. Figure 1 shows the Family Day Care Mesosystem

(FDCM), which is formed as a result of the interactions occurring as the provider participates within various microsystems. The focal point of the FDCM is the family day care provider, the human unit under study, which organizes, processes, and distributes information received from the surrounding environment.

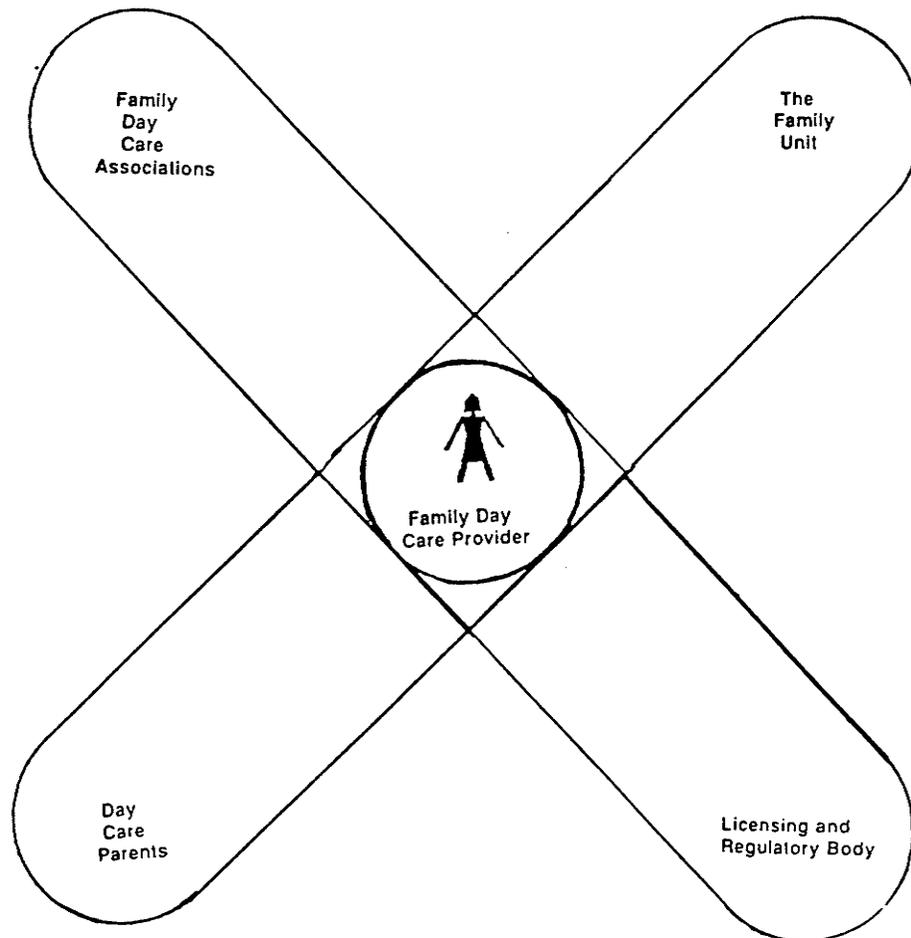


Figure 1. Family Day Care Mesosystem.

The FDCM consists of four microsystems. Although each microsystem is individually defined, it is the interaction of these four systems which forms the mesosystem. The provider is firmly embedded in her/his family unit, having regular and continual contact with spouse and/or children. According to Bronfenbrenner's ecological theory, the potential for an individual to develop as a family day care provider is enhanced if that person does not enter and experience the family day care mesosystem alone but with one or more supportive persons or family members. Support from those involved in previous or existing dyads, such as in the family unit, can act as a supportive link between the different microsystems. In the presence of compatible roles, activities, and supportive dyads, developing providers experience more power to interact with their surroundings, make choices, and implement changes. The least desirable situation occurs when an individual enters the family day care provider role and environment alone or with links that are non-supportive or ambivalent (Bronfenbrenner, 1979). For example, some family day care providers do not receive support from their spouses and children because the role of provider may be perceived as a possible threat to the family unit. According to the theory, in these situations the developmental potential of the provider can be inhibited as the individual experiences feelings of powerlessness and an inability to make decisions and take action. As a result, feelings of stress and lower satisfaction are likely to occur.

Upon licensing of family day care homes in Manitoba, providers participate with the licensing and regulatory body, day care parents, and a professional family day care association. Each of these bodies or groups of people form another microsystem in which the provider functions. These microsystems, together with the family unit, form the Family Day Care Mesosystem. As is discussed, the objective reality of the system indicates a positive environment in which family day care providers can actively participate, gaining an understanding and an awareness of the expectations of the position. However, if the systems are not perceived as supportive, their existence can lead to further stress, rather than supportive relief from stress.

Based on the ecological model (Bronfenbrenner, 1979), it is proposed that individuals who hold positive perceptions regarding the existing support system are more likely to actively interact in the various microsystems. Providers utilizing these systems for support are less likely to feel isolated from the outside world and more likely to be satisfied with their roles and the job they are doing. Providers who are not aware of the existing support networks, are therefore not able to perceive these support systems as positive and necessary for growth. Providers, who are aware of the existing support networks but who choose not to interact with these links, are less likely to grow, develop, and

experience satisfaction from their jobs. Family day care providers who are isolated from the existing support systems, for whatever reason, are unlikely to experience the growth and development that characterizes those who perceive the FDCM as a supportive system.

The characteristics of individual providers and their perceptions of the microsystems that form the Family Day Care Mesosystem are investigated for the purposes of this study. Through this investigation, a clear depiction of providers' perceptions of the existing support networks and how this perception influences job satisfaction are developed. A review of the literature examining family day care provides information about how the microsystems may or may not provide support to the family day care provider. The following section describes the human unit (the provider) and microsystems which comprise the Family Day Care Mesosystem. The structures and the interactions occurring in each microsystem are described to clarify how the supportive networks function. Finally, factors influencing job satisfaction are examined.

## The Family Day Care Mesosystem

### The Family Day Care Provider

When studying the Family Day Care Mesosystem, the human unit situated at the core is the family day care provider. Through the study of characteristics of family day care providers, a clearer picture of the developing person is established.

A large sample (793) of unregulated, regulated, and sponsored family day care providers in three urban settings in the United States (Los Angeles, Philadelphia, and San Antonio) were studied using observations and interviews in the National Day Care Home Study (NDCHS) (Divine-Hawkins, 1981; Fosburg, 1982). This extensive study provides a United States characterization of family day care providers. Two surveys, one done in Manitoba and the other in Alberta, provide demographic information on family day care providers in Canada.

In the summer of 1989 the Family Day Care Association of Manitoba distributed surveys to 430 licensed providers throughout the province of Manitoba. Results quoted from this survey are based on responses from the 123 respondents. The Alberta study collected data through questionnaires distributed to family day care agency coordinators and family day care providers who contracted with agencies in central Alberta. The survey included responses from 84 agencies and 283 approved family day care providers.

**Years of experience.** The survey of licensed providers in Manitoba showed a majority of respondents to have less than seven years experience, with 39% having from 0 to 3 years of experience and 24% having 4 to 7 years of child care experience (Family Day Care Association of Manitoba, 1989). The data from the NDCHS showed that a majority of the providers obtained their child care experience by caring for their own children. Other American studies indicate the average years of experience in family day care to range from four and one-half to seven years (Eheart & Leavitt, 1986; Bollin, 1990).

**Age and marital status.** The majority of the Albertan providers were younger than 40 years of age (87%); married (92%); and had their own children at home (91%) (Read & LaGrange, 1990). The average age of providers in the NDCHS was 41.6 years, slightly older than those in the Alberta study. Studies offering data on the marital status of family day care providers indicate a majority (75 - 98%) to be married (Divine-Hawkins, 1981; Fosburg, 1982; Kontos, 1992).

**Child care training.** Results from the two Canadian surveys differ greatly in the area of child care related training, with 41% of the respondents in Manitoba having some form of child care training, and only 6% of the Alberta sample having post-secondary education related to the care and education of children. Of the trained providers responding to the Manitoba survey, 8% had an early childhood education certificate, 52% had a child care worker certificate and 17% had their teacher's certificate (B.Ed.). First-aid training is a licensing

requirement of family day care providers in Manitoba. In Alberta, agency sponsored professional development sessions were available for providers and included first-aid courses, child care related workshops, and conferences. A majority of respondents in Manitoba (64%) reported attending workshops sponsored by the Family Day Care Association of Manitoba. Providers also mentioned attending workshops offered by other organizations and agencies. The providers in the NDCHS received varying levels of training, depending on their association with a monitoring body. Approximately 75% of providers operating sponsored homes had received some form of training, while less than one-third of regulated and one-fifth of the unregulated providers had received training. From a review of pertinent research, Kontos (1992) concludes that family day care providers are more likely to receive informal training through workshops and conferences rather than formal post-secondary education.

**Characteristics of providers related to quality child care.** Studies of family day care providers and the quality of child care offered indicate differences in the characteristics of providers offering quality child care compared to those who are poorly suited for the role as home-based caregivers and who, as a result, offer poor or custodial care. In a study on the implementation of a screening and training program for the selection of caregivers to work in children's homes, Leitch-Copeland and Haldopoulos (1988) found common characteristics among suitable candidates, including the ability to communicate, relate, and negotiate with others. Pence and Goelman

(1991) found quality child care offered in licensed homes where the provider received training specific to family day care. They noted that these providers took professional pride in their roles and received support through a professional association or other support networks.

Through a clinical interview process Leitch-Copeland and Haldopoulos (1988) identified risk factors distinguishing candidates not well suited for the role of home caregivers. Responses indicated these candidates: held unrealistic expectations of children; expected children to fulfil the caregiver's needs; believed in the use of punitive discipline techniques; had poor sexual identity; demonstrated poor communication skills; experienced greater than average conflicts with spouse; and were isolated from support groups.

These findings suggest that there are differences in the characteristics of providers offering low and high quality child care. The characteristics of caregivers offering high quality care indicate that they are active participants within the environment, seeking support and training to enhance development. Moreover, such individuals exhibit skill in effective communication which would appear to facilitate interactions within the Family Day Care Mesosystem. According to the ecology of human development (Bronfenbrenner, 1979), it is behaviours such as these which characterize a growing and developing person.

**Self perceptions of the family day care provider.** Further information on family day care providers can be obtained by reviewing the literature describing providers' self-perceptions. Studies investigating the self-perceptions

of family day care providers show them to have many different perceptions of their roles as caregivers of children.

Providers holding traditional views perceived their job was to mother and nurture the children in care. They were to be available for the children, watching and protecting them and ensuring they were clean and fed (Washburn & Washburn, 1985; Wattenberg, 1977). Traditional providers indicated it was more important to offer the children a home-like atmosphere than an educationally focused program. Structured programs that offered educational activities to the children were found in very few homes where providers held traditional beliefs (Gramley, 1990; Nelson, 1990).

According to providers holding traditional views the most important type of training needed to fulfil their roles was the experience of mothering their own children. These providers also expressed that it was important to like children. The skills acquired from these experiences allowed providers to be patient and caring towards the children in care (Atkinson, 1991; Gramley, 1990; Nelson, 1990). These providers, although long-term and successful, were found to be resistant to formalized training (Wattenberg, 1977).

Gramley (1990) found providers having traditional views experienced satisfaction and fulfilment with their jobs. Traditional providers chose to perform the mothering role and considered their jobs permanent and satisfying (Wattenberg, 1977). For these providers "their concept of self in terms of work were clear, strong and without major conflict and their chosen work was

meaningful and satisfying" (Gramley, 1990, p. 18). These providers also received family support, encouraging them to fulfil their roles as mothers and family day care providers (Gramley, 1990).

Other providers saw their role as "teacher" in their family day care homes. Providers who offered educational programs felt their family day care home environments could be of benefit in much the same way as nursery schools, by getting the children ready for kindergarten (Washburn & Washburn, 1985). In these situations, providers attempted to meet the children's needs for nurturing and intellectual stimulation. These providers were shown to experience difficulty trying to balance the multiple roles of teacher, mother, and housekeeper. When ambivalence in regard to holding numerous roles was experienced, these providers tended to focus primarily on the mothering role and perceived the teaching role as secondary (Gramley, 1990).

A third perception of family day care providers came from those who saw themselves as owners and operators of small businesses. Providers who focused mainly on the business aspect of family day care did so in an attempt to achieve social status and receive recognition as a professional (Washburn & Washburn, 1985). Some providers assumed only the administrative role and hired outside help to come into the home to work with the children. While some providers managed to balance caring, teaching and business roles, others tended to lose sight of the home-like atmosphere typically found in family day care (Gramley, 1990).

Although a majority of family day care providers have been found to perform each role to some degree, some positions are held more strongly than others. Priority is usually given to the custodial, mothering, and teaching aspects of family day care. Lesser importance is given to the tasks required to fill the business owner role (Washburn & Washburn, 1985). Providers who attempt to combine multiple roles often feel ambivalent towards their jobs. They were also more likely to encounter strain and conflict as they attempted to meet the expectations of several roles (Gramley, 1990).

Gramley (1990) suggests support is needed for family day care providers in order to assist them in meeting the expectations and requirements of each role. For example, training specific to family day care can assist providers to incorporate the varying roles. Dimidjian (1982) proposes clear role expectations can benefit providers by helping them cope with the stress incurred when assuming multiple roles. It appears that positive provider perceptions of the existing support networks are more likely to result in an active participant who receives support, encouragement and resources that can assist in consolidating the various roles previously described.

Research has also revealed differences in the degree of professional attitudes held by providers. The number of children in care appears to have an influence on the role perceptions of family day care providers. Providers caring for a larger number of children (5 to 8) have been found to have a more professional attitude regarding their work than providers caring for fewer

children (2 to 4) (Wandersman, 1981). Licensed family day care providers were found to be more professional when compared to unlicensed family day care providers (Pence & Goelman, 1987). A connection can be made between professionalism and providers seeking opportunities for professional growth. Jorde-Bloom (1988) defines professional growth opportunities as one characteristic of a healthy child care environment. In order for this to occur, opportunities to share ideas and discuss problems must occur. Training received through workshops and conferences must be available.

In summarizing the characteristics of family day care providers, there appear to be common characteristics of those who are actively participating within the Family Day Care Mesosystem and therefore more likely to experience job satisfaction. Such providers are likely to possess strong communication skills, have a desire to be licensed and trained, and have professional attitudes regarding their work. Considering the framework developed using the theory of the ecology of human development (Bronfenbrenner, 1979), family day care providers with these attitudes are more likely to have positive perceptions of the existing supports, be actively involved within the Family Day Care Mesosystem and experience job satisfaction.

### **The Family Unit**

As one microsystem of the Family Day Care Mesosystem, the family unit may be the most important factor influencing the levels of stress and satisfaction experienced by the family day care provider. The provider has a

certain degree of choice regarding the amount of interaction experienced with the other microsystems, whereas the family unit cannot be avoided.

Bronfenbrenner (1979) discusses the importance of mutually positive feelings and support to facilitate a person's developmental potential and points out that antagonism, discouragement, and interference in developmental activities impairs developmental potential. This emphasizes the role the family unit can play in promoting an individual's development as a family day care provider. However, there is very little research that has examined the support received by family day care providers from their family members and, in turn, how this influences job satisfaction.

With the opening of the family day care home, changes occur in the family system (Bollin, 1990). These changes can introduce a variety of new stressors to the family. In particular is the stress which grows from the combination of the family and work environments. It becomes difficult to distinguish boundaries between family and work environments and demands. Without organization of the provider's time, either the demands of the family members or the day care children continue to create more stress. Members of the family may be expected to rearrange their schedules, space, and belongings to suit the demands of the day care children. For example, children who are family members may be expected to share their parents, living space, and toys with the day care children (Wandersman, 1981; Atkinson, 1988; Goelman, Shapiro & Pence, 1990). Moreover, the family member who takes on

the multiple roles of the family day care provider experiences role expectations that are more demanding, making that person less available to family members and creating another source of stress (Atkinson, 1988; Goelman et al. 1990; Nelson, 1990).

The adaptability of each family member to the changes occurring with the opening of the family day care home varies and has been shown to be dependent on the family's degree of openness to impositions. Kantor and Lehr (1975) (as cited by Atkinson, 1988) describe the differences in time structure of open and closed families. Closed-type families show little flexibility in the scheduling of family events. Privacy and control over family space boundaries are valued by these families. Open-type families accept changes to schedules more readily. The schedules of these types of families are set according to individual rather than group needs. Consensus of family members regarding schedules is preferred over the following of a rigid set of expectations. Entry by non-family individuals into family boundaries is welcomed and monitored by individuals rather than by group preferences.

In family day care homes, there can be many disruptions to planned events depending on the day care families' needs, expectations, and schedules. In-coming and out-going traffic is a daily occurrence. Atkinson (1988) found that the many and wide variety of intrusions were more easily accommodated by families with an open system. Open-type providers readily shared their family space with the day care children and experienced less conflict with family

members about privacy. Closed-type families had difficulty adapting to the flexible schedules of day care families. Space available to the day care children was more likely to be restricted. Issues arising over privacy were more common in closed-type families. The matching of time structures (open versus closed) of the family day care family and day care families is suggested as one means of reducing conflict.

Some research has focused specifically on the relationship of providers and their own children. A few studies have used objective methodology, actually observing how providers interact with their children (Wandersman, 1981; Divine-Hawkins, 1982). Atkinson (1988) gathered data on parent-child interactions from the provider's perspective.

Operating a day care within the family environment poses certain benefits and problems for the family day care provider and his/her own children. Providers have indicated that one of the most enjoyable parts of operating a family day care home is being with their own children (Divine-Hawkins, 1981; Atkinson, 1988). Yet, having one's own children within the day care environment is shown to have negative implications on the program and on the behaviour of the provider's own children. When family day care providers' children are present during day care hours the program offered tends to be less structured compared to homes where providers' children are absent (Divine-Hawkins, 1981). Wandersman (1981) found the behaviours of the providers' children and the day care children to be similar except that the providers'

children were more demanding of the providers' attention and engaged in more negative social and emotional behaviours. In response to their children, providers' interacted with their own children more than the day care children and were more restrictive of their own children. In addition to these negative behaviours, Atkinson (1988) found that the providers' children needed reassurances of their "specialness" and expressed feelings of jealousy towards the day care children. Depending on the temperament of individual children, some had more difficulty adjusting to the family day care children.

The family day care providers in Atkinson's study expressed some positive experiences pertaining to the relationship with their own children as a result of operating a family day care home. The providers indicated that they were more aware of their children's needs and spent more time with their children than if they were not running a day care home. The providers' own children also experienced advancement in their social skills such as turn taking, caring, and sharing. In addition, the children benefitted from having the day care in their home because more activities were offered during the day.

Through the use of open-ended questions in personal interviews, Nelson (1990) found it important that family day care providers distinguish between the day care children and their own children in terms of closeness, degree of physical affection, and types of discipline to use. Atkinson (1988) found that 38% of those interviewed felt they treated all children similarly, with a majority indicating that their children receive special privileges or special privileges under

certain circumstances (28% and 24% respectively). These special privileges included allowing the children to have privacy in their own rooms and offering a special toy when extra emotional support was needed. The ages and abilities of the providers' own children were also influential factors when determining treatment. For example, older children may be expected or encouraged to help care for the younger day care children and, thus may be better able cope. Wandersman (1981) found providers to have different expectations of their children, expecting them to share their personal belongings, while the day care children did not have to share their personal belongings. Conversely, Nelson (1990) found a majority of providers to express that all children are treated equally when receiving treats and in regard to the types of punishment used. Yet, providers in this study also indicated they experienced conflict with disciplinary issues, feeling spanking was not an appropriate form of discipline to be used with other people's children, but an appropriate form of discipline for their own children. The findings of these studies indicate providers feel they treat all children similarly. Further investigation showed differences in treatment were apparent. Nelson proposes that the difference between the providers' responses on treatment of day care versus own children is the result of providers embracing the concept of "mothering". This makes it difficult to admit to feeling and treating the day care children differently from their own. After all, what kind of mother would openly admit to having favourites?

Not only does the presence of family day care influence the relationship between providers and their families, but the family unit has been shown to be a significant factor in the quality of program offered in the home. Goelman, Shapiro, and Pence (1990) found optimal child care to be offered by providers who receive high levels of support and help from their families. Care also seemed to be optimized in families valuing independence and self-sufficiency of each member. Other characteristics of families in which care was of higher quality included active participation in social, recreational, intellectual, and cultural activities. The quality of child care and the satisfaction experienced by the provider from the family day care may also be influenced by the enjoyment and acceptance of the family day care by the providers' children (Atkinson, 1988).

Goelman, Shapiro & Pence (1990) suggest certain steps that can be taken to reduce the amount of conflict occurring between providers and their family members as a result of the family day care. They propose that providers become aware of the possible problems that may arise causing family conflict. Family day care providers should be made aware of the importance of organization, independence, and family involvement in a variety of activities. Clear boundaries signifying family and day care space and time should be defined and adhered to in order to prevent problems from arising. Family members and day care children should be made aware of space that is for family members only, for day care use only, and space that is for shared use by

family members and day care children. The providers' children should be assured that their personal space, possessions, and time commitments will not be jeopardized because of the family day care home. It is also suggested that expectations regarding how family demands are to be met be clearly defined. For example, identify who is responsible for meal preparation, cleaning, and transportation to and from family events.

From a review of the literature, the effects on the family as a result of creating a family day care work place within the family environment are evident. Given that the relationship between the family day care provider and the family members is a reciprocal one, it also appears that family members can be influential supports for the provider. Support, received from the family members, helps build a positive environment in which the provider can grow, develop, and establish a quality family day care home. Lacking this support, family day care providers can be inhibited in their growth and experiences. By asking providers in Manitoba how they perceive the support or lack of support received from their family members, further insight into factors influencing the job satisfaction of family day care providers is achieved.

### **The Day Care Parents**

The provider-parent relationship forms one of the microsystems of the Family Day Care Mesosystem. In this setting the providers and the day care parents interact with one another for the purpose of selling and purchasing child care services. The relationship that exists between providers and parents using

family day care homes has the potential to form a positive support network. The amount of contact between providers and parents is less than that with the family members, yet it is this relationship that is cited by providers to be the major cause of low levels of job satisfaction (Atkinson, 1988; Nelson, 1990). An investigation of why parents choose family day care and the relationship that exists once this choice is made, offers further insight into how the day care parent microsystem can act in a supportive or non-supportive manner.

Parents making the choice of family day care for their child care arrangements note benefits and disadvantages of this choice. In family day care a small group of mixed-aged children receive daily close contact with one primary caregiver. Children develop close personal relationships with their caregiver and the other children. They are more likely to receive individualized care in family day care (Long, Peters & Garduque, 1985; Atkinson, 1991). Parents choosing family day care find the family and home environment of family day care an attractive child care setting (Long et al. 1985; Pence & Goelman, 1987; Goelman, Rosenthal & Pence, 1990; Atkinson, 1991). While the closeness of the family day care environment was perceived by some as a benefit, other parents felt the development of a close bond between their children and family day care providers threatened their own parent-child relationship causing them to look elsewhere for child care arrangements (Nelson, 1990; Washburn & Washburn, 1985).

Atkinson (1991) found family day care providers to believe family day care was chosen by parents because of the flexibility to meet differing family needs. Both family day care providers and parents in this study rated the "sensitivity to children's needs, physical safety, personal care and opportunities to learn to be self-sufficient" (p. 120) as the most important characteristics of family day care.

Child care offered in a family day care home also has its drawbacks. Family day care can be less stable than centre care, as they open and close due to provider illness or when the caregiver loses interest and seeks alternative employment. Moreover, the degree of supervision of family day care providers and homes varies from region to region (Long et al. 1985).

In a comparison of family day care in Israel and British Columbia, Goelman, Rosenthal, and Pence (1990) found a majority of Canadian parents (94.9% of those in the study) viewed family day care as the preferred child care option for one and two year old children. As the age of the children increased, fewer parents preferred this type of child care arrangement. The study found Canadian parents to prefer a home-like nurturing environment for their children until they reached a certain age, at which time an educational program was deemed more important. Israeli parents felt family day care was the preferable and desirable form of child care for their children, regardless of age. Given the choice of other child care arrangements, 88% of Israeli parents indicated a preference for family day care. The small group size, quality of care, and

weekly monitoring of the provider attracted Israeli parents to family day care. While both Israeli and Canadian parents in this study expressed satisfaction with the level of attention their children received in family day care, the Canadian parents indicated dissatisfaction with the lack of child-focused, intellectual stimulation received by their children.

Contrary to parental expectations, regulations rarely request training as a criteria for licensing, thus few providers have an early childhood education background. As a result, a majority of family day care homes offer custodial care, where the safety and physical care of children is primary. An educationally focused program is found in few homes (Long et al. 1985). The parental desire to have their children in an educationally focused program may be dependent on socio-economic status and education level of parents. Middle class parents tend to prefer loosely structured, child-centred, educational child care. Low income parents are more likely to prefer adult-centred, structured child care that focuses on discipline and the use of formal teaching methods (Shapiro, 1977). Rosenthal (1991) found educationally focused programs to be more common in family day care homes caring for older children with parents of a higher socio-economic status.

For a child care arrangement to function effectively, parents and providers must share similar views on issues related to the care of the children. When there is a lack of agreement, discontinuity between home and day care has the potential to be harmful and disruptive to those involved with the family

day care home, including provider, parents, and children (Nelson & Garduque, 1991). When providers and parents have similar expectations regarding the program of the family day care home, children have less difficulty making the transition from one environment to the other. Similar values and beliefs promote an increased likelihood of positive provider-parent relationships (Atkinson, 1987). Given that congruence in expectations can be important, communication of such expectations becomes a critical factor.

Research focusing on parent-caregiver communication in family day care homes recognizes its importance and focuses on the types of communication that occur and the times issues are discussed. It is through communication that parents and caregivers share their values and beliefs regarding children and child rearing.

Although communication is a key to building strong relationships and increasing the level of satisfaction experienced by providers and parents, Gonchar-Horowitz (1984) found that parents and providers communicate very little. When communication did occur, the content of the conversation concerned the children, and rarely focused on family issues. Providers in family day care settings are more likely to have contact with parents during drop off and pick up times compared to workers in child care centres, yet the frequency of interactions was not directly correlated with quality of content (Whitehead, 1988). Pence and Goelman (1991) found the amount of communication that occurred beyond the morning and evening greetings was significantly higher

with quality family day care providers. However, communication taking place between parents and providers is not always verbal and overt. Nelson and Garduque (1991) revealed that providers sensed parental approval and agreement when they did not receive feedback indicating dissatisfaction or disapproval.

There appear to be various provider-parent communication patterns which are dependent on the characteristics of those involved in this relationship (Whitehead, 1988). Using a "Cohesion and Communication Model", Whitehead proposes that the optimum relationship between parents and family day care providers can be characterized by high cohesion and high levels of communication. This occurs in situations where parents and providers talk frequently about a variety of topics. In addition, there is a perception by the parents that their providers are part of their family and/or the providers perceive the children as part of their families. Child care services may extend beyond the "regular work day" into evenings and weekends. Two-way interactions exist, where providers offer suggestions to parents on child rearing issues. Parents look to their providers for support and resources. Such a relationship is especially beneficial to parents with young children or those families entering the day care system for the first time. This type of relationship can also be beneficial to providers if their autonomy is respected and not abused by the day care families.

When parents have clear expectations of what they want in a family day care home, they can then act in a supportive manner assisting providers to meet parental expectations. Communication appears to be a key in developing continuity between the family home and day care. A provider-parent relationship that is characterized by two-way communication, where parents make their expectations known and providers have the freedom to share their beliefs and experiences, will help to develop a microsystem that offers support for the family day care provider. Asking family day care providers about their perceptions of support received from their day care parents can offer further insight into how this relationship influences providers' level of job satisfaction.

#### **Licensing and Regulatory Body**

Another microsystem that exists is that which is formed when a person contacts the regulatory body seeking licensing. An ongoing relationship with the licensing and regulatory body is an expectation of all licensed family day care providers in Manitoba. The relationship that exists between family day care providers and the Child Day Care Coordinators responsible for licensing and monitoring, has the potential to be supportive. This is not always the case as a review of the literature indicates the licensing and regulatory body may not always be perceived as supportive.

The relationship that exists between Manitoba's family day care providers and Child Day Care (CDC), Department of Family Services office started to evolve in 1975. In the early years, the monitoring and funding of family day

care homes in Winnipeg was done by CDC. The inspections of the homes for acceptable levels of plumbing, electric, fire and health standards was carried out by city inspectors. Social workers from the Department of Health and Social Development assessed individuals for their suitability to provide family day care. A change in the day care system occurred in 1980, when CDC became solely responsible for monitoring, licensing, and offering resources to family day care providers. Continued growth of the system occurred in 1982 with the passing of The Community Child Day Care Standards Act. The purpose of this act was to develop a set of uniform and comprehensive licensing standards that would promote the well-being and development of children enrolled in day care. The licensing regulations and guidelines, including the use of the Child Development Associate's Family Day Care Competencies are presently used to assess the suitability of individuals and their homes for licensing (Health and Welfare Canada, 1992).

Studies examining the role played by this sector of the Family Day Care Mesosystem have provided further insight into the benefits and drawbacks of the regulatory system. Family day care providers that are supervised by a regulatory agency receive support. In addition to monitoring the care offered to children, this contact can act as a source of information and support (Corsini, Wisensale & Caruso, 1988).

Studies have linked licensing to quality. Goelman and Pence (1988) found greater stimulation facilitating language development in licensed day care

facilities (centre-based and homes) compared to unlicensed family day care. Of 15 high quality homes included in this study, 13 were licensed and two were unlicensed. In the family day care homes of low quality, nine were unlicensed and two were licensed. In an examination of caregivers from three types of care, Pence and Goelman (1988) found unlicensed family day care to have a lower level of activity programming and higher percentages of child turnover.

In a study examining the effects of social policy decisions on standards in family day care, a link between close supervision and quality in the family day care home was found (Rosenthal, 1990). Rosenthal monitored the daily experiences of infants and toddlers in family day care environments and found that intensive individual supervision of family day care providers had positive effects on the quality of the environment. These homes "provided better physical care conditions, more varied toys, a better organized and less crowded space, as well as a planned daily program with a higher proportion of educational activities and a generally more relaxed and pleasant atmosphere" (p. 95). In addition, providers receiving weekly supervisory visits spent more time interacting with the children to facilitate development. As a result of these findings, Rosenthal emphasized the importance of setting policy standards that encourage frequent and regular supervision of family day care providers.

Another argument supporting the involvement of a regulatory body in family day care is made by Rapp and Lloyd (1989) who suggest that parents seeking a home-like environment in which to place their children may neglect to

invest time to fully assess the quality of care offered. For this reason, regulations and monitoring are essential, in that they ensure a minimum level of quality child care.

Caution is needed, however, as minimal licensing standards, which are often in place, attempt to protect the children in care but do not aspire to provide exemplary child care. It appears that, in many cases, standards are consistently eroding to reflect even lower expectations (Kendall & Walker, 1984). Kontos (1992) refers to the Children's Defense Fund (Adams, 1990) as stating that "current approaches to family day care regulation leaves many children unprotected - without 'assurances of adequate supervision and quality child care'"(p. 96).

Although licensing is established with good intentions, it is often undermined. Government practice of fiscal restraint may result in work overload for monitoring staff. It is thus difficult, if not impossible, to ensure compliance with regulations (Morgan, 1980). The resulting inconsistencies and failure to enforce regulations serves to alienate providers from one another and the licensing system (Class, 1980) and also gives parents a false sense of security regarding their child care arrangements (Morgan, 1980).

While some may view the licensing and regulation of family day care homes as a positive measure for ensuring quality, research has shown that providers themselves often hold a different perspective on licensing. The assumption made for centre-based child care is that with higher and more

stringent regulations the quality of care increases (Phillips, Lande & Goldberg, 1990). This is not necessarily the case for family day care. The Children's Foundation (1989) suggests that licensing as it is applied to centre-based care is inappropriate for family day care. Stringent regulations may act as a disincentive to licensing, excluding many family day care homes from being formally monitored for quality.

Studies considering the relationship between family day care providers and a regulatory body found that according to licensed and unlicensed caregivers, neglect to enter licensing and noncompliance with licensing regulations can be attributed to:

1. an unawareness or ignorance of laws requiring licensing (Morgan, 1980; Adams, 1984; Nelson, 1991).
2. fear of the complexity of expense involved in licensing (Morgan, 1980; Anderson, 1986; Nelson, 1991).
3. concern and an unwillingness to allow licensing officials into the privacy of their homes (Morgan, 1980; Enarson, 1991).
4. disagreement with licensing regulations that govern group size and adult:child ratios, which in turn sets a limit on providers' income (Leavitt, 1991).
5. licensing regulations not being enforced and no consequences for noncompliance (Morgan, 1980).
6. parents not requesting licensing (Morgan, 1980).
7. parents not wishing their providers to seek government licensing as this could mean opening the family day care home to subsidized children, ending the exclusivity of the arrangements some parents have made (Kahn & Kammerman, 1987).

Thus, although regulation can increase quality of care and theoretically provide a support system for the family day care provider, it may be perceived instead as another stressor. This study examines to what extent Manitoba's licensing and regulatory body representatives, the Child Day Care Coordinators, are perceived as a support to family day care providers and, in turn, how this perception influences reported levels of job satisfaction.

### **Professional Family Day Care Associations**

For family day care providers in Manitoba, a microsystem is formed as providers interact with the Family Day Care Association of Manitoba. This non-profit, voluntarily run support group began as W.A.T.C.H. (Women Attentive To Children's Happiness) and has since become known as the Family Day Care Association of Manitoba. Once involved in the licensing and regulatory system, family day care providers are made aware of the supports and resources available through the Association. Initially most providers seek out the Association to access liability insurance which is a requirement of licensing. They are then informed of the other supports offered to members.

The Family Day Care Association of Manitoba was started by a small group of four family day care providers with the purpose of promoting high quality family day care by offering support, information, and training to providers and parents. The Family Day Care Association of Manitoba strives to meet this goal by offering its membership newsletters, liability and group insurance, workshops, conferences, and a bookkeeping calendar (Family Day Care

Association of Manitoba, 1992). As shown in Table 1, the membership of the Association since its incorporation, has grown from 130 in 1984 to 454 in 1991 (M. Bartlett, personal communication, February 20, 1992).

**TABLE 1**

Growth of the Family Day Care Association of Manitoba

Year (as of December 31)	Membership
1984	130
1985	146
1986	239
1987	307
1988	290
1989	305
1990	354
1991	454

Another goal of this Association is to help eliminate the isolation experienced by family day care providers. To attain this goal a "Networking Committee" functions under the auspices of the Family Day Care Association of Manitoba. This committee has worked to set up formal networking or support groups for licensed providers throughout the province. Providers belonging to such a group meet on a regular basis to share ideas and discuss issues relevant to family day care. The goals of each group, as outlined by the networking committee, include supporting family day care providers within a specific area of Manitoba, providing resources to family day care providers

within the networking group, encouraging participation in networking for both licensed and unlicensed family day care providers, encouraging play groups within the networking system, encouraging socialization with other family day care providers throughout the province and keeping family day care providers informed of all Family Day Care Association business related to home day care (Family Day Care Association, 1991).

In addition to the above services, the Family Day Care Association of Manitoba offers training to its members, although it is not a requirement of licensing that family day care providers have training relevant to the care and education of children. The Association, with the support of its members, sought out and received government funding to develop and deliver three ten-month training programs designed specifically to meet the needs of family day care providers (Family Day Care Association of Manitoba, 1992).

The vital role played by support groups and the services they offer has been emphasized in several studies. When studying providers in the Vancouver area, Pence and Goelman (1991) found a difference in the support received by those offering quality child care environments compared to those offering low levels of quality care. The high quality group of providers were more likely to have family day care specific education and training, be licensed, receive support from a family day care association, and have a diverse network of support contacts. These findings are re-emphasized by Lockwood-Fischer and Krause-Eheart (1991) who found the most influential factors in determining

the type of caregiving practices in a family day care home to be provider training and affiliation with support services. Leitch-Copeland & Haldopoulos (1988) found that when selecting caregivers to provide care in children's homes, one influencing factor that reduced the acceptability for such a position was an individual's isolation from support groups. The National Day Care Home Study (1981) recommends further development of support systems and provision of specific training for family day care providers as a means of improving the quality of family day care (Fosburg, 1981).

Dimidjian (1982), in a discussion paper on understanding and combatting stress in family day care, outlines actions that can assist providers in coping. Becoming affiliated with local child care agencies or child care professional organizations and acquiring knowledge and skills on delivering better child care are among the strategies cited.

In reference to networking with other providers, Dimidjian (1982) explains how coming to the realization that other family day care providers experience similar stresses reduces the feelings of self-doubt and anxiety which are common in this profession. Networking with other providers for the purpose of receiving peer feedback and discussing matters relevant to child care is a critical factor for developing a healthy work climate (Jorde-Bloom, 1988).

While the above cited studies focus on the importance of a combination of support and training in order to promote high quality family day care, Wattenburg (1977) stresses the essential role played by family day care

associations in coordinating training programs. Providers organized into associations can effectively act as collaborators, consultants, and critics for family day care related training. Based on their findings, Lockwood-Fischer and Krause-Eheart (1991) developed a model of factors influencing the caregiving practices of family day care providers, showing support networks help to facilitate the effects of training. Given this model, providers who are affiliated with support networks are likely to have more child care training and years of education. In addition, providers involved in training are more likely to receive mutual support from other training participants and are more likely to be aware of available support services. Training also results in family day care providers who are more likely to appreciate and participate in support networks.

As mentioned above, it is the affiliation with support services, not just access, that is influential in determining caregiving practices in family day care homes (Lockwood-Fischer & Krause-Eheart, 1991). Porter, Steers, Boulian, and Mowday (1974) (as cited by Kreuger, 1985), define affiliation or organizational commitment as the "relative strength of an individual's involvement in, and identification with, a particular organization" (p. 17).

Providers who are affiliated with an association would then hold a strong belief in the goals of the association and exert effort to help reach those goals. Such persons value their membership in an organization. Kreuger (1985) describes positive correlations between organizational commitment and job satisfaction, stability in the field, and the desire to attend training.

Given the findings of these studies, it is evident that organizations such as the Family Day Care Association of Manitoba have the opportunity to play a key supportive role. It is through association sponsored services such as provider networking groups and training that providers and the children in care benefit. Yet, the mere existence of such an organization is not enough to make a difference. Studies indicate it is the provider's involvement and interactions with such a group that appear to be the significant factor. Although a professional family day care association is available to providers and offers a wide variety of support services, if the providers do not perceive it as such, the organization is not meeting its goals. This study investigates the relationship between providers' perceptions of support received from the Family Day Care Association of Manitoba and reported levels of job satisfaction.

### **Job Satisfaction**

Job satisfaction can be defined as the strength of fulfilment experienced with various aspects of an individual's job (Kreuger, 1985). There is a large body of research that has examined job satisfaction. The majority of this research has in the past looked at the more "traditional" jobs in business and industry. Recent research on job satisfaction has focused on those working with children such as teachers and centre child care workers (Jorde-Bloom, 1986) but there is limited information on factors which influence feelings of satisfaction or dissatisfaction in family day care providers.

Based on a review of research on job satisfaction of child care workers, McClelland (1986) makes recommendations for future studies in the area of job satisfaction. With a majority of research focusing on the centre environment, McClelland suggests a need to examine family day care as it does provide child care for a majority of families. It is also suggested that different variables such as tax deductions, grants, and being able to care for one's own children while receiving an income, may influence job satisfaction of family day care providers.

In many ways, the job of providing family day care is unique and different from the work in a child care centre. Family day care providers spend long hours each day caring for children within the confines of their own homes. In addition to long work hours where work and home life are difficult to separate, the fact that providers perform their duties, for the most part, in isolation from other adults, makes this job different from most others.

Because of the atypical nature of this job, more information on the variables which influence job satisfaction may offer insights into other areas of concern such as high caregiver turnover rates (Read & LaGrange, 1990) and quality. One study that compares job satisfaction to quality is Berk (1985) who looked at the relationships between centre-based caregivers' behaviour towards children and a number of caregiver characteristics. This study found that children benefit by having adult caregivers who are satisfied with their job. Those caregivers with child-oriented attitudes and intrinsic and extrinsic job satisfaction interacted with the children by offering encouragement and indirect

guidance. Caregivers who were not satisfied with their job were more restrictive and used manipulation as a means of guiding children. In an earlier study done by Maslach & Pines (1977), caregivers who spent long work hours in direct and continuous contact with children were more likely to report feeling less tolerant, less satisfied, and more moody. Such findings indicate a link between job satisfaction and quality of child care and, although focusing on centre-based child care workers, has relevance for family day care providers who often spend more than fifty hours per week in direct and continuous contact with children.

In a review of existing research that studies job satisfaction of individuals working with children, there are a number of variables that appear to act as a positive influence for both centre and family day care providers. The children in care appear to be a source of satisfaction in both environments. When child care workers were asked what they liked most about their jobs, a majority responded that they liked their contact with the children. Caregivers expressed feelings of enjoyment from being with the children (Pettygrove, Whitebook & Weir, 1984; McClelland, 1986; Kontos & Stremmel, 1988; Stremmel & Powell, 1990).

Rosenthal (1991) studied the effects of personal and professional background and work environment on family day care providers' beliefs and behaviours. A majority (92.5%) of providers in this study were either very satisfied or quite satisfied with their jobs. Although less than 50% of the

providers did not find their jobs to be economically worthwhile, they continued to work in family day care because of the enjoyment received from working with children.

Vermont family day care providers studied by Nelson (1990) reinforced these findings. These providers received satisfaction from caring for and loving the children in their homes. The development of a personal and intimate relationship with the children was viewed as being an essential part of family day care. Seventy-seven per cent of respondents in Nelson's study admitted to becoming emotionally involved with the children in care. The reciprocation of these strong feelings by the children also resulted in feelings of satisfaction for these providers. Unfortunately, the close relationship between providers and day care children can also have negative influences on job satisfaction.

The work done by family day care providers is often referred to as mothering others' children. The role confusion experienced by providers having difficulty distinguishing between their mothering and caregiving roles often results in feelings of dissatisfaction. Providers' self-confidence may be threatened when day care children leave their family day care home no longer requiring the child care services. Others experience difficulty because of the break in the "mother-child" attachment when children leave their care. Confusion over appropriate disciplinary action also occurs where providers may use spanking as a form of guidance for their own children, yet feel it is inappropriate for the day care children. Feelings of burnout can occur as a

result of providers' continual struggle to separate their roles of mother and family day care provider (Nelson, 1990).

Not only do providers experience role confusion, multiple roles are also an issue for family day care providers. Providers struggle when trying to find a balance between meeting the needs of family members and the day care children. Providers often find themselves taking on three to four roles, (mother, caregiver, teacher, owner and operator of a small business), in order to accommodate these many different needs. This can cause providers to feel stress about their jobs unless a balance between these roles is achieved and providers receive encouragement and support from others in the home environment (Dimidjian, 1982).

Day care parents may be another source of dissatisfaction for providers. Differences in the child rearing values of parents and providers often result in parent-provider conflicts. It is proposed by Dimidjian (1982) and Nelson (1990) that providers need to differentiate between the roles of mother and caregiver, reducing any threat to parents' feelings of security and thereby improving the provider-parent relationship. Information can then be shared to achieve the best care for the children.

Much of the research on job satisfaction among centre child care workers focuses on the role played by co-workers. Maslach & Pines (1977) found that centre child care workers' feelings about their jobs were influenced by the number of children per adult worker and work hours, with those caring

for more children liking their jobs less. The ability to withdraw from the work when feeling stressed had a positive influence on job satisfaction. Support, socializing, and discussing problems which occurred at staff meetings positively influenced the child care workers' perceptions of their jobs. Based on these findings, Maslach & Pines suggest using staff meetings as a means of reducing stress. Stremmel and Powell (1990) add to the research emphasizing the importance of co-workers. The helpfulness of the centre director in providing resources had a positive influence on job satisfaction of centre child care workers. Staff meetings were also shown to be effective in the sharing of information thereby resulting in increased feelings of job satisfaction. In addition, respondents to this questionnaire indicated high levels of satisfaction with their co-workers, directors, and parents. Centre directors and veteran staff play a vital role in supporting the inexperienced worker especially during the first two years which are the most difficult for those in the child care field (Mullis, Hicks-Ellett and Mullis, 1986). However, family day care providers do not have co-workers and directors who can offer such support, hence, the question is, where can providers access this type of support which is found in child care centre environments?

Kreuger (1985) studied the relationship between job satisfaction and organizational commitment to professional associations among child and youth care workers. Three characteristics of organizational commitment that are not only relevant to child and youth workers but also family day care providers for

the purpose of this study are, "a strong belief in and acceptance of the organization's goals, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization" (p. 17). Responses to questionnaires on job satisfaction and organizational commitment revealed job satisfaction to be predicted by organizational commitment and association membership. Organizational commitment was predicted by job satisfaction. While organizational commitment and job satisfaction were strong indicators of each other, membership in a professional association was the fourth predictor of job satisfaction. Krueger writes that members of a professional association are more likely to stay in the field longer, to seek out training, and to feel more involved in decision-making processes, when compared to non-members.

As already mentioned, job satisfaction in the field of family day care is an area that needs study. Although there is some research that describes certain factors that influence job satisfaction for family day care providers, it is limited, focusing mainly on the children in care and the relationship between provider and day care families. Because family day care is different from centre-based child care in nature, with one caregiver offering care to children for long, uninterrupted periods of time, it stands to reason that other factors would influence the feelings of job satisfaction experienced by providers.

The studies which look at the important roles played by co-workers in a child care centre environment indicate that the support offered is a key

contributor to feelings of job satisfaction. The interactions that occur between centre-based caregivers, their co-workers and directors play a large role in job satisfaction. These findings may have significant meaning to family day care providers who do not have others in the immediate child care environment whom they can rely on for support, resources, and socialization. Family day care providers require adult interaction, especially considering the uniqueness of their jobs, but their perceptions of existing support services is largely an unknown area of study.

Dimidjian (1982) proposes that providers develop support sources in order to cope with their jobs including networking with other family day care providers, getting increased support from family members, and becoming affiliated with a professional child care association. These support services do exist and are available to providers in Manitoba, yet the level of involvement and the perceptions of these services is unknown. Given the importance played by adult supports in the centre environment, it is proposed that there is also a great need for such support in the family day care environment. Those providers who perceive existing support services as valuable would, therefore, be more likely to experience high levels of satisfaction with their jobs. It is the purpose of this study to examine how family day care providers perceive the support services that are available to them and, in turn, how their perceptions influence their feelings of job satisfaction.

## Summary

In the review of the literature there appears to be a connection between the job satisfaction experienced by family day care providers and their perceptions of the existing support services in the Family Day Care Mesosystem. Licensed family day care providers in Manitoba have the opportunity to connect with several forms of support that are in place to help them cope with the stresses experienced in the job, yet providers may not perceive these microsystems as supportive. Providers with negative or low perceptions of the existing services are less likely to be active participators within the various systems and as a result experience lower levels of job satisfaction when compared to those providers who are actively involved. Issues arising from the review that are dealt with in this study include: a) the effect of Manitoba's licensed family day care providers' perceptions of support received from the existing microsystems within the Family Day Care Mesosystem, (family members, day care parents, Child Day Care Coordinator, and professional association) on the reported level of job satisfaction and b) the interactive effects of the existing support variables on reported job satisfaction.

Figure 2 shows a proposed model outlining the hypothesized relationships. While each identified source of support may have direct influence

on levels of job satisfaction experienced by family day care providers (as indicated by the bold lines), the various interactions between the sources may also act to enhance or hinder job satisfaction (as indicated by dotted lines). The model indicates the possible interactive effects each support service may have on another.

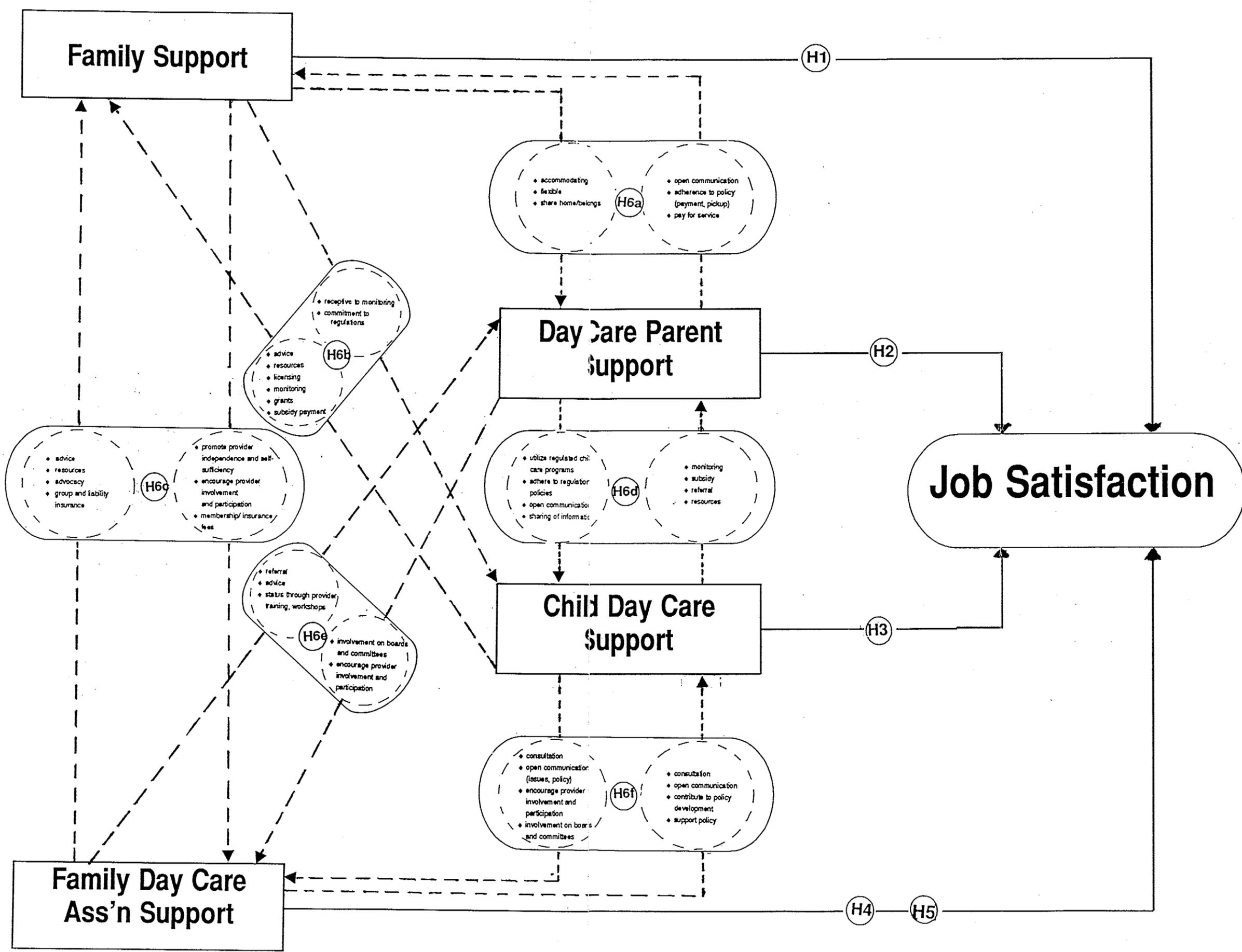


Figure 2. Model outlining hypothesized relationships of the Family Day Care Mezosystem.

Bronfenbrenner (1979) states that it is not the objective reality of the environment that governs behaviour and development, but the human unit's perception of the environment. For this reason, it is the providers' feelings about the mesosystem, not the reality of the system, which is important. Through this investigation it is hoped that further insight is achieved into how well the present system serves or does not serve licensed family day care providers in Manitoba.

## Statement of the Problem

### Hypotheses

#### Rationale for Hypothesis 1

An individual's developmental potential is facilitated by the support a person receives from significant others (Bronfenbrenner, 1979). With the opening and operating of a family day care home, changes occur to the family unit (Wandersman, 1981; Atkinson, 1988; Bollin, 1990; Goelman, Shapiro, and Pence, 1990) and to the role expectations placed on the family day care provider (Atkinson, 1988; Goelman et al., 1990; Nelson, 1990). While there are benefits to the family members and provider, there are also drawbacks to operating a family day care home. Providers can spend more time with their own children. In turn, family members are expected to share their home, belongings, and parental attention with the day care children. Having the provider's own children included in the program influences the type of program, the quality of child care, and the level of satisfaction experienced by the provider (Wandersman, 1981; Divine-Hawkins, 1982; Atkinson, 1988). Optimal child care is more likely to be found in homes where providers receive high levels of support and help from their family members (Goelman, et al, 1990).

The presence or lack of family support can be influenced by the family members' willingness and ability to accept the changes and demands that arise when operating a family day care home. In cases where a family day care provider receives support from family members, an environment exists where

the provider can grow, develop, and establish a quality family day care home. Growth and positive experiences are inhibited when this support is lacking (Bronfenbrenner, 1979). Consequently, providers who receive support and encouragement from their family members are more likely to be active, developing individuals, experiencing higher levels of satisfaction with their jobs. Family day care providers' perceptions of support received from their family members are examined as a possible variable influencing the dependent variable, reported levels of job satisfaction.

**Hypothesis 1. Licensed family day care providers, who perceive their immediate family as supportive of their child care work, experience higher levels of job satisfaction than providers who do not perceive family members as supportive.**

#### **Rationale for Hypothesis 2**

The literature cites the parent-provider relationship as a major cause of low levels of job satisfaction in family day care providers (Atkinson, 1988; Nelson, 1990). Within the Family Day Care Mesosystem, it is the parents, second to family members, who have the most contact with providers. Parents who choose family day care for their child care arrangements do so for several reasons including their desire for their children to be cared for in a small home and family-like setting. Their children have the opportunity to interact with a small group of children and form a close relationship with one primary caregiver. In addition, family day care can offer flexible child care

arrangements to parents (Long, Peters & Garduque, 1985; Pence & Goelman, 1987; Goelman, Rosenthal & Pence, 1990; Atkinson, 1991).

Families using family day care also experience concerns regarding the stability of their arrangements, the supervision of the homes to ensure quality child care, and the types of programming offered (Long, et al., 1985; Goelman, et al., 1990). It is important that parents and providers work together to meet the ongoing needs of the children, besides addressing specific concerns that may arise from time to time. Parent-provider relationships characterized by cohesion and continuity are more likely to be positive (Atkinson, 1987; Nelson & Garduque, 1991). This type of relationship is facilitated by ongoing and open communication between parents and providers (Whitehead, 1988).

Parents who are comfortable expressing their expectations regarding the care of their children to the family day care provider can act quickly, helping the provider to meet parental desires. In this type of situation a mutually supportive relationship is more likely to exist. Investigating family day care providers' perceptions regarding the support they receive from parents can offer additional insights into how this relationship influences providers' reported levels of job satisfaction. The correlation between providers' perceptions of support received from day care parents and reported levels of job satisfaction, the dependent variable, is explored in the second hypothesis.

**Hypothesis 2. Licensed family day care providers, who perceive the parents they serve as supportive, experience higher levels of job satisfaction than providers who perceive their day care parents as offering little or no support.**

### **Rationale for Hypothesis 3**

In Manitoba the licensing and regulatory body not only monitors and ensures regulations are being followed but also offers resources and support to family day care providers in the licensed system. These services are carried out by Child Day Care Coordinators, representatives of the licensing and regulatory body.

While some research has shown an association between licensing and quality (Goelman & Pence, 1988; Rosenthal, 1990), other studies have shown a link between licensing and a false sense of security among parents using licensed family day care, that being, quality child care is being provided if the home is licensed (Class, 1980; Morgan, 1980; Kendall & Walker, 1984; Kontos, 1992). In addition, providers themselves may perceive the existence of the licensing body and its representatives as a hindrance and as a result an added stressor (Morgan, 1980; Anderson, 1986; Enarson, 1991; Leavitt, 1991; Nelson, 1991).

Family day care providers' perceptions of the support received from Manitoba's licensing and regulatory body, specifically the Child Day Care Coordinators has yet to be documented. It is therefore unknown if this existing

system is perceived as supportive or as a source of anxiety and unnecessary strain. The correlation between providers' perceptions of support received from their Child Day Care Coordinator and the dependent variable, reported levels of job satisfaction is explored for the third hypothesis.

**Hypothesis 3. Licensed family day care providers, who perceive their Child Day Care Coordinators as supportive, experience higher levels of job satisfaction than providers who do not perceive their Child Day Care Coordinators as supportive.**

#### **Rationale for Hypothesis 4**

Licensed family day care providers in Manitoba have access to membership and accompanying services of a professional association organized to meet the needs of providers. Research has pointed toward a relationship between the quality of child care and support received by providers from a family day care association (Fosburg, 1981; Dimidjian, 1982; Lockwood-Fischer & Krause-Eheart, 1991; Pence & Goelman, 1991). In some family day care environments where a professional association exists and offers services and support to providers, research suggests that it is not only access to but involvement in a professional organization that appears to make the difference in the degree of job satisfaction experienced by a member (Kreuger, 1985; Lockwood-Fischer & Krause-Eheart, 1991).

Although a professional association exists for licensed family day care providers in Manitoba, it may not be perceived as supportive and, as a result,

providers may not be benefitting. It is, therefore, necessary to investigate providers' perceptions of the support received from the Family Day Care Association of Manitoba. Given this information, the correlation between perceived support and reported levels of job satisfaction, the dependent variable, is investigated.

**Hypothesis 4. Licensed family day care providers, who perceive the Family Day Care Association of Manitoba as a source of support, experience higher levels of job satisfaction than providers who do not perceive the Association as supportive.**

#### **Rationale for Hypothesis 5**

As previously mentioned, there is a professional association in existence that offers support and services to licensed family day care providers in the province of Manitoba. One service that is available through the Family Day Care Association of Manitoba is support or "networking groups" where providers meet with other providers in their area to discuss concerns and problems, and to offer mutual support. The networking that occurs in these groups is shown to positively influence work climate (Jorde-Bloom, 1988) and to combat feelings of anxiety and self-doubt (Dimidjian, 1982). While this service does exist and appears to offer support, not all family day care providers are involved.

The number of providers actively involved in provider support groups and their perceptions of the support received from these groups is largely unknown. The perceptions of support received by providers involved in support groups

and how it correlates with the dependent variable, reported levels of job satisfaction, is investigated.

**Hypothesis 5. Licensed family day care providers, who perceive their support group as a source of support, experience higher levels of job satisfaction than providers who perceive these groups as non-supportive.**

#### **Rationale for Hypothesis 6**

Although the Family Day Care Mesosystem can be broken down into several microsystems (family members, day care parents, licensing and regulatory representative, professional association, and provider support groups), these systems do not act in isolation but as a larger mesosystem that acts in a supportive or non-supportive manner. As described by Bronfenbrenner (1979), the relationship between the developing person, in this case the family day care provider, and the environment is reciprocal, in which the person participates within a group of interconnected settings. The supports received from the interactions of these microsystems and their correlation with reported levels of job satisfaction, the dependent variable, are explored in the sixth hypothesis.

**Hypothesis 6. The interactions between various combinations of support services contribute to higher levels of job satisfaction among family day care providers than when support is received from only one source.**

## Variables

### Family Support

The family support variable refers to the support family day care providers perceive receiving from family members living in the household. Family members include spouses, partners, children, and other relatives such as siblings or parents. One key aspect of this variable exists in the word "perceives", as this is how the provider "senses" the beliefs and behaviours of family members to be supportive or non-supportive. The providers' perceptions may or may not be accurate because they are personal perceptions. Some items found in the Family Support Scale were developed using, as a guide, the Cohesion Subscale from the Family Environment Scale (Moos & Moos, 1986), which is defined as assessing "the degree of commitment, help, and support family members provide for one another" (p. 1).

The Family Support Scale of the Family Day Care Provider Perceived Support and Job Satisfaction Survey consists of 15 items, each addressing a certain aspect of family support. Included in this scale are items addressing family members' agreement with and support of licensing regulations; willingness to adapt to the family day care home by sharing their home and belongings and adjusting schedules as required; helping around the home; interactions and relationships with one another; and interactions with the provider, such as, encouraging involvement in professional development opportunities and demands placed on the provider. Help and support among

family members is also included in this variable. Independence, as it is encouraged among family members, is included in the Family Support Scale given that Goelman, Shapiro, and Pence (1990) found it was related to optimal child care offered in a family day care setting.

### **Day Care Parent Support**

Day care parent support refers to providers' perceptions regarding the amount of support received from parents using the family day care home for child care. The Day Care Parent Support Scale consists of 13 items, each focusing on an area of support. Included in the scale are items addressing communication patterns and content (child related and personal) between parents and provider; the demonstration of appreciation and unrealistic expectations; parents' criticisms and complaints; parental encouragement of the provider to seek professional development opportunities; parents' willingness to follow policies; and support received from parents. Again, the focus is placed on providers' perceptions.

The Supervisor Support Subscale from Moos's (1986) Work Environment Scale was used as a guide to develop items in the Day Care Parent Support Scale. Moos defines the Supervisor Support Subscale as assessing the "extent to which management is supportive of employees and encourages employees to be supportive to one another" (p. 1).

### **Child Day Care Coordinator Support**

Child Day Care Coordinator Support refers to the support providers perceive they receive from their Coordinator, the licensing and monitoring representative from Child Day Care, Manitoba Department of Family Services. This scale consists of 14 items, each addressing certain aspects of support. This support scale asks providers about their level of agreement or disagreement with items addressing the role (licensing and resource) of the Child Day Care Coordinator; compliments and recognition received from their Coordinator; communication patterns and content (personal and day care related) between the Coordinator and provider; openness of the relationship; degree of supervision; encouragement received to seek out professional development opportunities; and overall support received. Moos's (1986) Work Environment Scale, Supervisor Support Subscale was again used as a guide to develop the items addressing perceived support received from the Child Day Care Coordinator.

### **Family Day Care Association Support**

Family Day Care Association Support refers to the perceived support received from the Family Day Care Association of Manitoba. Ten items are used to develop the Family Day Care Association Support Scale. Six of the items address the providers' level of agreement with how well the Association meets its goals and how important the Association and its goals are to the providers. The other four items in the Family Day Care Association Support

Scale address degree of interest the Association has taken in individual providers and whether it offers the information, assistance, and support needed by licensed providers. The level of providers' involvement in events sponsored by the Family Day Care Association of Manitoba is also included in this scale.

It should be noted that two questions regarding adequacy of the liability and group insurance received through the Family Day Care Association of Manitoba were also part of this section but were excluded from analysis for two reasons. During the pretest reliability and validity analyses, these two items were shown not to be reliable and valid measures of support. Secondly, the number of respondents participating in these two insurance programs, especially the group insurance, was very low and, therefore, these two questions were applicable to only a few respondents. This information is reported in more detail in the results section.

#### **Provider Support Group Support**

Family day care providers' perceptions of the support received from their peers involved in provider support or "networking groups" is addressed in this variable. The Provider Support Group Support Scale consists of ten items addressing various aspects of group support. Certain items in this scale were designed using Moos's (1986) Work Environment Scale, the Peer Cohesion Subscale as a guide. Moos defines this subscale as assessing "the extent to which employees are friendly and supportive of one another" (p.1).

Providers involved in support or networking groups are asked to indicate their level of agreement with statements addressing several issues. The items in this scale address the comfortableness and openness of the group; personal relationships evolving within the group; the amount and type of outings experienced by the group; problems such as gossiping and exclusion of providers with differences in opinions; and total perceived support.

### **Job Satisfaction**

Job satisfaction is the dependent variable. It refers to family day care providers' reported level of job satisfaction. The job satisfaction scale used to assess overall job satisfaction is comprised of three parts. The first addresses satisfaction with the job itself; the second addresses satisfaction with the working conditions of the family day care home, and the third addresses the providers' level of commitment to family day care. The 23 items included in the scale were designed using Jorde-Bloom's (1989) Early Childhood Job Satisfaction Survey (ECJSS), "The Nature of the Work Itself", "Working Conditions", "Pay and Promotion Opportunities" and "Commitment" facets as guides.

The items addressing family day care providers' satisfaction with the job include the perceived challenges and accomplishments; stimulation received; time available to complete tasks and meet demands; and variety and flexibility of the job. Satisfaction with the working conditions includes the providers' feelings about the settings where the work is done. The providers' commitment

to family day care is addressed by items referring to pride in and attitude toward their roles and desire to continue working as family day care providers. Other issues included in the Job Satisfaction Scale are the level of agreement with the present rate of pay and relationship with the day care children.

### CHAPTER III

#### Method

#### Subjects

Family day care providers who were part of the Family Day Care Mesosystem were focused upon for this study. These providers cared for other people's children in their own homes. They were licensed and monitored by a Coordinator, Child Day Care, Manitoba Department of Family Services and were members of a professional association, namely, the Family Day Care Association of Manitoba.

A sample of licensed family day care providers who were members of the Family Day Care Association of Manitoba were asked to participate in a mail survey. They were asked for their views on the support received from those connected to the family day care home (family members, day care parents, Child Day Care Coordinators, professional association, and other providers) and the degree of job satisfaction experienced as family day care providers. Two variables that were not relevant to all family day care providers in the study include support from family members and support from provider support groups. Although a majority of family day care providers were likely to have lived with other family members such as spouse and/or children, there were some who lived alone and, therefore, the questions dealing with family support were not relevant. Similarly, while all providers in the sample were members of the Family Day Care Association of Manitoba not everyone was

involved in the provider support groups organized through this Association. The Survey results provide further data on the number of providers falling into these two categories, that is, living alone and not participating in provider support groups. Because this information was not previously known, it was not possible to exclude these providers before the sampling process.

In choosing the group of family day care providers to be included in the sample, approximately 18% of all licensed providers in Manitoba did not have an opportunity to be selected. Licensed family day care providers who operated group family day care homes were excluded from the study as there are a number of important differences in their work conditions as compared to the conditions outlined in this paper. One major difference is that group family day care homes include two providers caring for up to twelve children in a home environment. Other members of the Family Day Care Association of Manitoba excluded from the sampling procedure were Family Centre of Winnipeg providers who are licensed to care for special needs children. Although licensed using provincial regulations and guidelines concerning family day care, they do not have direct contact with the provincial licensing and regulatory body described in this paper and, therefore, could not comment on the support received from the Child Day Care Coordinator. Finally, members of the Association who were not licensed family day care providers (Aboriginal providers living in First Nation communities, affiliate and associate members) were also excluded from the sampling procedure.

There were no other limitations placed on selecting the sample. Subjects included in the study resided in all areas of Manitoba where licensing by the provincial government was in place. This included family day care providers in urban, rural and northern regions. The sample included providers of all ages, marital and socio-economic status. These providers cared for a varying number of children of different ages.

### Procedure

#### Method of Sampling

A presentation was made to the Board of Directors of the Family Day Care Association of Manitoba explaining the study, its purpose, and requesting access to its membership list. Upon receiving approval, the membership list was used to draw the sample for this study. Two hundred family day care providers were drawn from the membership list to test the six hypotheses. The following procedure describes the process followed when selecting the sample.

1. From the Family Day Care Association of Manitoba membership list, providers operating group family day care homes, Family Centre of Winnipeg providers and non-licensed members were removed.
2. A sample drawn from the remaining population was chosen using a systematic sampling method. Names were randomly ordered and then, using a table of random digits, a random start was found. The sampling interval was set at two.

3. Using this method of sampling, the names of 200 licensed family day care providers throughout Manitoba were drawn. Questionnaires were mailed to this group.

### **Questionnaire Design**

The Family Day Care Provider Perceived Support and Job Satisfaction Survey was designed to investigate licensed family day care providers' perceptions of the support received from the existing support networks and the levels of job satisfaction experienced. There are six sections included in this mail questionnaire. Respondents were asked to complete all six sections of the questionnaire with exception of question 2 in Part A and question 11 in Part D, which was not applicable to all family day care providers, as previously explained.

The questionnaire was designed using three other instruments as guides to develop some items. The specific items used from each source are identified on the following pages. Description of each item subscale used clarifies reasons for using these instruments in the design of the Family Day Care Provider Perceived Support and Job Satisfaction Survey. The items from the original instruments were modified to suit the format and purpose of the Survey (see Appendix A).

Part A consists of two questions with question 2 having 15 sub-questions. This section was designed to measure perceived family support. Sub-questions 2.2, 2.4, 2.6, 2.9, 2.10, 2.11, 2.12, 2.14, and 2.15 were

developed using Moos's and Moos's (1986) Family Environment Scale (FES), the Relationship Dimension, Cohesion Subscale: 1, 21, 31, 41, 51, 61, 71, 81, and the Personal Growth Dimension, Independence Subscale, 14, as a guide. Moos and Moos describe the Cohesion Subscale as assessing "the degree of commitment, help, and support family members provide for one another" (p. 1). The item on independence (2.14) was included in this section as Goelman, Shapiro, and Pence (1990) found optimal child care to be offered in homes where the families valued independence and self-sufficiency of each member.

Part B, question 3, sub-questions 1 to 13, asks family day care providers about their perceptions of the support and help received from the day care parents. Sub-questions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.11, and 3.13 were developed using Moos's (1986) Work Environment Scale (WES), the Relationship Dimension, Supervisor Support Subscale: 3, 13, 23, 33, 43, 53, 63, 73, 83 as a guide. This subscale is defined by Moos as assessing the "extent to which management is supportive of employees and encourages employees to be supportive of one another" (p. 1).

Part C, question 4, sub-questions 1 to 14, asks family day care providers for their perceptions of the support and help received from their Child Day Care Coordinators. Sub-questions 4.1, 4.5, 4.7, 4.8, 4.10, 4.11, 4.12, 4.13, and 4.14 were developed using Moos's (1986) Work Environment Scale, the Relationship Dimension, Supervisor Support Subscale: 3, 13, 23, 33, 43, 53, 63, 73, 83.

Part D, question 5, sub-questions 1 to 6, question 6, sub-questions 1 to 4 and questions 7 to 9, ask family day care providers for their perceptions of the support received from the Family Day Care Association of Manitoba. Sub-question 6.1 was developed using Moos's (1986) Work Environment Scale, the Relationship Dimension, Peer Cohesion Subscale, 22, as a guide. This subscale is defined as assessing "the extent to which employees are friendly and supportive of one another" (Moos, 1986, p. 1).

Part D, questions 11 and 12, sub-questions 1 to 10, ask family day care providers for their perceptions of the support received from provider support groups. Sub-questions 12.1 to 12.9 were developed using Moos's (1986) Work Environment Scale, the Relationship Dimension, Peer Cohesion Subscale: 2, 12, 22, 32, 42, 52, 62, 72, 82 as a guide.

Part E, questions 13, sub-questions 1 to 23 and 14, address family day care providers' level of job satisfaction. This series of questions is comprised of three subsections. Questions 13.1 to 13.7, 13.9, and 13.10 were designed to measure providers' satisfaction with the job. Questions 13.8 and 13.11 to 13.17 measure satisfaction with the working conditions of the family day care home. Questions 13.18 to 13.23 measure providers' level of commitment to family day care. These questions were developed using Jorde-Bloom's (1989) Early Childhood Job Satisfaction Survey (ECJSS), "The Nature of the Work Itself",

"Working Conditions", "Pay and Promotion Opportunities", and "Commitment" facets or subscales as guides. Jorde-Bloom defines "the work itself" facet as including:

various job components as they relate to the nature of the work experience (degree of challenge, variety, autonomy, and control) as well as the sheer quantity of tasks to be done and the time in which to do them. Extent to which job provides intrinsic enjoyment and fulfils the worker's needs for recognition, creativity, and skill building. Also includes task identity (the perceived importance of the work). (p. 10).

The working condition facet refers to "the structure of the work experience... as well as the context in which the work is performed" (Jorde-Bloom, 1989, p. 10). Commitment as described by Jorde-Bloom (1989), refers to organizational and professional commitment.

Part F focuses on demographic characteristics of licensed family day care providers in Manitoba. The format used in question 20 was taken from the Winnipeg Area Study (1992), number 63.

**Reliability and validity of the questionnaire.** The reliability and validity of the three instruments used as guides for the development of the Family Day Care Provider Perceived Support and Job Satisfaction Survey are reported in each instrument and include internal consistencies (Cronbach's Alpha) for each subscale or facet. The internal consistency for the Cohesion Subscale of the FES was given as .78 on a sample of 1067. A test-retest reliability score of .86

was calculated for this subscale based on an eight-week interval period (Moos & Moos, 1986). The test-retest reliability for the WES (Moos, 1986) vary. Reliability tests administered at a one-month interval on a group of 75 employees and a twelve-month interval with a sample size of 254, indicated reliability scores of .71 and .58 for Peer Cohesion, .82 and .51 for Supervisor Support and .79 and .60 for Control respectively. Internal consistencies (Cronbach's Alpha) (N=1045) of .69, .77, and .76 were given for Peer Cohesion, Supervisor Support and Control Subscales respectively. Test-retest reliability cited by Jorde-Bloom (1989) for the facets used as guides were done on sample sizes of 100 and 120. Reliability coefficients of .67 and .66 were cited for the "work itself" facet, .58 and .61 for the "working condition" facet and .70 (N=120) for the "commitment" subscale. Internal consistencies (Cronbach's Alpha) of .65 (N=100) and .63 (N=120) were given for the "work itself" facet. For "working conditions"  $r = .71$  and  $r = .80$  were given for sample sizes 100 and 120 respectively. The internal consistency of the "commitment" subscale was given as .65 (N=120).

As for validity, Moos and Moos (1986) described data supporting the content, face, and construct validity of the FES. Goelman, Shapiro, and Pence (1990) cited Busch-Rossnagel (1985) as reporting that "the psychometric properties of the FES make it one of the best measures available for assessing

families" (p. 408). The intercorrelations for the WES subscales indicated they "measure distinct though somewhat related aspects of work environment" (Moos, 1986, p. 6).

Jorde-Bloom (1989) provides data supporting convergent and discriminant validity. To demonstrate convergent validity of the job satisfaction subscales, 80 individuals were administered both the Early Childhood Job Satisfaction Survey and the Job Description Index (JDI) (Smith, Kendall & Hulin, 1975) a job satisfaction measure used in business and industry. Moderate to high correlations were found between the facets of the ECJSS and the JDI. A strong association between organizational commitment as operationalized by the ECJSS and the Organizational Commitment Questionnaire (Mowday, Steers, & Porter, 1979) was also cited as support for convergent validity. Administration of the ECJSS and the Maslach Burnout Inventory (Maslach & Jackson, 1981) indicated the subscales of burnout and job satisfaction facets were associated at low to moderate levels, demonstrating discriminate validity (Jorde-Bloom, 1989).

Although the instruments referred to and used as guides for this study have been shown to be both reliable and valid, further reliability tests for the scales of the Family Day Care Provider Perceived Support and Job Satisfaction Survey were completed. Internal consistency and overall score reliability were measured. A split-half (Guttman) method for measuring reliability was also done. Construct validity was determined by inter-item, item to scale, item to

dependent variable, and scale to dependent variable correlation procedures. Data used to complete these tests was gathered from 25 family day care providers who were not chosen in the sampling procedure.

**Format of the questionnaire.** The format of the questionnaire design follows the guidelines for mail survey design as set out by Dillman (1978). Questionnaires were designed on 8½" x 11" paper and then reduced to 79 per cent of the original size. The pages were then placed on 8¼" x 12¼" sheets of paper that were folded in the middle and stapled to form a booklet (6⅛" x 8¼"). Questions were not placed on the front or back cover pages, which were used to offer and ask for additional information. The questionnaire booklet was designed with the goal of producing an attractive, easy to do questionnaire, which providers would enjoy completing.

**Instrument review of the questionnaire.** As recommended by Dillman (1978), an instrument review of the questionnaire was done prior to distribution to the target group. Three different groups were asked to review the Survey, with each group having a different focus. The first group consisted of thesis committee members who, with an understanding of the study's purpose, evaluated the questionnaire to assess whether it accomplished the study's objectives. The second review group consisted of professionals with substantive knowledge of family day care, such as, early childhood educators, licensing and regulatory coordinators and consultants, to assess the applicability of the Survey questions to the target group. The third group to review the

questionnaire was comprised of three family day care providers who were not chosen to be part of the sample. These family day care providers were chosen to represent a cross-section of the target group. These providers completed the questionnaire in the presence of the researcher for the purpose of providing verbal and non-verbal feedback on questions that were unclear or difficult to answer.

Given feedback from these three groups, changes were made resulting in the final Survey. Most recommendations for changes addressed formatting and clarification of questions. A few items were added to the Survey, while certain items were deleted (see Appendix B).

### **Administering the Questionnaire**

The Total Design Method (TDM) described by Dillman (1978) for the implementation of mail surveys was used. Dillman cites an average response rate of 74% for 48 surveys that have used the TDM in full or in part. Average response rates of 77% and 71% were received by those using the TDM completely and partially respectively. An average response rate of 81% was received for surveys on specialized samples. Implementing a questionnaire consisting of 125 items or less on 12 or fewer pages also increased the response rates. Given the format similarities of the Family Day Care Provider Perceived Support and Job Satisfaction Survey with the Total Design Method an adequate response rate from which to draw results was expected.

Once finalized and printed, administration of the questionnaires using Dillman's (1978) Total Design Method for mail surveys commenced. An initial package containing a cover letter (see Appendix C), the questionnaire (see Appendix D), an incentive (see Appendix E), and a return stamped envelope was sent to licensed family day care providers who had been selected to be part of the sample.

One week after the initial mailing, a reminder postcard (see Appendix F) was sent to all providers in the sample. The purpose of this postcard was to thank those providers who had already responded and to remind non-respondents of the importance of their replies.

A second follow-up mailing was sent to all non-respondents three weeks after the initial mailing. This mailing included a cover letter (see Appendix G) restating the purpose of the study and the importance of receiving all questionnaires. A replacement questionnaire and return stamped envelope was included in case the first ones mailed out had been misplaced or discarded.

A third follow-up letter (see Appendix H) was sent seven weeks after the initial mailing to all providers who had not returned their questionnaires. This package was sent using special delivery (ExpressPost) mail services. Once again, the importance of receiving all questionnaires was emphasized. A replacement questionnaire with a return stamped envelope was enclosed in this mailing. The administrative plan and budget (see Appendix I) describes the schedule that was followed. The results of the completed questionnaires were

coded using the Family Day Care Provider Perceived Support and Job Satisfaction Survey: Codebook.<sup>1</sup>

### **Data Analysis**

Upon completion of the data entry, the following items that were stated in a negative context were reversed to ensure consistency of scoring: 2.3, 2.6, 2.8, 2.10, 3.2, 3.8, 3.11, 4.5, 4.7, 4.9, 4.11, 4.13, 6.2, 12.2, 12.4, 12.7, 12.9, 13.3, 13.4, 13.5, 13.10, 13.13, 13.14, 13.15, 13.20, 13.22. This procedure resulted in providing weighted scores for each section of the questionnaire, parts A through E. Weighted scores were divided by the number of items in each scale to allow for the data to be analyzed in comparative terms. Upon completion of the initial data entry, a verification process was completed. Ten per cent of the data was entered a second time for the purpose of eliminating any data entry errors that may have occurred.

A one-tailed Pearson correlation analysis was used to test hypotheses one through five. To test Hypothesis 1, the data analysis included correlating perceived family support with the dependent variable, reported levels of job satisfaction. For Hypothesis 2, the data analysis included correlating perceived support from day care parents with reported levels of job satisfaction. The data analysis for Hypothesis 3 correlated perceived support from the Child Day Care Coordinator with the dependent variable. The analysis to test Hypothesis 4

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<sup>1</sup> Copies of codebook can be accessed by writing to Beverly McConnell, c/o Box 43, Oak Bluff, Manitoba, R0G 1N0.

involved correlating perceived support from the Family Day Care Association of Manitoba with reported levels of job satisfaction. To test Hypothesis 5, the data analysis included correlating perceived provider support group support with reported levels of job satisfaction. The influence of the interactions of the independent variables on job satisfaction were analyzed using a test multiple regression analysis. All analyses were completed on uncollapsed variables. A level of significance of .05 was adopted for this study.

## CHAPTER IV

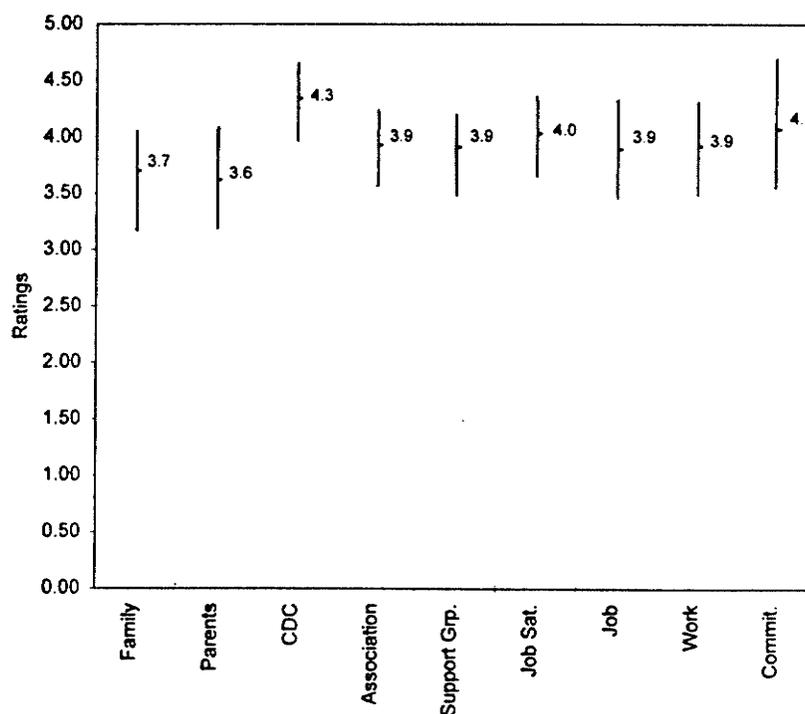
### Results

#### Reliability and Validity of Pretest Data

Twenty-six licensed family day care providers who were not selected to take part in the study were asked to complete the Family Day Care Provider Perceived Support and Job Satisfaction Survey for pretest purposes. All Surveys, except for one, were completed and returned. Information provided by these 25 individuals was used to test the instrument for reliability and validity. To verify the results of the pretest, data received from Survey respondents was also analyzed and is presented to act as a comparison.

To test the instrument for reliability, internal consistencies using Cronbach's Alpha and Guttman's split-half analyses were completed. To measure construct validity of the Family Day Care Provider Perceived Support and Job Satisfaction Survey inter-item, item to scale, item to dependent variable and scale to dependent variable correlation analyses were completed using a one-tailed Pearson Correlation analysis. The results obtained through these analyses indicate that the scales and subscales of the Family Day Care Provider Perceived Support and Job Satisfaction Survey are reliable and valid measures of support and job satisfaction for the specified sample. The principal supporting results follow with detailed descriptions of the results derived from the analyses given in Appendix J.

The pretest mean and standard deviation for each support scale, the job satisfaction scale and job satisfaction subscales ("satisfaction with job", "satisfaction with working conditions", and "commitment to job") are shown in Figure 3. The scale means are high, ranging from 3.6 to 4.3. The means for job satisfaction subscale scores range from 3.9 for "satisfaction with job" and "satisfaction with working conditions" to 4.1 for the "commitment to work" subscale.



Support and Job Satisfaction Scales and Job Satisfaction Subscales

**Figure 3.** Means and standard deviations for pretest support scales, job satisfaction scale and job satisfaction subscales.

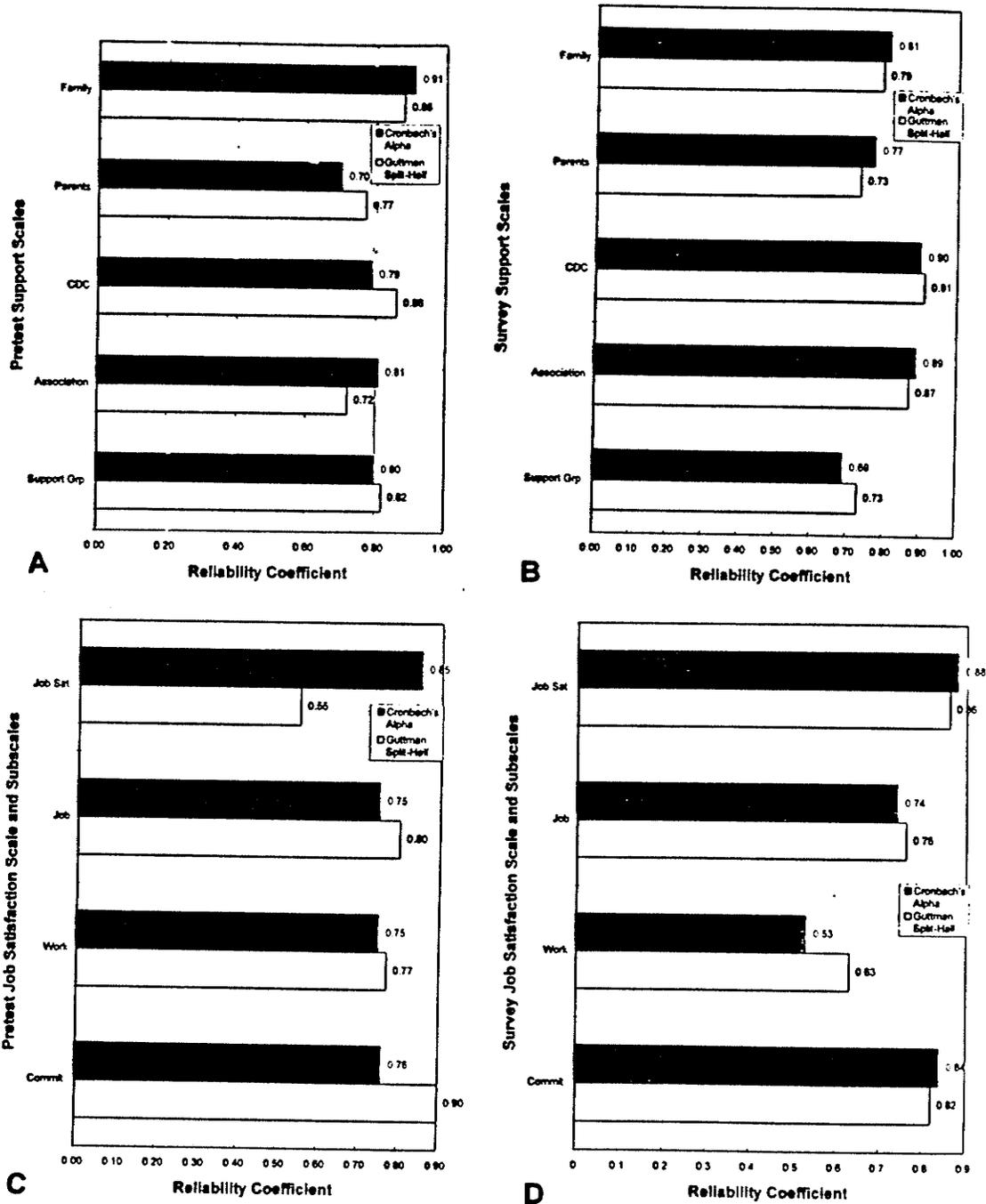
**N** = 25.

(Parents = day care parent support scale; CDC = Child Day Care Coordinator support scale; Association = Family Day Care Association support scale; Support Grp. = support group support scale; Job Sat. = job satisfaction scale; Job = satisfaction with job subscale; Work = satisfaction with working conditions subscale; Commit = commitment to family day care subscale.)

The reliability of the instrument scales and subscales are summarized in panels A through to D, Figure 4, showing the internal consistencies (Cronbach's Alpha) and the split-half coefficients (Guttman) for both pretest and Survey data. The figures show high values for the support and job satisfaction scales and job satisfaction subscales of both pretest and Survey data, which range from  $r = .69$  for the Survey Support Group Support Scale (Cronbach's Alpha) (Panel B) to  $r = .91$  for the pretest Family Support Scale (Cronbach's Alpha) (Panel A) and Survey Child Day Care Coordinator Support Scale (Guttman) (Panel B), thus confirming the instrument reliability. The pretest results indicate that the Family Support Scale is the most reliable scale, whereas the Child Day Care Coordinator Support Scale is shown to be the most reliable scale for the Survey sample. The Job Satisfaction Scale appears to be a more reliable measure when compared to the subscales with the exception of the pretest Guttman coefficient ( $r = .55$ ) (Panel C).

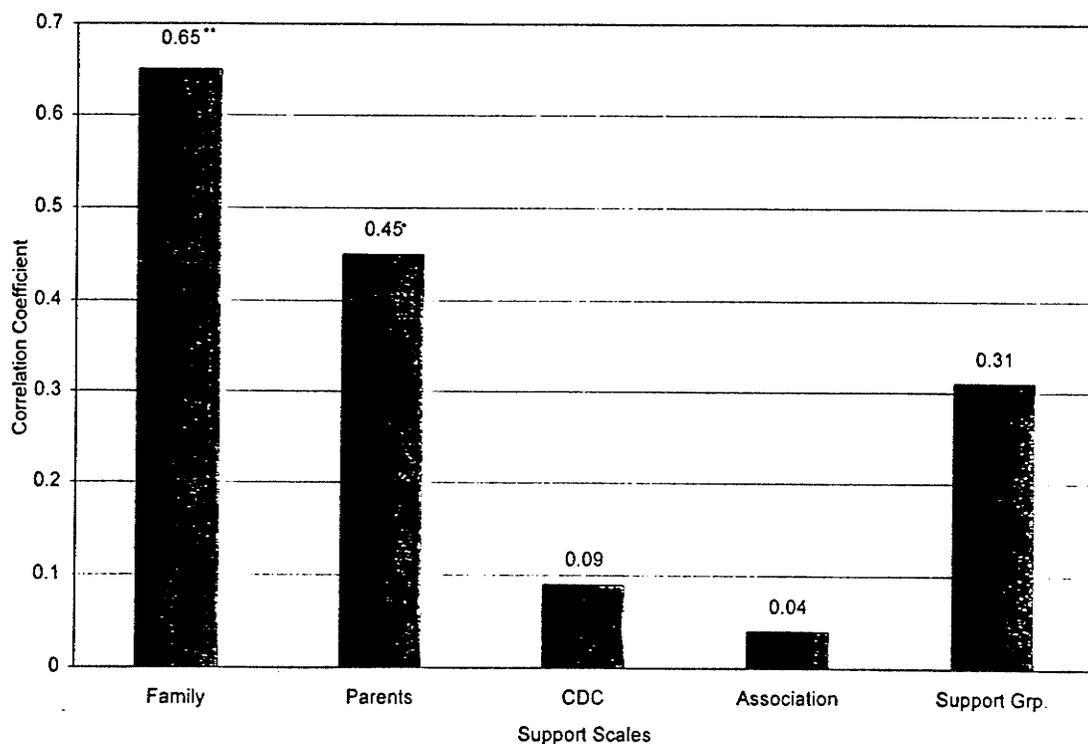
A comparison of results for the pretest and Survey support scales (Panels A and B) indicates the Parent Support Scale coefficients to be similar for both samples. The Survey sample shows higher values for the Child Day Care and Family Day Care Association Support Scales. These differences may be due to the larger sample size of the Survey group ( $N = 153$ ) compared to the pretest group ( $N = 25$ ) and the random selection of the Survey group, unlike the pretest sample. Reliability coefficients for the Support Group and Family Support Scales are higher for the pretest sample. Although the Survey sample

was larger than the pretest sample, the percentage of respondents affiliated with support groups was much greater for the pretest group (64%) compared to the Survey group (31%). This may be one reason for the difference between pretest and Survey Support Group Support Scale coefficients. The reliability coefficients for the pretest and Survey job satisfaction scale and subscales (Panels C and D) are similar for the "satisfaction with job" (Job) and "commitment to work" (Commit) subscales. The anomaly evident in the Job Satisfaction Scale for the pretest sample ( $r = .55$ , Guttman) is not manifested in the larger Survey sample.



**Figure 4.** Internal consistencies (Cronbach's Alpha) and split-half coefficients (Guttman) of pretest, N = 25 (Panel A) and Survey, N = 153 (Panel B) support scales. Internal consistencies (Cronbach's Alpha) and split-half coefficients (Guttman) of pretest, N = 25 (Panel C) and Survey, N = 153 (Panel D) job satisfaction scale and subscales. (Parents = day care parent support scale; CDC = Child Day Care Coordinator support scale; Association = Family Day Care Association support scale; Support Grp. = support group support scale; Job Sat. = job satisfaction scale; Job = satisfaction with job subscale; Work = satisfaction with working conditions subscale; Commit = commitment to family day care subscale.)

The one-tailed Pearson Correlation analysis used to test the validity of the instrument indicates that, for the most part, the support and job satisfaction scales and the job satisfaction subscales are valid measures. As shown in Figure 5, each support scale for the pretest data is positively correlated with job satisfaction, the dependent variable. In this case, the family support and day care parent support scales are significantly correlated ( $p < .01$  and  $p < .05$  respectively).



**Figure 5.** Pretest support scale correlations with the dependent variable, job satisfaction.

(Parents = day care parent; CDC = Child Day Care Coordinator; Association = Family Day Care Association of Manitoba; Support grp. = support group.)

\* $p < .05$ , \*\* $p < .01$ .

The results obtained from the various analyses on the support and job satisfaction scales and job satisfaction subscales of the Family Day Care

Provider Perceived Support and Job Satisfaction Survey indicate the instrument is a reliable and valid measure of perceived support and job satisfaction for the identified population. While the pretest data indicates instrument reliability and validity, the analysis using the Survey data confirms these results.

### **Survey Results**

Results of this study are reported in several sections. First, the Survey response rates are described. This is followed by a review of the demographic characteristics of the Survey respondents. Explanation of the respondents' perceptions of support received from those connected to the family day care home follows. An overview of respondents' reported levels of job satisfaction is then provided. Finally, the results from the testing of the six hypotheses are reported.

### **Response Rates**

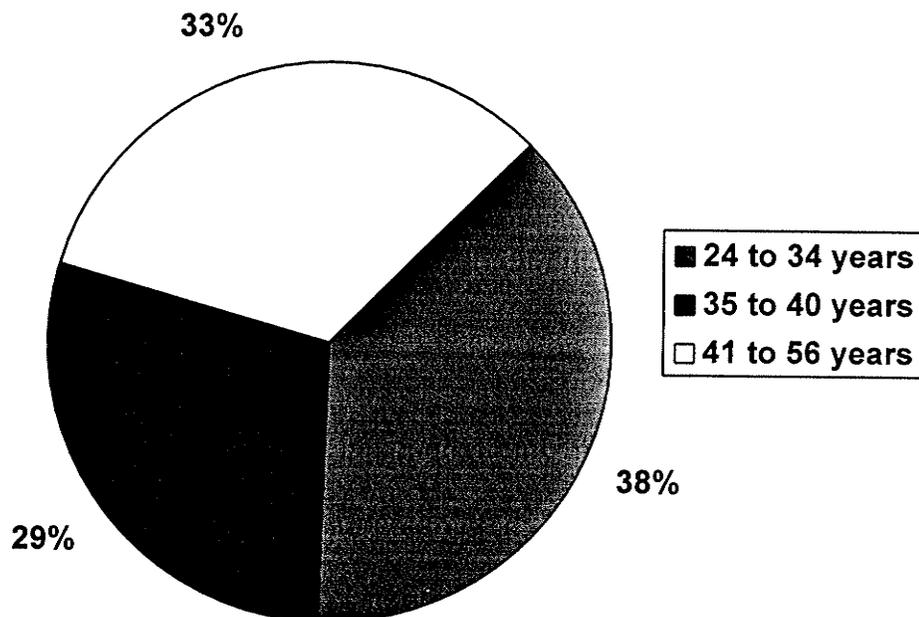
Two hundred Family Day Care Provider Perceived Support and Job Satisfaction Surveys were sent out to providers across the province of Manitoba. As described in "Administering the Questionnaire" the initial mailing was followed by three additional reminder mailings. Of those surveys, 153 were returned for an 82% response rate. The response rate received compares to that given by Dillman (1978) for surveys on specialized samples (81%).

Nine providers refused to answer the Survey, eight providers no longer operated family day care homes, four mailings were returned unopened and

there was one double mailing. Those refusing to complete the Survey communicated this by sending back their uncompleted Surveys or by telephoning to express their wish not to complete the Survey. No response was received from the remaining 25 providers.

### Demographic Characteristics of Respondents

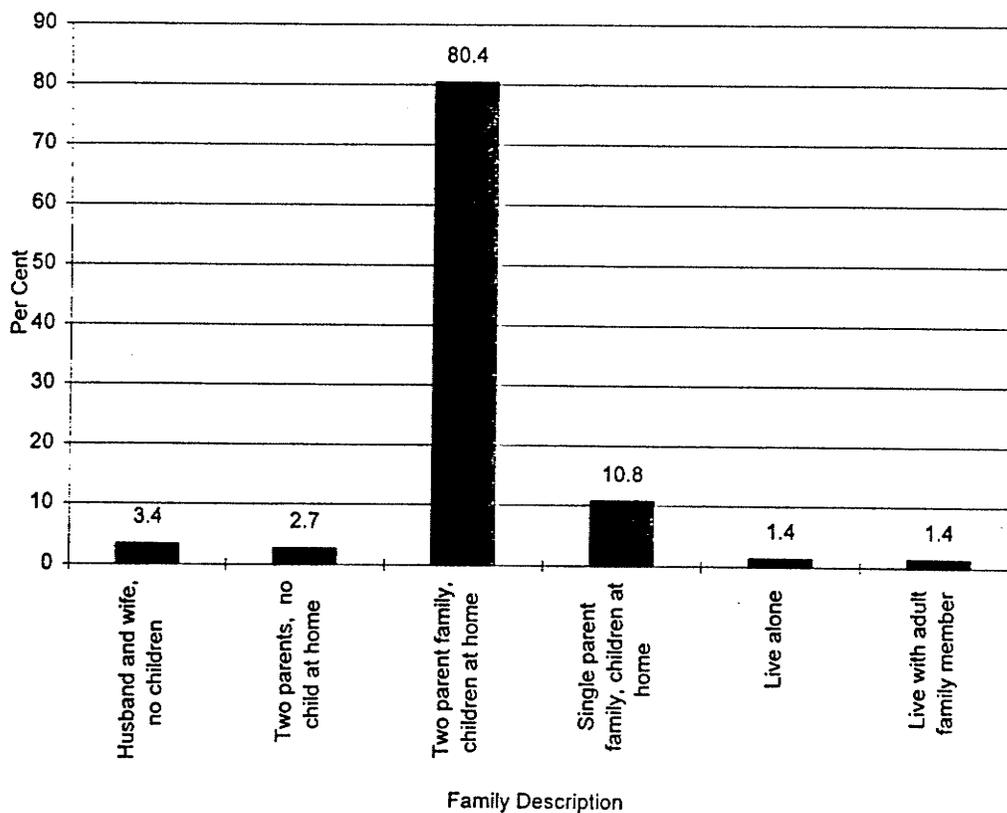
The Family Day Care Providers who reported to the Survey ranged in age from 24 to 56 years of age. Figure 6 shows the age categories of Survey respondents.



**Figure 6.** Percentage of respondents in each age category.  
**N = 153.**

All respondents were women. Providers living in urban, rural and northern locations of the province responded to the Survey. Of the 153 respondents, 109 lived in large urban centres (Winnipeg and Brandon), 27 lived in rural areas and 17 lived in northern regions of the province.

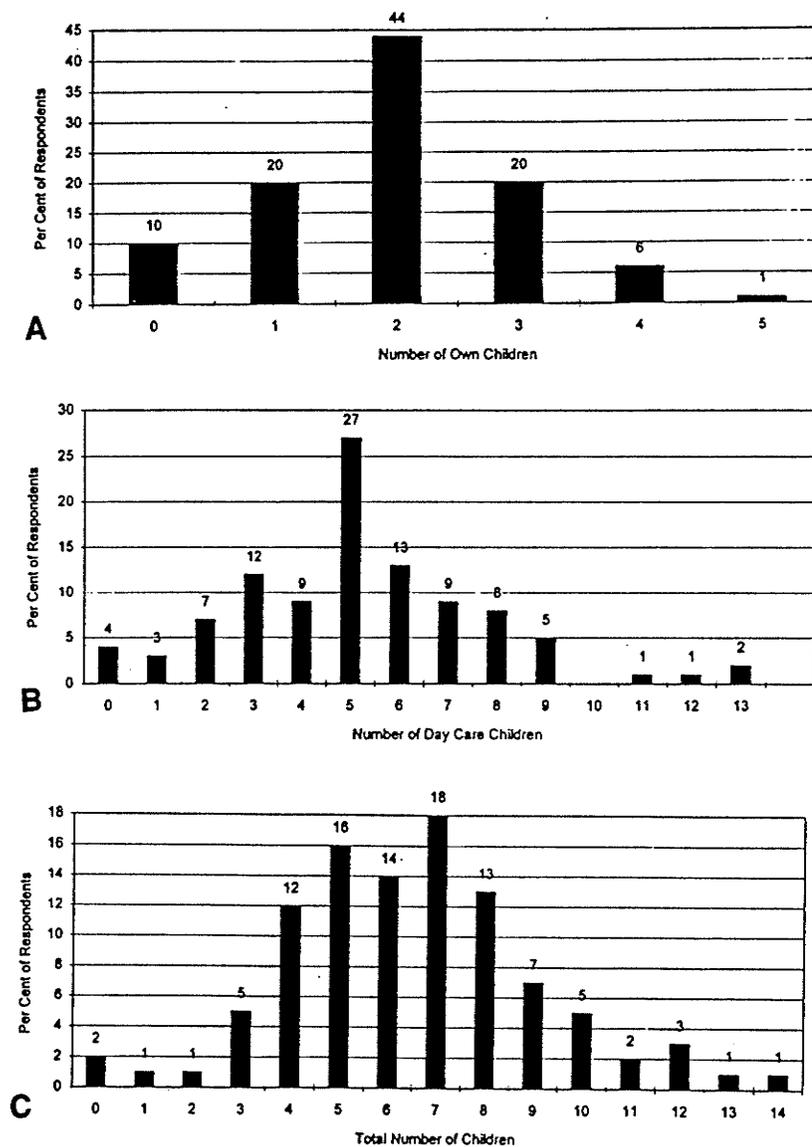
In regard to the respondents' family description, a majority (80.4 %) of the providers answering the Survey came from two parent families with children living at home. Single parent families with children living at home accounted for 10.8 % of the families. Respondents with other family compositions accounted for 8.9 %, as shown in Figure 7.



**Figure 7.** Respondents' family description.  
Sum does not equal 100 due to rounding.

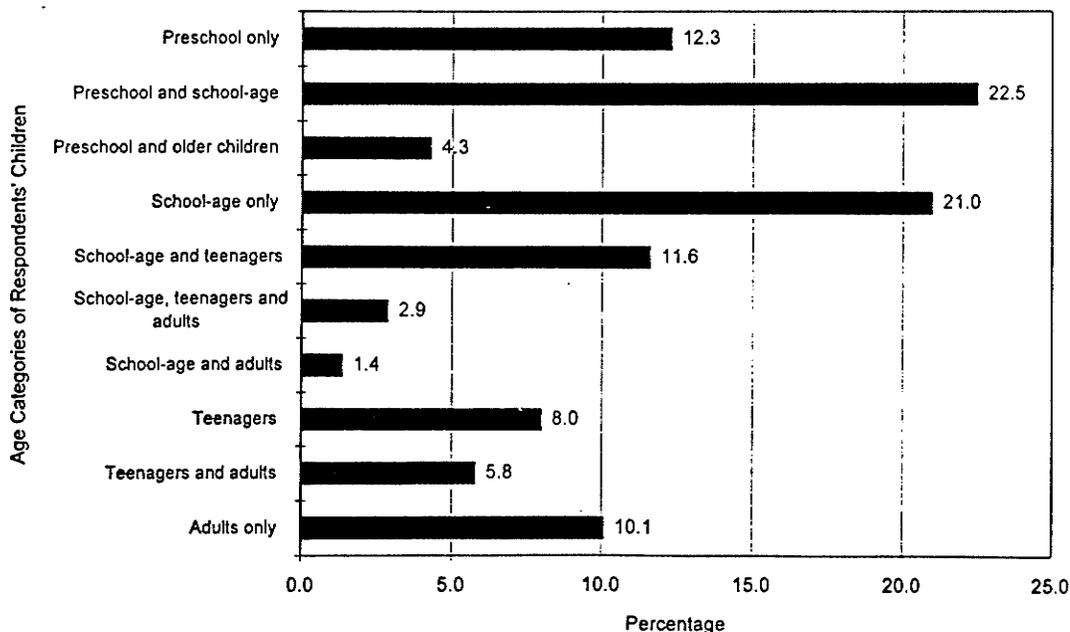
The responses to the Survey provided information on the numbers of children in the respondents' family day care homes (see Figure 8). Panel A shows the per cent of respondents reporting the number of their own children in the home. Panel B shows the per cent of respondents reporting the number of day care children in their family day care homes. Panel C displays the per cent of respondents reporting the total number of children in their homes. The number of children in each respondent's family ranged from zero to five, with the largest percentage (44%) of families having two children (Panel A). The number of day care children in care ranged from zero to thirteen (Panel B). Although licensing regulations in Manitoba permit a maximum of eight children in the home at any one time, the respondents offered information on all children enrolled, including full-time and part-time, and thus the reasoning for the large number of children in care. A few providers also indicated that they did not presently have children enrolled, explaining why 4% of the respondents had zero children in care. The most common number of day care children in the respondents' family day care homes was five. Considering the total number of children in the homes, including the respondents' children and day care children, seven is the most common number (18%), followed closely by five children (16%) (Panel C). The effect of regulations governing group size, that is, a maximum of eight children per home, including the family day care

provider's children, has evidently influenced these results. The range from zero to 14 can be explained by part-time day care children and the low enrolment in a few respondents' family day care homes.



**Figure 8.** Per cent of respondents reporting number of own children (Panel A), day care children (Panel B), and total children (Panel C) in the family day care home. Day care and total children include both full and part-time children enrolled in the home.  $N = 153$ .

Further information on the age categories of the respondents' children are shown in Figure 9. The preschool category includes children five years and under. School-age includes those children six to twelve years of age. Children who are 13 to 17 years of age are included in the teenager category. Adult children include those aged 18 years or older. Because of the low percentages in certain age categories, four category combinations are grouped into the "preschool and older children" category. This category includes the following combinations: preschool, school-age, and teenager; preschool and teenager; preschool, teenager, and adult; and preschool, school-age, and adult. The most common age categories were families having both preschool and school-age children (22.5%) and families with school-age children only (21.0%).



**Figure 9.** Age categories of respondents' own children shown as percentages. Sum does not equal 100 due to rounding.

N = 153.

The day care children were divided into two age categories, preschool and school-age children. For the purposes of this study, preschool children range in age from three months to five years and school-age children include those from six to twelve years of age. A majority (60%) of respondents cared for both preschool and school-age children. Approximately 38% of respondents cared for preschool children only and 2% cared for school-age children only.

The number of years respondents have been family day care providers ranged from less than one up to 26 years. Of the 152 providers who answered this question, 31.4 % had less than three years experience as family day care providers; 42.5 % had four to seven years experience; and 26.1% had been providing family day care for more than seven years.

When asked about their highest level of formal education completed, 25% indicated that they had not completed high school, 31.8% completed high school, 19.6% had some post-secondary education, and 23.6% had completed post-secondary education. Included in post-secondary education is vocational/technical school, college, and university.

Forty-one respondents indicated they had attained their child care diploma, certificate or degree. Ninety-one respondents indicated they had "other" child care education or training, which was achieved through workshops, conferences, correspondence, night school, training programs or college. The specifics of respondents' other child care training are described in Table 2. As shown in the table, 71.7% provided information on other forms of training they

had experienced, including a wide variety of workshops sponsored by a number of agencies and organizations. Providers indicated that through these workshops they had received training relevant to child development, behaviour management, caring for special needs children, child abuse, first-aid and CPR, psychology, communication skills, business management, and programming ideas. Respondents also cited their experiences as parents, foster parents, workers in day care centres, and volunteers for children's groups as a source of training. A few providers referred to the training received through coaching school, nursing, and teaching certificates.

**TABLE 2**

Type of Other Child Care Training Experienced by Respondents

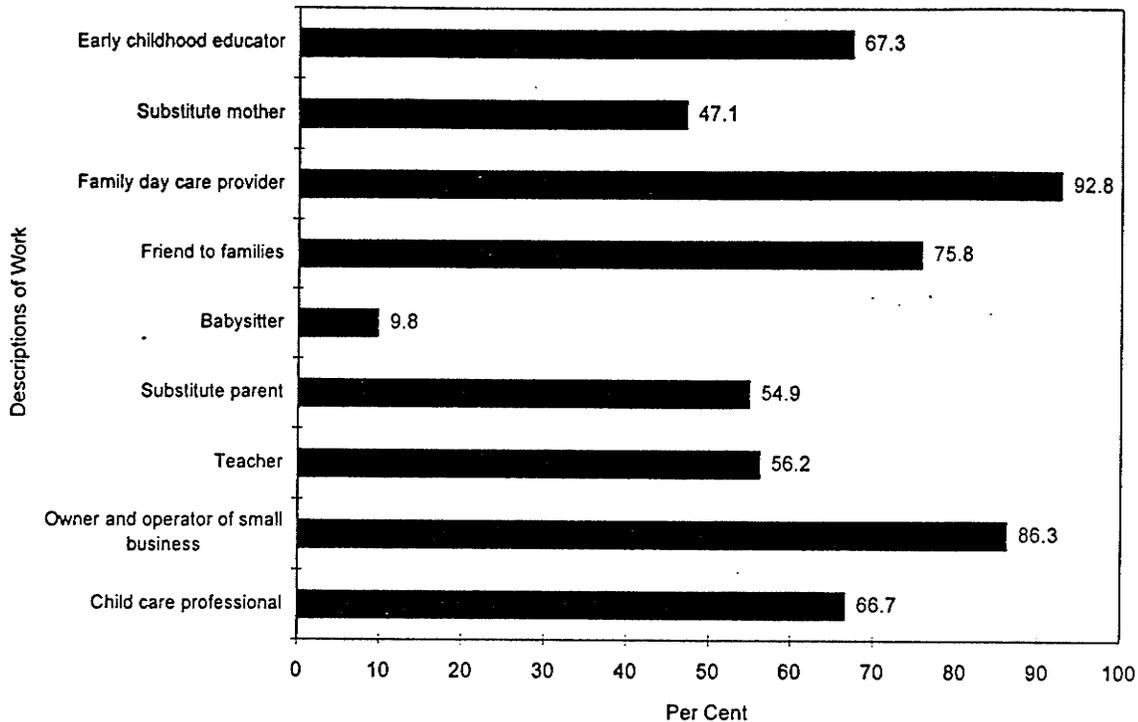
	Per cent (n = 91)
FDCAM <sup>a</sup> sponsored workshops	18.7
FDCAM <sup>a</sup> sponsored conferences	15.4
Red River Community College experiential	3.3
Correspondence	6.6
University courses	6.6
Family Day Care Provider Training Project <sup>b</sup>	19.8
Other child care association sponsored programs	4.4
Other <sup>c</sup> (related training and experience, etc.)	71.7

<sup>a</sup> Family Day Care Association of Manitoba

<sup>b</sup> Manitoba Education and Training.

<sup>c</sup> Refer to results for detailed description of "other" training.

To determine ways in which family day care providers characterize the work they do, a list of common descriptions used to refer to those working in the child care field was provided in the Survey (Question 19). Respondents were asked to check each description they felt described the work they did. Figure 10 supplies an overview of how providers responded to this question. It is interesting to note that while a majority (92.8 %) used the description of "family day care provider", less than ten per cent referred to themselves as a "babysitter". One respondent wrote, "My professionalism is put down often by being called a babysitter . . . I'm frustrated at times with other licensed caregivers who don't mind being called babysitters, we need to be united." Some respondents also offered written descriptions of the work they do including bookkeeper, bill collector, janitor, cook, nurse, teacher, social worker, role model, amateur psychologist, friend to the children, resource/consultant to parents and families, playmate, and extended family. The responses indicate that there is a great deal of variety in the work done by family day care providers.



**Figure 10.** Descriptions used to identify the work respondents do, given as percentages.

$N = 153$ .

### **Respondents' Perceptions of Support Received**

Table 3 provides information on respondents' perceptions of family support. Although respondents answered each question on a five-point scale ranging from strongly disagree to strongly agree, the response categories have been collapsed into three groupings, namely, disagree (includes responses

"strongly disagree" and "disagree"), undecided, and agree (includes responses of "strongly agree" and "agree"). The responses to question 2.15 indicated that 85.7% of providers perceived their family members to help and support one another. Seventy per cent or more of the respondents agreed with items addressing support with the exception of question 2.13 that focuses on the degree to which family members encouraged respondents to attend events sponsored by the professional association. For this item, 41.2% of respondents agreed, whereas 25.7% were undecided and 33.1% disagreed. A majority of the respondents disagreed with those items that were stated negatively (Questions 2.3 "Family do not like sharing home with day care children", 2.6 "Family rarely volunteer when something has to be done.", 2.8 "Family demands too much.", and 2.10 "Very little group spirit in family."). These responses indicated that respondents perceive their family members to be supportive of them and their efforts to operate their family day care homes. Only one respondent wrote about difficulties her family members had with the family day care home, "As the years go by in day care, I am finding my family is getting tired of having constant children around. They want more of their own space as my basement is dedicated to day care. My husband is also getting tired of the germs being spread through the children - the feeling of not being 100% right in health because of the day care's illnesses. Other than these feelings of my family, I think the support is there if needed...".

**TABLE 3**

Distribution of Disagree, Undecided and Agree Responses of Family Day Care Providers to Family Support Scale Items

Item Description	n	Percentage		
		Disagree	Undecided	Agree
2.1 Family believe it is important to be licensed.	147	10.9	9.5	79.6
2.2 Put energy into helping around house.	148	16.3	6.8	77.1
2.3 Do not like sharing home.	148	75.6	14.2	10.2
2.4 True feeling of togetherness.	149	2.0	5.4	92.6
2.5 Willing to change schedules.	148	13.6	13.5	72.9
2.6 Family rarely volunteer.	148	71.0	6.1	22.9
2.7 Helps meet licensing standards.	148	6.8	6.8	86.5
2.8 Family demands too much.	149	69.1	13.4	17.5
2.9 Family stand up for each other.	149	4.7	6.7	88.6
2.10 Very little group spirit in family.	149	89.2	5.4	5.4
2.11 Family get along well with each other.	149	5.4	9.4	85.2
2.12 Plenty of time and attention given to each member of family.	148	10.1	10.8	79.1
2.13 Family encourage attendance at FDCA sponsored events.	148	33.1	25.7	41.2
2.14 Family encouraged to be independent.	148	2.7	4.1	93.2
2.15 Family help and support one another.	147	4.8	9.5	85.7

Note. Although response categories have been collapsed in this table, all analyses were completed on uncollapsed variables. Total percentage of disagree, agree and undecided responses on individual items may not equal 100 due to rounding.

Results showing respondents' perceptions of support received from their day care parents are presented in Table 4. Responses are categorized into three groupings, combining "few and none" and "most and all". A majority

(80.9%) of respondents said that either most or all of their parents were supportive (Question 3.13). As indicated by the responses to questions 3.1, 3.3, 3.4, 3.5, and 3.12, more than 70% of the providers indicated that most to all of their day care parents were supportive of their care giving skills, business practices, and efforts to communicate about the children. According to the responses to items 3.2, 3.8 and 3.11, 92.8%, 90.1% and 75% respectively, indicated that none or few of their parents were too critical, talked down to them, or expected too much from them. A few of the written comments given by respondents portrayed a different picture of the parent-provider relationship. One respondent wrote, "A provider never has problems with the children in care, but parental problems never end . . .". Another requested training to better equip her to work with parents, "I wish there could be a course on Discussion with Parents . . . very few follow . . . policy and try to intimidate you and most often take advantage of you."

The results show most respondents have a business-like relationship with their day care parents for the purpose of selling and purchasing child care services. The responses to items 3.6 and 3.7 which address the degree providers and parents discuss their personal problems indicated that in a majority of cases this rarely occurs. It is interesting to note that parents rather than providers are more likely to discuss their personal problems. It also

appears that very few day care parents encouraged their providers to attend workshops, conferences, and other events sponsored by the Family Day Care Association of Manitoba and most (96.7%) do not attend these events with their providers.

**TABLE 4**

Distribution of None to Few, Some and Most to All Responses of Family Day Care Providers to Day Care Parent Support Scale Items

Item Description	<u>n</u>	Percentage		
		None to few	Some	Most to all
3.1 Compliment me for taking good care of their children.	152	12.5	14.5	73.0
3.2 Criticize me about minor things.	152	92.8	6.6	0.7
3.3 Free to communicate about day care topics.	152	2.0	5.3	92.7
3.4 Open to receiving suggestions regarding care of their children.	152	7.9	17.8	74.3
3.5 Appreciate new ideas.	152	3.3	15.1	81.6
3.6 I discuss personal problems.	151	84.1	11.3	4.6
3.7 Parents discuss personal problems.	152	66.4	23.7	9.9
3.8 Talk down to me.	152	90.1	6.6	3.3
3.9 Encourage me to attend FDCA sponsored events.	152	69.1	9.9	21.0
3.10 Go with me to FDCA sponsored events.	152	98.0	1.3	0.7
3.11 Expect too much.	152	75.0	17.1	7.9
3.12 Follow policies.	152	9.2	10.5	80.2
3.13 Really support me.	152	9.2	9.9	80.9

Note. Although response categories have been collapsed in this table, all analyses were completed on uncollapsed variables. Total percentage of "none to few", "some" and "most to all" on individual items may not equal 100 due to rounding.

The providers' responses regarding their perceptions of the support they received from their Child Day Care Coordinators are shown in Table 5. This table provides the percentage of the respondents who agreed with, disagreed with and were undecided on each item in this scale. The five-point scale used in the instrument is once again collapsed into three categories. A majority (81.5%) of respondents agreed that their Coordinators really supported them (Question 4.14). Ninety-eight per cent of respondents agreed that their Coordinators' jobs included making sure providers followed licensing regulations and guidelines and to act as a resource (Questions 4.2 and 4.3). Most of the providers agreed that their Coordinators gave them compliments (84.2%), listened to them (94.0%), were open to requests for information (92.7%), and recognized the providers' efforts (86.1%) (Questions 4.1, 4.6, 4.8 and 4.10 respectively). A small number of respondents indicated having poor relationships with their Child Day Care Coordinator, with 7% or less indicating that their Coordinator "talks down" to them, expects too much of them and does not listen when providers disagreed (Questions 4.5, 4.11, and 4.13 respectively). Having a Coordinator that is too critical was experienced by 10.6% of the respondents (Question 4.7). Some respondents offered written examples of how the relationship with their Coordinators were strained. One provider wrote, ". . . will drop in unexpectedly ...and can often disrupt family life. To me, it shows no consideration for your own privacy and it's almost as though they are trying to catch you at something." Another explained, "I really feel that

some of the Coordinators are unsympathetic towards our specific needs vs centre . . .". The feeling of not being distinguished from centre-based care were echoed by another provider, "I feel that . . . Coordinators should be more aware of what a family day care provider/home is . . . have tried to enforce day care centre rules and regulations on us."

Providers received more encouragement from their Coordinators to attend workshops, conferences, and other events related to child care (67.8%) compared to that received from family members (41.2%) and day care parents (21%). Similarly, providers indicated that they are more likely to discuss their personal problems with their Coordinators (33.4% agreed), compared to their day care parents (4.6% agreed).

**TABLE 5**

Distribution of Disagree, Undecided and Agree Responses of Family Day Care Providers to Child Day Care Coordinator Support Scale Items

Item Description	Percentage			
	<u>n</u>	Disagree	Undecided	Agree
4.1 Compliments me when I do something well.	152	7.9	7.9	84.2
4.2 Job is to make sure I follow licensing regulations.	152	-	2.0	98.0
4.3 Job is to give me information.	152	1.4	0.7	98.0
4.4 Encourages to attend workshops and events related to child care.	149	15.5	16.8	67.8
4.5 Talks down to me.	150	80.7	12.7	6.7
4.6 Listens to what I have to say.	151	1.3	4.6	94.0
4.7 Criticizes me over minor things.	150	81.4	8.0	10.6
4.8 Feel free to ask for information.	151	2.7	4.6	92.7
4.9 Supervises me too closely.	151	84.8	6.0	9.2
4.10 Recognizes efforts to introduce new ideas.	151	6.0	7.9	86.1
4.11 Expects far too much from me.	151	86.7	7.3	6.0
4.12 I discuss my personal problems.	150	49.3	17.3	33.4
4.13 Does not want to listen when I disagree.	151	74.8	17.9	7.3
4.14 Really supports me.	151	5.3	13.2	81.5

Note. Although response categories have been collapsed in this table, all analyses were completed on uncollapsed variables. Total percentage of disagree, undecided and agree on individual items may not equal 100 due to rounding.

Responses to the scale items referring to the perceived support received from the Family Day Care Association of Manitoba are shown as percentages in Table 6. The response categories are given as "disagree", "agree", and

"undecided". The table shows 93.3% of respondents indicated that the Association's goals are important (Question 5.1). Approximately 80% agreed that the Family Day Care Association of Manitoba is successful in promoting high quality family day care (Question 5.2), while about 61% of respondents agreed that the organization is successful in making known the needs of providers, parents, and children to the government (Question 5.3) and in eliminating the isolation experienced by providers (Question 5.4). A higher percentage of respondents (72.2%) agreed that the goal of ensuring family day care is accepted as a valued child care alternative throughout Canada is successfully being achieved (Question 5.5). Seventy-three per cent also agreed that their membership in the Family Day Care Association of Manitoba was important to them (Question 5.6).

Although the quantitative data indicated positive perceptions of the Association, the written comments indicate some dissatisfaction among members outside of Winnipeg. For example, one provider wrote, "I feel Association could support rural areas more (workshops more often)." Another wrote, "I feel that living in a northern community, we don't have the resources and information available like those in Winnipeg and closer rural areas." Some members indicated their disapproval more strongly, "The family day care providers of Manitoba are in great need of support in the rural areas and

smaller cities outside of Winnipeg. We as a group have found the FDCA of Manitoba to be completely negligent in this area." Another rural provider wrote, "They are only centred on their Winnipeg urban area and they don't provide any workshops outside of the city limits. They are totally 'city-oriented'."

While a majority of respondents agreed that the Association is very supportive of licensed family day care providers (Question 6.4), only 30% indicated that they are involved in events sponsored by this Association (Question 6.2). Approximately 86% of respondents who purchased the liability insurance package (n = 134) agreed that it met their needs (Question 8). Only 37 of a possible 153 respondents were involved in the group insurance package. Of those providers, 64.9% agreed that the package met their needs (Question 10).

**TABLE 6**

Distribution of Disagree, Undecided and Agree Responses of Family Day Care Providers to Association Support Scale Items

Item Description	<u>n</u>	Percentage		
		Disagree	Undecided	Agree
5.1 Goals are important.	151	0.7	6.0	93.3
5.2 Successful in promoting high quality family day care.	151	6.6	13.2	80.2
5.3 Successful in making needs and concerns known to government.	151	8.6	30.5	60.9
5.4 Successful in eliminating isolation.	149	12.8	26.2	61.1
5.5 Successful in ensuring family day care is accepted.	151	8.0	19.9	72.2
5.6 Membership is important to me.	151	11.9	15.2	72.8
6.1 Took an interest in me.	150	16.0	21.3	62.7
6.2 Rarely get involved in FDCA sponsored events.	150	30.0	14.0	56.0
6.3 Have provided me with information and assistance I needed.	149	10.1	14.8	75.2
6.4 Very supportive of licensed family day care providers.	150	6.7	16.7	76.6
8. Liability insurance meets needs.	135	4.4	9.6	85.9
10. Group insurance meets needs.	37	10.8	24.3	64.9

Note. Although response categories have been collapsed in this table, all analyses were completed on uncollapsed variables. Total percentage of disagree, undecided and agree on individual items may not equal 100 due to rounding.

Responses to scale items on perceived support received from provider support groups are given as percentages in Table 7. Once again, the response categories of the five-point scale are collapsed into three. Only about one-third of respondents indicated that they were involved in a provider support group.

Of those providers, 83.9% agreed that the "networking" groups offered support to its members (Question 12.10). Approximately 40% agreed that the support groups were a place where providers discussed their personal problems, while 39% disagreed that such discussions were part of their groups' activities (Question 12.8). For those respondents affiliated with a support group, 77.6% agreed that the members took a personal interest in each other (Question 12.3) and 84% perceived the members of the groups to be open about their feelings (Question 12.5). One respondent described her thoughts about support groups, "In the first years of my day care the only contact I had related to my job was my Coordinator, she was great but I felt it was even greater when I had other people who do exactly what I do, daily to share crafts with and problem-solving with. My networking group helps make me feel my job is important and so am I."

In addressing problems that may arise within support groups, it appears that differences in opinions may be an issue. The responses on this item (Question 12.7) indicated that while 56.2% disagreed that differences cause problems, 31.6% are undecided and 12.3% agreed that members with different opinions do not get along well. In regards to members talking about each other (Question 12.9), 66.1% disagreed that this happens, 21.4% are undecided and 12.5% agreed that this does happen. So while it appears support from "networking groups" is present, group dynamics and confidentiality may be an issue for some providers in some groups.

**TABLE 7**

Distribution of Disagree, Undecided and Agree Responses of Family Day Care  
Providers to Support Group Support Scale Items

Item Description	<u>n</u>	Percentage		
		Disagree	Undecided	Agree
12.1 Went out of their way to help me feel comfortable.	58	3.4	12.1	84.4
12.2 Atmosphere is impersonal.	56	62.5	19.6	17.9
12.3 Members take a personal interest in each other.	58	5.1	17.2	77.6
12.4 Group seldom gets together.	58	56.9	12.1	31.0
12.5 Open about how they feel.	56	-	16.1	84.0
12.6 Go out for social events.	57	21.0	17.5	61.4
12.7 Members with different opinions do not get along well.	57	56.2	31.6	12.3
12.8 Members talk about personal problems.	57	38.6	21.1	40.4
12.9 Make trouble by talking behind others' backs.	56	66.1	21.4	12.5
12.10 Offer support to each other.	56	1.8	14.3	83.9

Note. Although response categories have been collapsed in this table, all analyses were completed on uncollapsed variables. Total percentage of disagree, undecided and agree on individual items may not equal 100 due to rounding.

**Respondents' Reported Levels of Job Satisfaction**

The response results for the job satisfaction scale items are presented as category percentages in Table 8. Once again, the information is displayed under three groupings, namely, "disagree", "undecided", and "agree". Items 13.1 to 13.7, 13.9, and 13.10, which measure providers' satisfaction with the

job, indicated respondents were satisfied with this area of their work.

Approximately 86% agreed that their work was stimulating and challenging (Question 13.1); 88% agreed that they were respected by the day care parents (Question 13.2); and 76% agreed that they were left with a feeling of accomplishment at the end of the day (Question 13.7). Responses in regards to the children in care show that most (over 95%) agreed that their work made an important difference in the lives of the day care children (Question 13.6) and that they had a good relationship with the children (Question 13.9). One respondent described an ongoing relationship she had with her day care children after the care arrangement no longer existed, "Having been a family day care provider for a good number of years has provided me with the opportunity of keeping in touch with former day care children. I receive many visits and letters from them. This has been very rewarding for me."

Question 13.3 which asked providers if they had too much paper work, shows that while 66.6% disagreed with this statement, approximately 21% did agree that there was too much paper work required of them to do their job. Approximately 40% of respondents indicated they had too little time to do their work and meet everyone's needs (Question 13.5 and 13.10).

Items 13.8 and 13.11 through to 13.17 measure satisfaction with the working conditions of the family day care home. Over 70% agreed that their schedule was flexible (Question 13.8) and they were satisfied with the number of children in care (Question 13.11). While approximately 91% of respondents

agreed that the organization of their home helped them to do their jobs (Question 13.12), a majority disagreed that their homes were too cramped (81.3%), too drab (90.5%), and too noisy (86.3%) (Questions 13.13, 13.14, and 13.15 respectively). Licensing regulations and guidelines for family day care homes was understood by most (97.4%) respondents (Question 13.16).

In regard to the pay received by providers for their services, the responses were varied. While 46.4% indicated that they were not satisfied with the amount they were paid, 34.7% indicated they were satisfied, and 19% were undecided on this issue. A few of the respondents wrote comments regarding their pay, for example, "The pay for what I put into my day care is little. (No sick pay, holiday pay)." Another wrote, "I don't feel that the pay is fair for the amount of time, work and responsibility that goes with this job. My days are generally 10 - 11 hours long with many trials, activities, hurts, and tribulations and to be paid so little does not seem equitable." Alternatively, one provider described her satisfaction with the pay she received, "I feel very strongly that I am very fortunate to be doing this job. I am well paid relative to the costs of working outside my home . . ."

Questions 13.18 to 13.23 address providers' level of commitment to family day care. Most respondents (96.7%) agreed that they took pride in being family day care providers (Question 13.19). Respondents also indicated that they expected to continue working in family day care for at least two more years (Question 13.18) and they would choose a job in family day care if they

had to do it all over again (Question 13.23). Over 60% indicated that it would be difficult for them to find a job that they like as much as family day care (Question 13.21). Approximately 34% agreed that they felt trapped in their jobs (Question 13.22). While only 14% of respondents agreed that they often thought of quitting, 24% were undecided, and 62% disagreed with this statement (Question 13.20).

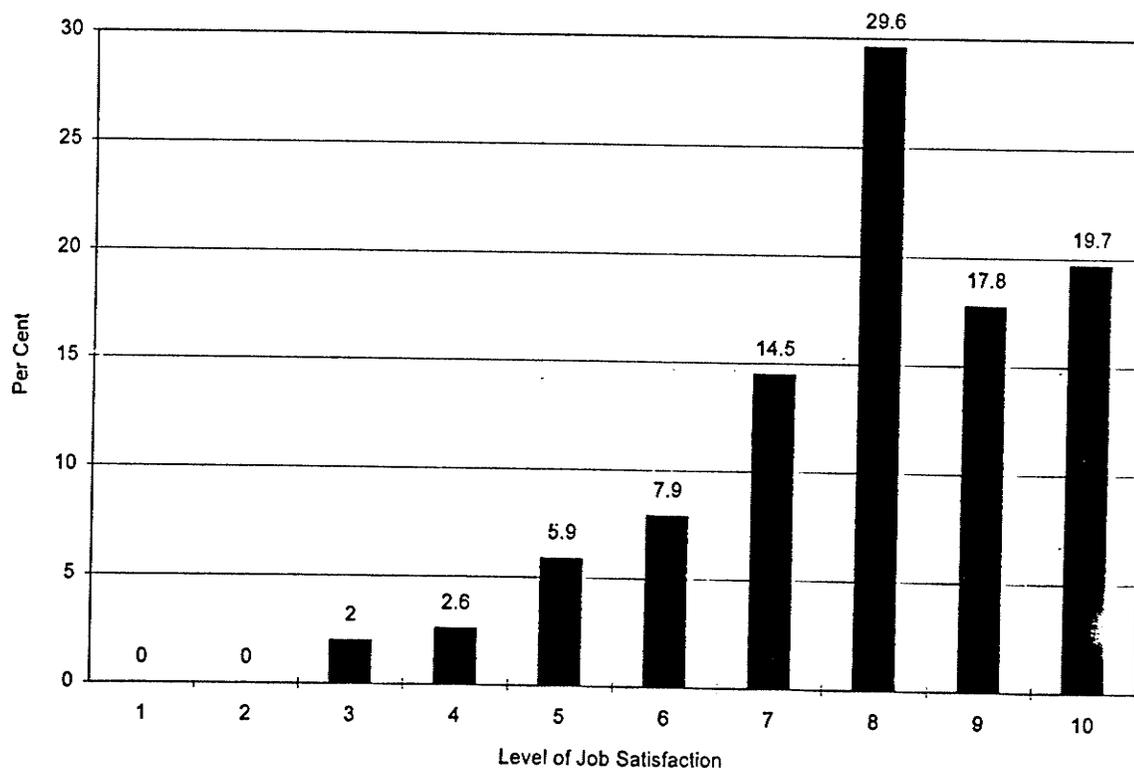
**TABLE 8**

Distribution of Disagree, Undecided and Agree Responses of Family Day Care Providers to Job Satisfaction Subscale Items

Satisfaction with job subscale items	n	Percentage		
		Disagree	Undecided	Agree
13.1 Work is stimulating and challenging.	153	5.9	8.5	85.6
13.2 Respected by parents.	153	4.6	7.2	88.3
13.3 Too much paper work.	153	66.6	12.4	20.9
13.4 Not enough variety.	151	82.1	9.9	8.0
13.5 Too little time to do work.	152	48.7	15.1	36.2
13.6 Work makes difference to children.	153	0.7	3.9	95.4
13.7 Left with feeling of accomplishment.	150	6.0	18.0	76.0
13.9 Close relationship with children.	153	-	2.6	97.4
13.10 Meeting everyone's needs is difficult.	152	47.4	12.5	40.1
<b>Satisfaction with working condition</b>				
subscale items	n	Disagree	Undecided	Agree
13.8 Work schedule is flexible.	152	19.1	5.9	75.0
13.11 Satisfied with number of children.	152	21.1	8.6	70.4
13.12 Organization of home helps do job.	151	1.3	7.3	91.4
13.13 Home is too cramped.	150	81.3	3.3	15.3
13.14 Inside of home is drab.	148	90.5	4.1	5.4
13.15 Home is too noisy.	153	86.3	7.8	5.9
13.17 Satisfied with amount paid.	153	46.4	19.0	34.7
<b>Commitment to work subscale items</b>				
subscale items	n	Disagree	Undecided	Agree
13.16 Understand regulations.	152	1.3	1.3	97.4
13.18 Continue for two more years.	153	4.6	17.6	77.8
13.19 Take pride in being a provider.	153	1.3	2.0	96.7
13.20 Often think of quitting.	153	62.1	24.2	13.8
13.21 Difficult to find a job I like as much.	153	19.0	17.0	64.1
13.22 Sometimes feel trapped in job.	151	56.9	9.3	33.8
13.23 Would do it all over again.	152	4.0	22.4	73.7

Note. Although response categories have been collapsed in this table, all analyses were completed on uncollapsed variables. Total percentage of disagree, undecided and agree on individual items may not equal 100 due to rounding.

Question 14 of the Family Day Care Provider Perceived Support and Job Satisfaction Survey asked respondents to rate their level of job satisfaction on a scale from one to ten, with one being very dissatisfied and ten being very satisfied. Figure 11 shows how respondents rated their level of job satisfaction, giving the percentage rating for each level. A majority of respondents reported satisfaction with their jobs as family day care providers, with the highest percentage (29.6%) indicating a satisfaction level of eight. Of the 152 providers who responded to this question, only 5.9% felt neutral (level 5) and 4.6% indicated they were dissatisfied with their job (levels 3 and 4).

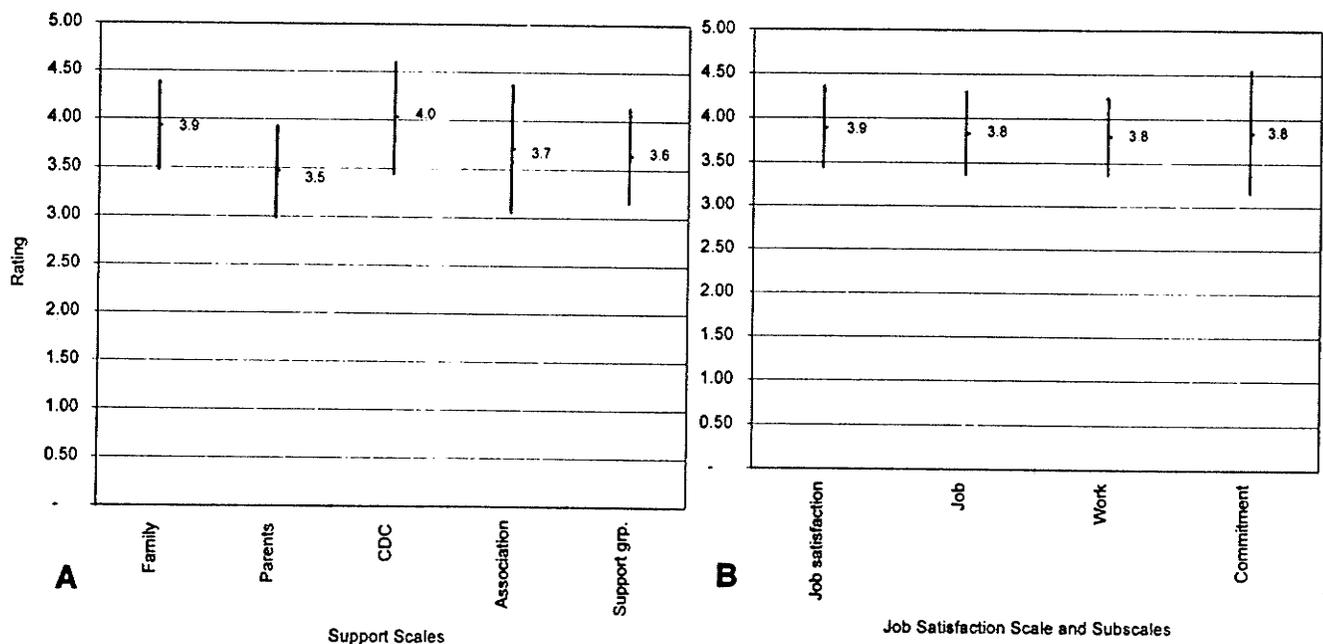


**Figure 11.** Respondents' reported level of overall job satisfaction given as a percentage for each level.

**N = 153.**

### Means and Standard Deviations of Instrument Scales and Subscales

Figure 12 shows the means and standard deviations of the support scales (Panel A) and the job satisfaction scale and subscales (Panel B). The means for the support scales range from 3.5 (day care parent support) to 4.0 (Child Day Care support). The means for the job satisfaction scale and subscales are similar at approximately 3.8. One possible explanation for these results includes the homogeneous population identified to test the hypotheses. In addition, the use of an instrument designed by adapting subscales and facets that were standardized on a normal population, on a homogeneous sample would also contribute to these findings. It is also noted that the means for the survey data are similar to those of the pretest data, as presented in Figure 3.



**Figure 12.** Means and standard deviations of support scales (Panel A) and job satisfaction scales and subscales (Panel B) for survey data.

### Hypothesis 1

The positive correlation between the family support scale scores and the overall job satisfaction scores ( $r = .53, p < .01$ ) confirm the hypothesis that family day care providers who perceive receiving support from their family members are likely to report experiencing high levels of job satisfaction (see Table 9). The family support scores are also significantly correlated with the "satisfaction with job" ( $r = .57, p < .01$ ), "satisfaction with working conditions" ( $r = .38, p < .01$ ) and "commitment to work" ( $r = .43, p < .01$ ) subscales. The strongest relationship is evident between family support and "satisfaction with job" subscale scores. Family support is correlated with "satisfaction with working conditions" at the lowest level.

**TABLE 9**

Correlations of Survey Support Scale Scores with Job Satisfaction Scale and Subscale Scores (N = 153)

Support scales	Job satisfaction scale	Subscales		
		Satisfaction with job	Satisfaction with work	Commitment to work
Family	.53**	.57**	.38**	.43**
Parents	.39**	.38**	.23**	.35**
CDC	.39**	.33**	.35**	.30**
Association	.33**	.24**	.28**	.30**
Supp grp.	.25*	.13	.46**	.18

Note. Parents = day care parents; CDC = Child Day Care Coordinator; Association = Family Day Care Association of Manitoba; Supp grp. = Support group; Satisfaction with work = Satisfaction with working conditions.

\* $p < .05$ , \*\* $p < .01$ .

### **Hypothesis 2**

Hypothesis 2 is confirmed given the significant correlation between day care parent support scores and overall job satisfaction scores ( $r = .39, p < .01$ ) (see Table 9). It is evident that family day care providers who perceive receiving support from the parents using their homes for child care are likely to report experiencing high levels of job satisfaction. Day care parent support scores are also significantly correlated with each of the three job satisfaction subscales. The correlation between perceived day care parent support, "satisfaction with job" ( $r = .38, p < .01$ ) and "commitment to work" ( $r = .35, p < .01$ ) subscale scores are similar to that of overall job satisfaction scores. As reported for family support scores, the weakest correlation is found between day care parent support and "satisfaction with working conditions" ( $r = .23, p < .01$ ).

### **Hypothesis 3**

The positive correlation between Child Day Care Coordinator support scale scores and overall job satisfaction scores ( $r = .39, p < .01$ ) confirm the hypothesis that family day care providers who perceive receiving support from their Coordinators are likely to report experiencing high levels of job satisfaction (see Table 9). Although the "satisfaction with working conditions" subscale was correlated to a lesser degree with the previous two support scale scores (family and day care parents), it is the subscale that is most strongly correlated with Child Day Care Coordinator support ( $r = .35, p < .01$ ). The "satisfaction with

job" and "commitment to work" subscales are also significantly correlated with Child Day Care Coordinator support ( $r = .33$  and  $r = .30$ ,  $p < .01$  respectively), but not as strongly as the "satisfaction with working conditions" subscale.

#### **Hypothesis 4**

The positive correlation between the Family Day Care Association support scale scores and overall job satisfaction scores ( $r = .33$ ,  $p < .01$ ) confirm that family day care providers who perceive receiving support from their professional organization are likely to report experiencing high levels of job satisfaction (see Table 9). Hypothesis 4 is therefore accepted.

While the job satisfaction subscales are significantly correlated with perceived support received from the Family Day Care Association of Manitoba, they are to a lesser degree than the previously described support scales. Perceived support from this professional association is most strongly correlated with the "commitment to work" subscale ( $r = .30$ ,  $p < .01$ ). The Family Day Care Association of Manitoba support scale correlations with the "satisfaction with job" subscale ( $r = .24$ ) and "satisfaction with working conditions" ( $r = .28$ ) are also significant ( $p < .01$ ).

#### **Hypothesis 5**

Hypothesis 5 is confirmed given the positive correlation between the support group support scores and the overall job satisfaction scores ( $r = .25$ ,  $p < .05$ ) (see Table 9). Although the coefficient is not as strongly correlated as in the previous four support scale scores, it is apparent that family day care

providers who perceive receiving support from their support groups, are also likely to report experiencing high levels of job satisfaction.

Unlike the other support variable scores, support group support scores are not significantly correlated with all three job satisfaction subscales. A significantly positive correlation is evident between support group support scores and "satisfaction with work conditions" scores ( $r = .46, p < .01$ ). The "satisfaction with job" ( $r = .13$ ) and "commitment to work" ( $r = .18$ ) are not significantly correlated with support group support scores.

**Hypothesis 1 through 5 - A Comparison of Results.** Although some contrast of correlations between the scores of the support variables and the overall job satisfaction and subscale scores has already been addressed, further comparison follows. Correlations between each support scale score and overall job satisfaction scores are significant ( $p < .01$  and  $p < .05$ ). The correlation between family support and job satisfaction is the strongest ( $r = .53, p < .01$ ), while support group support and job satisfaction scores are the weakest. The correlations of day care parent support and Child Day Care Coordinator support with job satisfaction are similar ( $r = .39, p < .01$ ), with Family Day Care Association of Manitoba support being slightly less correlated ( $r = .33, p < .01$ ).

This trend continues with correlations of support scale scores and the "satisfaction with job" and "commitment to work" subscale scores. Once again family support is correlated at the highest level ( $r = .57$  and  $.43, p < .01$ ), while

support group support is correlated at the lowest level ( $r = .13$  and  $.18$ , n.s.). Both day care parent and Child Day Care Coordinator support scores are similarly correlated with "satisfaction with job" and "commitment to work" subscale scores with coefficients ranging from  $.30$  to  $.38$  ( $p < .01$ ). The Association support scale scores are significantly correlated with all three subscale scores, but not as strongly.

The correlations between scores of the support variables and "satisfaction with working" conditions subscale scores demonstrate a different tendency. In this comparison, support group support is most highly correlated with "satisfaction with work conditions" ( $r = .46$ ,  $p < .01$ ), followed by family support ( $r = .38$ ,  $p < .01$ ) and Child Day Care Coordinator support ( $r = .35$ ,  $p < .01$ ). The "satisfaction with working conditions" subscale is the only subscale that is significantly correlated ( $p < .01$ ) with each support scale score.

### **Hypothesis 6**

Hypothesis 6 addresses how the interactions between the various support variables contribute to the experienced levels of job satisfaction reported by family day care providers. The test regression analysis used to prove this hypothesis shows that each support variable plays a significant role in predicting overall job satisfaction. In addition, the interactions of the support variables explain a highly significant per cent of the overall job satisfaction variance, with the family support variable having the strongest influence on the dependent variable. It is these findings that allow for the acceptance of the sixth hypothesis.

Table 10 shows the intercorrelations among the predictor variables and job satisfaction, the dependent variable. As previously described, the support variable that is correlated most highly with job satisfaction is family support ( $r = .53, p < .01$ ). Significant correlations ( $p < .01$ ) with job satisfaction are also evident for day care parent support ( $r = .39$ ), Child Day Care Coordinator support ( $r = .39$ ) and Family Day Care Association of Manitoba support ( $r = .33$ ) scores. Support group support is positively correlated with job satisfaction ( $r = .25$ ), but not as significantly as the other four support scales ( $p < .05$ ).

Correlations also exist among the predictor variables but not at a level that would negatively influence the contribution of other variables and in turn the interpretation of the findings. The highest correlation is found between the Child Day Care Coordinator support Family Day Care Association support scale scores ( $r = .42, p < .01$ ). Day care parent support is also slightly correlated with Family support ( $r = .26, p < .01$ ), Child Day Care Coordinator support ( $r = .34, p < .01$ ) and Family Day Care Association of Manitoba support ( $r = .22, p < .01$ ) scale scores. The correlation of support group support with all other support variables, with exception of family support, is near zero. Support group support was not included in the analysis to test Hypothesis 6 as only about one-third of all respondents reported affiliation with a support group.

TABLE 10

Intercorrelations Among Predictor Variables and Job Satisfaction

Variables	Dependent and Independent Variables					
	Job sat. (n = 146)	Family (n = 146)	Parent (n = 146)	CDC (n = 146)	Assn (n = 146)	Supp. grp (n = 48)
Job sat.	1.0	.53**	.39**	.39**	.33**	.25*
Family	--	1.0	.26**	.13	.10	.24*
Parent	--	--	1.0	.34**	.22**	-.03
CDC	--	--	--	1.0	.42**	.01
Assn	--	--	--	--	1.0	-.03
Supp grp.	--	--	--	--	--	1.0

Note. Job sat. = Job satisfaction; Family = Family support; Parent = Day care parent support; CDC = Child Day Care Coordinator support; Assn = Family Day Care Association support; Supp grp. = Support group support.

\* $p < .05$ , \*\* $p < .01$ .

A test regression analysis was conducted to determine which of the support variables contributes most to overall job satisfaction and how the interactive relationships of combinations of the predictor variables explains variance in the reported levels of job satisfaction. Based on the results of the residuals scatterplot, which show that the distribution of standardized residuals were independently and normally distributed, no changes to the data were required.

Table 11 shows the results ensuing from the test multiple regression analysis. The mean, standard deviation, unstandardized and standardized regression coefficient values are given for each predictor variable. The R square value is provided for each variable pair combination.

The family support variable carries the greatest weight in predicting overall job satisfaction ( $\beta = .44$ ,  $p < .0001$ ). The standardized regression coefficients for Child Day Care Coordinator support show it to be the second strongest predictor of overall job satisfaction ( $\beta = .20$ ,  $p < .01$ ), followed by Family Day Care Association support ( $\beta = .17$ ,  $p < .01$ ) and day care parent support ( $\beta = .15$ ,  $p < .03$ ).

The regression analysis yields a multiple correlation coefficient of .65 ( $p < .0001$ ). Forty-three per cent of the variance in the dependent variable, job satisfaction, is explained by the four support variables. The R square values for each of the paired variables indicate that each accounts for a significant degree of variance in overall job satisfaction. The pairs containing family support as one component account for higher levels of variance in the dependent variable compared to sets not containing family support. Twenty-four per cent ( $p < .0001$ ) of the variance of overall job satisfaction is explained when considering only the family and day care parent support variables. The paired family and Child Day Care Coordinator support variables account for 22% ( $p < .0001$ ) of overall job satisfaction variance. This is similar to the variance explained by the

family and Family Day Care Association support variables ( $R^2 = .21$ ,  $p < .0001$ ). Although variable pairs consisting of day care parent, Child Day Care Coordinator and Family Day Care Association support variables explain significant degrees of job satisfaction variance, they do so to a lesser degree than those pairs containing the family support variable.

**TABLE 11**

Results of Test Regression Analysis of Predictor Variables on Job Satisfaction

Support Variable	M	SD	Stand		Paired Variables	$R^2$
			$\beta$	$\beta$		
Family	3.93	.47	.41	.44†††	Family and parent	.24***
Parents	3.47	.48	.14	.15†	Family and CDC	.22***
Child Day Care	4.03	.59	.14	.20††	Family and Assn.	.21***
Association	3.71	.66	.11	.17††	Parent and CDC	.07**
Constant	--	--	.80	--	Parent and Assn.	.05*
	--	--	--	--	CDC and Assn.	.09***

R square = .43

R Multiple = .65

Note.  $n = 146$ .

Stand  $\beta$  = Standardized  $\beta$ ; Parents = day care parents; CDC = Child Day Care; Assn and Association = Family Day Care Association of Manitoba.

† $p < .03$ , †† $p < .01$ , ††† $p < .0001$ , \* $p < .003$ , \*\* $p < .0004$ , \*\*\* $p < .0001$ .

## **CHAPTER V**

### **Discussion**

The findings of this study support the relationship between family day care providers' perceptions of support received from those included in the Family Day Care Mesosystem and reported levels of job satisfaction. Each support variable is positively correlated with job satisfaction. The strongest correlation is found between job satisfaction and family support. In addition, the family, day care parent, Child Day Care Coordinator and Association support variables are significant predictors of job satisfaction, with family support being the strongest predictor. These four support variables also account for a significant per cent of job satisfaction variance.

The purpose of this study was to determine how the support received by family day care providers and the interactions between support services influenced their levels of job satisfaction. To investigate these relationships a model was proposed and used as a guide. The results support the operational model outlined in Figure 2 describing the influence of available support on providers' levels of job satisfaction.

Respondents hold positive perceptions of the support received from their family members, day care parents, Child Day Care Coordinator, professional association and provider support groups. Responses also indicate high levels of job satisfaction among the providers in this study. These findings are not unexpected. The highly selective population participating in the study in part

contributes to the high scores. Only licensed family day care providers who were members of the Family Day Care Association of Manitoba were eligible to be part of the selection process. In addition, scales of the Family Day Care Provider Perceived Support and Job Satisfaction Survey were adapted from scales standardized on normally distributed populations. This adapted instrument was then used to gather data in a homogeneous population. These findings may also be due in part to respondents' desires to put forth a positive image of themselves and their homes and possibly not wanting to share negative perceptions fearing their responses may not be kept confidential. A closer look at the responses for each subscale contributes more to the understanding of these results.

The family day care providers responding to the survey indicate receiving high levels of support from their family members. Results show that family members have adapted to the demands of and assist in the operating of the family day care home. Most respondents convey that their family support their licensed status, which may contribute to the providers' positive relationships with the Child Day Care Coordinator. Independence and cohesion characterize most of the respondents' families.

Although family support is reported to be high, providers indicate that they do not receive encouragement from family members to attend events sponsored by the Family Day Care Association of Manitoba. This may be one reason that the respondents relate low levels of involvement in these events.

These findings are similar to those of Gramley (1990) who reports that providers often receive support to fulfil their mothering and provider roles, but less support to seek out experiences outside the family day care home.

It is encouraging that family day care providers are receiving support from their family members, as it is this support source that most providers have the closest contact. It seems appropriate that family members play such a significant role in reported levels of provider job satisfaction, given that this form of child care is called "family" day care.

Although the respondents report receiving high levels of support from their family members, it is unknown if there is a differentiation between support received from spouses, children and/or other family members in the household. The scale items on family support asked providers to describe their level of agreement with each item considering all family members living in their household. One way of developing a better understanding of how different family members support the family day care provider and, in turn, influence job satisfaction is to revise the Family Day Care Provider Perceived Support and Job Satisfaction Survey to consider family members separately.

Results of this study do not support research citing a relationship between day care parents and low levels of job satisfaction (Atkinson, 1988; Nelson, 1990). On the contrary, respondents indicate receiving high levels of support from their day care parents. This perceived support is significantly correlated with and a significant predictor of job satisfaction. It is good to see

that the group with which providers have most contact next to family members, is supportive of their family day care providers.

Responses suggest the providers in this study have a good relationship with their day care parents, which is characterized by appreciation, respect and open communication on day care related issues. These findings are similar to those of Gonchar-Horowitz (1984) who report the communication patterns of providers and parents to be focused mainly on child-related rather than family issues, yet, providers in this study indicate that their parents are more likely than the providers themselves to discuss their personal problems.

Similar to the responses for family support, respondents indicate that most do not receive encouragement from their day care parents to attend events sponsored by the Family Day Care Association of Manitoba. This lack of encouragement may be another reason low levels of involvement are reported. In addition, very few parents attend such functions with their providers. While many workshops offered may be of interest to parents, it is unlikely that they will go if they are not aware of what is being offered and their family day care provider does not participate. These findings suggest it may be beneficial to invite parents and providers to events such as Association sponsored workshops.

Family day care providers responding to the survey also regard their Child Day Care Coordinator as supportive. Respondents observe their Coordinators fulfilling both resource and licensing/monitoring roles, providing

evidence that the licensing and monitoring representatives are effectively doing their jobs. Findings also suggest that this relationship is characterized by open communication where the providers feel free to ask for information and the Coordinators are willing to listen to what the providers have to say. Providers in this study also receive recognition from their Coordinator. In addition, the Child Day Care Coordinators are reported to be an important source of encouragement for providers to seek out professional development opportunities. More providers report discussing their personal problems with their Coordinators compared to day care parents. This suggests that for many providers in this study, the provider-Coordinator relationship extends beyond the business aspect. The mistrust and fear suggested in other studies (Morgan, 1980; Adams, 1984; Enarson, 1991; Leavitt, 1991; Nelson, 1991) is not evident in this group of family day care providers.

Whereas respondents perceive receiving support from their Child Day Care Coordinator, written comments suggest provider frustration with the provincial child care policy governing the operations of licensed family day care in Manitoba. Some providers describe the distress they are experiencing because of government cutbacks to the child care subsidy system. Filling spaces that are not subsidized by the government seem to be a problem. One provider wrote, "Since the subsidies were cut in April 1993, it is very difficult to fill spaces that are not subsidized." Another respondent describes how her inability to operate at full capacity negatively influences her level of job

satisfaction, ". . . my level of satisfaction would be much greater if I wouldn't have to worry about government cutting day care spaces (subsidy) and reducing the funding necessary for operating a day care properly. These issues hang over my head 24 hours a day." This problem is also expressed by another provider, "I have had empty spaces for years now, thanks to the government licensing so many homes in my area, and now that I am only allowed two subsidized spaces, I am having a very difficult time earning enough to live on. This makes me very dissatisfied with my job." Many respondents express similar concerns regarding government policy to limit the number of subsidized child care spaces in family day care. These comments suggest that many family day care homes are not able to find families that can pay full child care fees and as a result some providers are not operating at full capacity. This in turn causes financial difficulties for some providers. As one provider wrote, "I may be forced to close down my day care home if in the near future my attendance doesn't increase." It is not surprising that there is evidence of government policy negatively influencing provider job satisfaction considering that persons are very much influenced by what happens in the exosystem (Bronfenbrenner, 1979). Although this study does not address the issue of government policy and how it influences job satisfaction, these comments suggest the need for further investigation in this area.

The respondents' perceptions of support received from provider support groups are positive, yet it is this variable that has the lowest correlation with job satisfaction. Those respondents who are affiliated with support groups indicate that group members are open and hospitable toward each other. There appear to be some problems with confidentiality and working through differences of opinions in some provider support groups. While the setting of provider support groups seems to be one where members can build close personal relationships, the responses suggest that while some groups do discuss personal problems an equal number do not.

Although provider support groups are organized specifically to offer support to family day care providers, only about one-third of the respondents reported affiliation with such a group. Research points to the important role of support services (Fosburg, 1981; Dimidjian, 1982; Pence and Goelman, 1991; Lockwood-Fischer and Krause-Eheart, 1991) but the results suggest that the Family Day Care Association of Manitoba provider support groups are not fully meeting the goal of offering support due to the low member involvement. Reasons why more respondents do not participate in these support groups cannot be interpreted from the data collected, however a few of the providers offered written comments revealing why participation is not an option for them. One provider wrote, "I cannot afford a babysitter so I cannot attend any workshops or provider meetings." Long hours of work are given by another respondent as a reason for not participating, "the networking groups are a great

idea but if, like myself, a provider works extended and/or overnight hours it is very hard to get to the meetings." While these comments do not prove reasons for low levels of affiliation with provider support groups, they do suggest that there may be a variety of reasons why family day care providers are not using this available support service.

The ages of respondents' own children may be another reason more providers in this study are not involved in support groups. A majority of respondents belonging to support groups have their own children living in the household. The data indicates that only 15% of support group providers have children under the age of six years living at home. Other group members either have no children (8%), school-age, teenage or adult children (46%) or a combination of older and younger children (32%). Family day care providers with small children may find it difficult to find alternate care while they go to the support group meetings. Having older children may make it easier to get away in the evenings, as providers would not need to worry about finding a babysitter. In addition, family day care providers with young children may have less energy at the end of the day and thus less of a desire to attend evening support group meetings.

It is suggested that further investigation be done to determine, through analysis of data, why more providers are not involved. Additional research may find that affiliation increases with a change in format from evenings to a day drop-in service. Providers may find it easier to access such a support service if

they could implement it into their daily programs, taking the children to a play group setting while they interacted with other providers. Further investigation may offer affirmative answers on how best to offer support groups to family day care providers. Given such information, those organizing provider support groups can be better equipped to develop a support service used by a greater number of family day care providers.

As with the other sources of support, respondents report receiving high levels of support from their professional association, namely, the Family Day Care Association of Manitoba. One provider describes her appreciative feelings about this organization, "I feel very secure in knowing that if I am having problems or need help in certain areas there is someone to lean on and help. Family Day Care Association is an enormous support system to Family Day Care Providers." The written comments of rural respondents are not as supportive. Although rural and urban providers were not differentiated for the purposes of this study, the comments made by some rural respondents regarding their frustrations with the lack of services and support received from the Family Day Care Association of Manitoba suggest the need for further investigation. A comparison of rural and urban family day care providers may contribute to a better understanding of how support may vary from region to region.

Responses show that providers in this study agree that the goals of the Family Day Care Association of Manitoba are important and that the

organization is successful in achieving its goals, particularly promoting high quality family day care. Fewer respondents agree that the Association is successful in making providers' needs and concerns known to the government. The comments from some providers regarding their frustration with government policy may be reflected in these responses. If providers are dissatisfied with the child care system it seems logical that they would want their professional association to make these issues known to the government. It may be that when providers do not see improvements to the system, they perceive the Family Day Care Association of Manitoba as not succeeding at this goal. Lower levels of agreement are also shown regarding the successfulness of the Association at eliminating isolation among providers. The low levels of affiliation with provider support groups may explain these responses. One purpose of the support groups is to lessen the feelings of isolation, yet if providers are not involved, it is not possible for them to experience any benefits of the group, including coping with feelings of isolation.

Over one-half of all respondents indicate that they are not involved in Family Day Care Association of Manitoba sponsored events. This low level of participation may be due to the lack of encouragement from significant others, such as family members and day care parents. Whatever the reason, the findings show an inconsistency between providers' desire to maintain membership with the organization, beliefs in the Association's goals and commitment to help meet those goals. Krueger (1985) found organizational

commitment to be a predictor of job satisfaction. Organizational commitment, according to Krueger, consists of three characteristics including "a strong belief in and acceptance of the organization's goals, a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization" (p. 17). While most respondents show a desire to have an Association membership and believe the Association's goals are important and being achieved, there is not a strong indication that providers are willing to "exert considerable effort" to assist the Association in meeting its goals. This suggests the existence of a passive form of organizational commitment which, although not exactly as defined by Krueger, for this sample of family day care providers, also contributes to job satisfaction. Additional insight may be achieved through further research into the role of a professional association from the perspective of family day care providers. Such findings would be helpful in directing the goals and objectives of organizations like the Family Day Care Association of Manitoba.

Responses regarding affiliation with and needs met by the liability and group insurance packages available through the Family Day Care Association of Manitoba suggest these programs are not fully meeting the requirements of the membership. Full participation in the liability insurance program is expected, given that licensing requirements dictate two million dollars liability coverage in all licensed family day care homes (Manitoba Community Services, 1986). This is not true for survey respondents. Only 89% of all respondents

use the Association's liability insurance program, with approximately 86% suggesting their needs are satisfactorily being met. The participation in the group insurance is very low with less than a quarter of all respondents purchasing this benefit. Satisfaction with this package is moderate. Given these findings, a few questions arise. Where do non-participating providers obtain their insurance? Why do these providers not purchase their insurance from the Association considering that these packages are designed specifically to meet the needs of the membership? Further probing is needed to provide concrete suggestions how these packages can better meet the needs of the membership.

Consideration of the relationship between the Association and providers may further explain the low levels of participation in services offered. The Family Day Care Association of Manitoba is the only support service in the model that providers must take the initiative to contact. As one respondent wrote, ". . . a large majority of those who don't feel they are getting enough support are either 1. not aware it is there 2. not requesting/searching for it". By further investigating reasons for non-participation a clearer understanding can be achieved, which in turn, can provide suggestions for improvements to the support services offered by the Family Day Care Association of Manitoba.

Overall job satisfaction reported by survey respondents is very high. The responses to the items addressing providers' satisfaction with the job confirm that most feel they are respected by their day care parents. Positive

relationships with the day care children contribute strongly to the high scores. These findings support previous research suggesting that the children in care augment caregivers' satisfaction with their job (Pettygrove, Whitebook & Weir, 1984; McClelland, 1986; Kontos & Stremmel, 1988; Nelson, 1990; Stremmel & Powell, 1990; Rosenthal, 1991). Providers in this study suggest that the greatest degree of difficulty with their jobs occur when not having enough time to do their work and meet the needs of others.

Providers in this study reveal that they are very satisfied with their working conditions with exception of one area, that being the pay they receive to do their jobs. More respondents indicate dissatisfaction than satisfaction with their pay. These findings support those of Rosenthal (1991) who found that less than half of the providers did not find their job financially worthwhile, yet continued to do the work because of the enjoyment received from working with the children.

The providers responding to the survey also show a high degree of commitment to their jobs. While most providers are proud of what they do, some also report experiencing feelings of being trapped in their job. The commitment to their work is obvious, as most plan to continue to work in family day care for at least two more years and if given the opportunity, would again choose to be family day care providers. The providers' relationships with the children may be one factor contributing to this high level of commitment.

The strength of the relationship between family support and job satisfaction may lead some to question the need for other support services, since family members are more supportive than those designed by government or organizations. Although the study shows the relevance of support from family members, the support received from other sources, namely day care parents, Coordinators and Association, also contributes significantly to job satisfaction. Removal of one or more of the sources of support is likely to reduce the support available and have a negative influence on levels of job satisfaction experienced by family day care providers. It is therefore important to recognize the total contribution family members, day care parents, Child Day Care Coordinators and the Family Day Care Association of Manitoba make to family day care providers' support system and in turn, levels of job satisfaction.

The Family Day Care Provider Perceived Support and Job Satisfaction Survey is shown to be a reliable and valid measurement of perceived support and job satisfaction for the selected population. Further use of the instrument in randomly selected, normally distributed populations may contribute more information on the reliability and validity of this instrument. For example, using the instrument in a population of family day care providers from another province or in a centre-based environment may yield different results, although modification of the instrument is required because of its design specificity.

The highly homogeneous sample also has implications for the generalizability of the study results. Approximately 35% of all family day care

providers who are part of this study's defined support system are represented. While the results offer implications and suggestions for the support system in place in Manitoba, it is not intended for these findings to be applied outside this specific population. Further investigation by using the instrument in more generalized family day care populations is recommended. It would be interesting to see if the perceptions of support and reported job satisfaction are high for the providers throughout the country or if there are provincial differences. Such information may provide recommendations for a "best" model of support for those providing child care in their homes.

### **Conclusions**

The results of this study show that family day care providers in Manitoba are receiving support from those individuals and groups connected to their family day care homes. Providers are also experiencing high levels of satisfaction with their jobs. The support received by these providers is positively correlated with job satisfaction. All sources of support, with exception of provider support group support, are significant predictors of and account for a high percentage of job satisfaction experienced by family day care providers. The degree to which provider support groups predict job satisfaction is not known because of the low level of involvement by providers taking part in the study.

Support received by family day care providers from family members living in the household is the source of support that is most highly correlated with job

satisfaction experienced. Family support is also the strongest predictor of job satisfaction. The strength of the relationship between family support and job satisfaction experienced should not distract from the importance of the support received from day care parents, Child Day Care Coordinators and the Family Day Care Association of Manitoba. These sources of support are also significant predictors of job satisfaction. Those involved in the Manitoba child care community have succeeded in building an effective support network for licensed family day care providers. The elimination of one or more of the sources of support identified in the Family Day Care Mesosystem model would only serve to diminish the support received and in turn, negatively influence family day care providers' levels of job satisfaction. The recognition of the Family Day Care Mesosystem as an overall supportive system is confirmed by the results of this study.

Although providers belonging to support groups indicated receiving support and this support was positively correlated with job satisfaction, further research is needed in this area. Very low levels of support group involvement are reported by providers in this study. Information collected does not offer reasons for this. Additional investigation is needed to determine reasons why more family day care providers are not using a service designed specifically to offer support. Family day care providers may not perceive this service as supportive and therefore do not get involved. The way in which these groups are organized may not be conducive to provider involvement. The age of the

providers' children or the demands of their jobs may also be a factor influencing their level of involvement. Only through additional investigation can suggestions be made for improvements to this service, with the hope of increasing provider involvement and support available.

Although the results indicate a supportive environment, further investigation is warranted to better understand how each of the identified support services influences job satisfaction. A more detailed study of family, considering spouses, children and other family members individually would add to the understanding of who offers support and what kind of support is offered in the family setting. Further research into why family support is perceived as high would add to the understanding of the family day care environment.

The study of family day care providers living in rural and urban regions of the province would further the knowledge of how support services are perceived. Additional research may show a difference between the support experienced by providers living in rural regions, compared to their urban peers. Such information is needed to determine if differences do exist, why they exist and what can be done to effectively make improvements to the support system.

Comments offered by respondents suggest a need to further investigate how providers are affected by settings where they are not directly involved, such as government policy of child care. Considering Bronfenbrenner's (1979) theory on the ecology of human development and the comments offered by providers in this study, it would be expected that the exosystem is correlated

with job satisfaction experienced by family day care providers. Only through further investigation can this be confirmed.

The ecology of human development (Bronfenbrenner, 1979) proved to be a suitable theory to use as a framework for this study's design and analysis. With Bronfenbrenner's theory, insights were gained into the experiences of licensed family day care providers in the province of Manitoba. According to the theory, the potential for development is influenced by and dependent on experiences that promote the establishment and maintenance of supportive relationships. Development is enhanced by the supportive interactions with others. Individuals having positive perceptions of the existing support systems would actively interact with others in their environment and, in turn, be satisfied with their jobs. Particularly important is the support received from those who are part of existing settings, such as family members. The support received from existing relationships can also act as a supportive link between different microsystems. Bronfenbrenner's ideas are supported in the findings of this study.

With a growing number of parents using family day care to meet their child care needs, it is important to strive for a better understanding of that environment. Guidelines describing quality family day care focus largely on the physical attributes of the environment, yet further information on the caregiver can serve to advance our understanding. There is a need to know more about those caring for the children in family day care settings. The findings of this

study show that support services are not just available, but are also perceived as supportive by licensed family day care providers in Manitoba. Support received from family members, day care parents, Child Day Care Coordinators, the Family Day Care Association of Manitoba, and provider support groups all contribute to the satisfaction experienced by family day care providers.

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**Appendix A**

Comparison of Family Day Care Provider  
Perceived Support and Job Satisfaction Survey  
Items With Original Instrument Items

**Comparison of Family Day Care Provider  
Perceived Support and Job Satisfaction  
Items With Original Instrument Items**

<b>Family Day Care Perceived Support and Job Satisfaction Survey Item</b>	<b>Original Instrument: Subscale and Item</b>
<b>PART A:</b> (Responses on 5-point scale)	<b>Source: Family Environment Scale (Moos &amp; Moos, 1986)</b> (True-False responses requested)
Q-1 . Which of the following descriptions best describes your family?	Original item. No source cited.
Q-2.1 The members of my family believe it is important for me to be licensed.	Original item. No source cited.
Q-2.2 My family members put a lot of energy into helping around the house.	<u>Cohesion Subscale</u> Item # 21 We put a lot of energy into what we do at home.
Q-2.3 The members of my family do not like sharing their home with the day care children.	Original item. No source cited.
Q-2.4 There is a true feeling of togetherness in our family.	<u>Cohesion Subscale</u> Item # 31 There is a feeling of togetherness in our family.
Q-2.5 The members of my family are willing to change their schedules to meet the needs of my day care families.	Original item. No source cited.

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<b>Family Day Care Perceived Support and Job Satisfaction Survey Item</b>	<b>Original Instrument: Subscale and Item</b>
Q-2.6      Members of my family rarely volunteer when something has to be done at home.	<u>Cohesion Subscale</u> Item # 41 We rarely volunteer when something has to be done at home.
Q-2.7      The members of my family help me to meet licensing standards.	Original item. No source cited.
Q-2.8      The members of my family demand too much from me.	Original item. No source cited.
Q-2.9      The members of my family really stand up for each other.	<u>Cohesion Subscale</u> Item # 51 Family members really back each other up.
Q-2.10     There is very little group spirit in my family.	<u>Cohesion Subscale</u> Item # 61 There is very little group spirit in our family.
Q-2.11     The members of my family really get along well with each other.	<u>Cohesion Subscale</u> Item # 71 We really get along well with each other.
Q-2.12     There is plenty of time and attention given to each member of my family.	<u>Cohesion Subscale</u> Item # 81 There is plenty of time and attention for everyone in our family.

<b>Family Day Care Perceived Support and Job Satisfaction Survey Item</b>	<b>Original Instrument: Subscale and Item</b>
Q-2.13 The members of my family encourage me to attend workshops, conferences or other events that are sponsored by the Family Day Care Association of Manitoba.	Original item. No source cited.
Q-2.14 The members of my family are strongly encouraged to be independent.	<u>Independence Subscale</u> Item # 14 In our family, we are strongly encouraged to be independent.
Q-2.15 The members of my family really help and support one another.	<u>Cohesion Subscale</u> Item # 1 Family members really help and support one another.
<b>PART B</b>	<b>Source: Work Environment Scale (Moos, 1986).</b> (True-False responses requested)
Q-3.1 My day care parents usually compliment me for taking good care of their children.	<u>Supervisor Support Subscale</u> Item # 13 Supervisors usually compliment an employee who does something well.
Q-3.2 My day care parents often criticize me about minor things.	<u>Supervisor Support Subscale</u> Item # 43 Supervisors often criticize employees over minor things.

Family Day Care Perceived Support and Job Satisfaction Survey Item	Original Instrument: Subscale and Item
Q-3.3 I usually feel free to communicate with my day care parents about day care related topics.	<u>Supervisor Support Subscale Item # 53</u> Employees generally feel free to ask for a raise.
Q-3.4 My day care parents are open to receiving suggestions from me regarding the care of their children.	<u>Supervisor Support Subscale Item # 23</u> Supervisors tend to discourage criticisms from employees.
Q-3.5 My day care parents usually appreciate new ideas I have used in my family day care home.	<u>Supervisor Support Subscale Item # 33</u> Supervisors usually give full credit to ideas contributed by employees.
Q-3.6 I discuss my personal problems with my day care parents.	<u>Supervisor Support Subscale Item # 73</u> Employees discuss their personal problems with supervisors.
Q-3.7 My day care parents often come to me to discuss their personal problems.	<u>Supervisor Support Subscale Item # 73</u> Employees discuss their personal problems with supervisors.
Q-3.8 My day care parents tend to talk down to me.	<u>Supervisor Support Subscale Item # 3</u> Supervisors tend to talk down to employees.

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<b>Family Day Care Perceived Support and Job Satisfaction Survey Item</b>	<b>Original Instrument: Subscale and Item</b>
Q-3.9 My day care parents encourage me to attend workshops, conferences for other events that are sponsored by the Family Day Care Association of Manitoba.	Original item. No source cited.
Q-3.10 My day care parents sometimes go with me to workshops, conferences or other events that are sponsored by the Family Day Care Association of Manitoba.	Original item. No source cited.
Q-3.11 My day care parents expect far too much from me.	<u>Supervisor Support Subscale</u> Item # 63 Supervisors expect far too much from employees.
Q-3.12 My day care parents follow the policies of my family day care home.	Original item. No source cited.
Q-3.13 My day care parents really support me.	<u>Supervisor Support Subscale</u> Item # 83 Supervisors really stand up for their people.

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<b>Family Day Care Perceived Support and Job Satisfaction Survey Item</b>	<b>Original Instrument: Subscale and Item</b>
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**PART C**

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| Q-4.1 | My Day Care Coordinator usually compliments me when I do something well.  | <u>Supervisor Support Subscale</u><br>Item # 13<br>Supervisors usually compliment an employee who does something well. |
| Q-4.2 | My Day Care Coordinator's job is to make sure I follow the licensing regulation and guidelines.   | Original item. No source cited.  |
| Q-4.3 | My Day Care Coordinator's job is to give me information that will help me in my job as a family day care provider.  | Original item. No source cited.  |
| Q-4.4 | My Day Care Coordinator encourages me to attend workshops, conferences or other events that are sponsored by the Family Day Care Association of Manitoba. | Original item. No source cited.  |
| Q-4.5 | My Day Care Coordinator talks down to me.   | <u>Supervisor Support Subscale</u><br>Item # 3<br>Supervisors tend to talk down to employees.                          |
| Q-4.6 | My Day Care Coordinator listens to what I have to say.  | Original item. No source cited.  |

Family Day Care Perceived Support and Job Satisfaction Survey Item	Original Instrument: Subscale and Item
Q-4.7 My Day Care Coordinator often criticizes me over minor things.	<u>Supervisor Support Subscale</u> Item # 43 Supervisors often criticize employees over minor things.
Q-4.8 I generally feel free to ask my Day Care Coordinator for information on issues relating to family day care.	<u>Supervisor Support Subscale</u> Item # 53 Employees generally feel free to ask for a raise.
Q-4.9 My Day Care Coordinator supervises me too closely.	<u>Control Subscale</u> Item # 58 Supervisors are always checking on employees and supervise them very closely.
Q-4.10 My Day Care Coordinator usually recognizes my efforts to introduce new ideas into my family day care home.	<u>Supervisor Support Scale</u> Item # 33 Supervisors usually give full credit to ideas contributed by employees.
Q-4.11 My Day Care Coordinator expects far too much from me.	<u>Supervisor Support Subscale</u> Item # 63 Supervisors expect far too much from employees.
Q-4.12 I feel I can discuss my personal problems with my Day Care Coordinator.	<u>Supervisor Support Subscale</u> Item # 73 Employees discuss their personal problems with supervisors.

<b>Family Day Care Perceived Support and Job Satisfaction Survey Item</b>	<b>Original Instrument: Subscale and Item</b>
Q-4.13 My Day Care Coordinator does not seem to want to listen when I disagree with her.	<u>Supervisor Support Subscale Item # 23</u> Supervisors tend to discourage criticisms from employees.
Q-4.14 My Day Care Coordinator really supports me.	<u>Supervisor Support Subscale Item # 83</u> Supervisors really stand up for their people.
<b>PART D</b>	
Q-5.1 The goals of the Family Day Care Association of Manitoba are important.	Original item. No source cited.
Q-5.2 The Family Day Care Association of Manitoba is successful in promoting high quality family day care through the development of support, information, services and training for providers and parents.	Original item. No source cited.
Q-5.3 The Family Day Care Association of Manitoba is successful in making known the needs and concerns of providers, parents and children to all levels of government.	Original item. No source cited.

Family Day Care Perceived Support and Job Satisfaction Survey Item	Original Instrument: Subscale and Item
Q-5.4 The Family Day Care Association of Manitoba is successful in eliminating the isolation of providers by inviting participation in an association offering mutual support.	Original item. No source cited.
Q-5.5 The Family Day Care Association of Manitoba is successful in ensuring family day care is accepted as a valued child care alternative throughout Canada.	Original item. No source cited.
Q-5.6 My membership in the Family Day Care Association of Manitoba is important to me.	Original item. No source cited.
Q-6.1 The Family Day Care Association of Manitoba has taken an interest in me as a family day care provider.	<u>Peer Cohesion Subscale</u> Item # 22 People take a personal interest in each other.
Q-6.2 I rarely get involved in workshops, conferences or other events that are sponsored by the Family Day Care Association of Manitoba.	Original item. No source cited.

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<b>Family Day Care Perceived Support and Job Satisfaction Survey Item</b>	<b>Original Instrument: Subscale and Item</b>
Q-6.3      When I have approached the Family Day Care Association of Manitoba for help, they have provided me with information and assistance I needed.	Original item. No source cited.
Q-6.4      The Family Day Care Association of Manitoba is very supportive of licensed family day care providers.	Original item. No source cited.
Q-7        Are you involved in the liability insurance package offered by the Family Day Care Association of Manitoba?	Original item. No source cited.
Q-8        The liability insurance package offered by the Family Day Care Association of Manitoba meets the insurance needs of my family day care home.	Original item. No source cited.
Q-9        Are you involved in the group insurance package offered by the Family Day Care Association of Manitoba?	Original item. No source cited.

Family Day Care Perceived Support and Job Satisfaction Survey Item	Original Instrument: Subscale and Item
Q-10 The group insurance package offered by the Family Day Care Association of Manitoba does not adequately meet the insurance needs of my family.	Original item. No source cited.
Q-11 Are you presently involved in a provider support or networking group?	Original item. No source cited.
Q-12.1 When I first started attending networking meetings the other providers in my networking group went out of their way to help me feel comfortable.	<u>Peer Cohesion Subscale</u> Item # 2 People go out of their way to help a new employee feel comfortable.
Q-12.2 The atmosphere at my networking group meetings is somewhat impersonal.	<u>Peer Cohesion Subscale</u> Item # 12 The atmosphere is somewhat impersonal.
Q-12.3 The members of my networking group take a personal interest in each other.	<u>Peer Cohesion Subscale</u> Item # 22 People take a personal interest in each other.
Q-12.4 The providers in my networking group seldom get together.	<u>Peer Cohesion Subscale</u> Item # 32 Employees rarely do things together after work.

Family Day Care Perceived Support and Job Satisfaction Survey Item	Original Instrument: Subscale and Item
Q-12.5 The members of my networking group are generally open about how they feel.	<u>Peer Cohesion Subscale</u> Item # 42 People are generally frank about how they feel.
Q-12.6 The members of my networking group go out for social events, for example, dinner, movies, or coffee.	<u>Peer Cohesion Subscale</u> Item # 52 Employees often eat lunch together.
Q-12.7 Providers who have different opinions from the others in the networking group do not get along well.	<u>Peer Cohesion Subscale</u> Item # 62 Employees who differ greatly from the others in the organization don't get on well.
Q-12.8 Providers in my networking group frequently talk to each other about their personal problems.	<u>Peer Cohesion Subscale</u> Item # 72 Employees often talk to each other about their personal problems.
Q-12.9 Often, people in my networking group make trouble by talking behind other's backs.	<u>Peer Cohesion Subscale</u> Item # 82 Often people make trouble by talking behind other's backs.
Q-12.10 Providers in my networking group offer support to each other.	Original item. No source cited.

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**Family Day Care Perceived Support and  
Job Satisfaction Survey Item**


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**Original Instrument: Subscale  
and Item**
**PART E**

**Source: Early Childhood Job  
Satisfaction Survey (Jorde-  
Bloom, 1989).**

"The Nature of the Work Itself"  
Facet -

"Check all that describe how you  
feel about your particular job":

Q-13.1	I find the work I do stimulating and challenging.	- the work I do is stimulating and challenging
Q-13.2	I am respected by the parents of my day care children.	- is respected by the parents of my students
Q-13.3	I feel there is too much paperwork and record keeping required for me to do my job.	- too much paperwork and record keeping
Q-13.4	There is not enough variety in my job as a provider.	- not enough variety
Q-13.5	There is too little time to do all the work I have to do in my family day care home.	- too little time to do all there is to do
Q-13.6	I believe that my work makes an important difference in the lives of the children in my care.	- makes an important difference in my students' lives

Family Day Care Perceived Support and Job Satisfaction Survey Item	Original Instrument: Subscale and Item
Q-13.7 At the end of the day I am left with a feeling of accomplishment.	- gives a sense of accomplishment  <u>"Working Conditions" Facet -</u>  "Check <u>all</u> that describe how you feel about your working conditions:"
Q-13.8 My work schedule is flexible.	- my work schedule is flexible
Q-13.9 I have a very close relationship with my day care children.	Original item. No source cited.
Q-13.10 Trying to meet the needs of my family and the day care children is often difficult.	Original item. No source cited.
Q-13.11 I am satisfied with the number of children I care for in my family day care home.	- The teacher/child ratio is adequate
Q-13.12 The organization of my family day care home helps me to do my job.	- I always know where to find the things I need
Q-13.13 I feel by family day care home is too cramped.	- I feel too cramped
Q-13.14 The decor of my family day care home is drab.	- the decor is drab

Family Day Care Perceived Support and Job Satisfaction Survey Item	Original Instrument: Subscale and Item
Q-13.15 My family day care home is too noisy.	- too noisy
Q-13.16 I clearly understand the licensing regulations and guidelines I am to follow.	- school policies and procedures are clear
	<u>"Pay and Promotion Opportunities" Facet -</u>
	"Check <u>all</u> that apply to your pay and promotion opportunities":
Q-13.17 I am satisfied with the amount I am paid to do my job.	- my pay is adequate
	<u>"Commitment" Subscale -</u>
	"Check <u>all</u> that describe how you feel about your school or child care center."
Q-13.18 I expect to continue working in family day care for at least two more years.	- I intend to work here at least two more years
Q-13.19 I take pride in being a family day care provider.	- I take pride in my school/centre
Q-13.20 I often think of quitting family day care.	- I often think of quitting

Family Day Care Perceived Support and Job Satisfaction Survey Item	Original Instrument: Subscale and Item
Q-13.21 It would be difficult for me to find a job that I like as much as family day care.	- it would be difficult for me to find another job as good as this one
Q-13.22 I sometimes feel trapped in my job as a family day care provider.	- I sometimes feel trapped in this job
Q-13.23 If I could do it all over again, I would choose a job in family day care.	If you could do it all over again would you choose a career in early childhood education? __ yes      __ no Why? _____
Q-14 On a scale of one to ten, with ten being the most satisfied and one being the least satisfied, how satisfied are you in your job as a family day care provider?	Original item. No source cited.

## Appendix B

### Changes Made To Instrument As A Result Of Instrument Review

1. PART A, Q- 1 add "OR PARTNERS" to category 1 "HUSBAND AND WIFE, NO CHILDREN".

Rationale: To make the category more inclusive.

2. PART B, addition of item 3.5, "My day care parents usually appreciate new ideas I have used in my family day care home."

Rationale: To expand upon the perspective of the scale.

3. PART C, addition of item 4.2, "My Day Care Coordinator's job is to make sure I follow the licensing regulations and guidelines." and item 4.3, "My Day Care Coordinator's job is to give me information that will help me in my job as a family day care provider."

Rationale: To assess providers perception of Coordinators' roles.

4. Delete 4.2, "My Day Care Coordinator places too strict of an emphasis on following licensing regulations and guidelines."

Rationale: It is the role of a Coordinator to ensure providers are following regulations and guidelines and therefore not applicable to the situation.

5. Addition of 3.10, "My Day Care Coordinator usually recognizes my efforts to introduce new ideas into my family day care home." and 3.13, "My Day Care Coordinator does not seem to want to listen when I disagree with her."

Rationale: To expand upon the perspective of the scale.

6. Change 5.2, "The Family Day Care Association of Manitoba is successful in achieving its goals." to 5.2 through to 5.5, listing each goal separately.

Rationale: To allow providers to address each goal separately, providing a clearer picture of their perceptions of the Family Day Care Association of Manitoba.

7. Delete 5.3, "I am involved on the board of directors and/or committees of the Family Day Care Association of Manitoba."

Rationale: This question is more appropriately answered as "Yes" or "No" and is not suitable for a five point scale. In addition, the number of providers presently involved in the board of directors and committees is less than ten and therefore not applicable to the overall population.

8. Change Q-10 to read "The group insurance package offered by the Family Day Care Association of Manitoba adequately meets the insurance needs of the family."

Rationale: To attempt to reduce errors resulting from respondents reading negatively stated questions incorrectly.

9. Change Q-22 to read as two separate questions, Q-22 "Have you a child care diploma, certificate or degree?" and Q-23 "Have you any other child care related education or training, including any training obtained through workshops, conferences, correspondence, night school, training programs, or college?"

Rationale: To clarify the types of responses provided in the area of training and education.

## Appendix C

### Cover Letter: First Mailing

Date of Mailing  
Provider's Full Name  
Mailing Address

Dear Provider's First Name

Family day care providers in Manitoba are in contact with different people and groups that may be able to offer support. Unfortunately, not all providers are aware of the available support services or do not receive support from these people or groups. Information is needed on how family day care providers feel about the various people and groups that are available to offer support and how this influences the levels of satisfaction providers experience. This type of information can help support agencies to better serve family day care providers throughout Manitoba.

You are one of a small number of family day care providers that are being asked to express your feelings on these subjects. The Family Day Care Association has provided me with the names and addresses of their members for the purposes of this research project. Your name was randomly drawn from the membership list of the Family Day Care Association of Manitoba. In order to get results that represent the true feelings of members who are licensed providers in Manitoba, it is important that each questionnaire be completed and returned. The information you provide can be used to improve the services offered to family day care providers.

All information you provide will be kept completely confidential. Dr. Brockman and I will be the only persons having access to this information. The questionnaire has an identification number on the front cover, which is used for mailing purposes only. This number is used so that your name can be checked off of the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire or connected with the responses you provide. Your participation in this study will not affect the services or benefits you receive from the Family Day Care Association, now or in the future. Should you not wish to participate in this study, please return the uncompleted questionnaire in the envelope provided.

The results of this research project will be made available to agencies offering support to family day care providers with the purpose of informing them how their services are perceived by licensed providers and how this influences providers' satisfaction with their jobs. You may receive a summary of the results by writing "copy of results requested" on the back of the return envelope, and printing your name and address below it. Please DO NOT put this information on the questionnaire itself.

If you have any questions, I would be happy to answer them. Please call me at 488-6629. If there is no answer please leave your name and phone number and I will return your call. If you wish to call Dr. Brockman, she can be reached at 474-8050.

As a token of my appreciation to you for taking the time to fill out the questionnaire, I have enclosed a few creative activity ideas. These activities are sure to provide hours of enjoyment for the children in your family day care home. Thank you for your assistance.

Yours truly,

Beverly McConnell  
Graduate Student  
Department of Family Services  
University of Manitoba

Dr. Lois Brockman  
Professor of Child Development  
Department of Family Studies  
University of Manitoba

**Appendix D**

Family Day Care Provider

Perceived Support

And

Job Satisfaction Survey

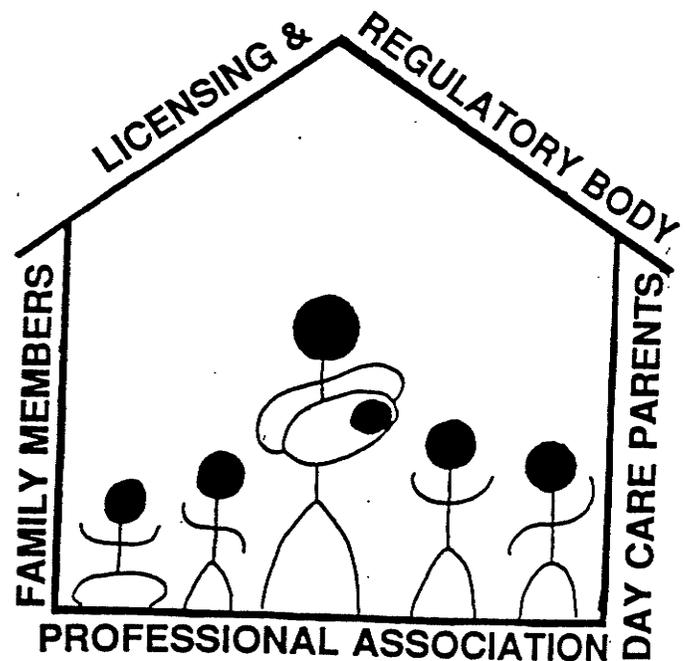
Identification # \_\_\_\_\_

**FAMILY DAY CARE PROVIDER  
PERCEIVED SUPPORT & JOB SATISFACTION SURVEY**

This survey asks a series of questions about two things:

1) how family day care providers feel about the support they receive from persons and groups related to the family day care home and 2) the level of satisfaction they experience in their jobs. Please answer all of the questions that apply to you. If you wish to comment on any questions or qualify your answers, please feel free to use the space on the back cover.

Thank you for your help!



Family Day Care Provider Perceived Support & Job Satisfaction Survey  
Department of Family Studies, Faculty of Human Ecology  
University of Manitoba, Winnipeg, Manitoba, R3T 2N2

**PART A**

Family day care homes offer child care in a family environment. Family members such as spouses and/or children are often present in the home. The purpose of this section of the survey is to get information about the amount of support you feel you receive from your own family members living in your home.

Q-1 Which of the following descriptions best describes your family? (Circle the appropriate response.)

- 1 HUSBAND AND WIFE, OR PARTNERS, NO CHILDREN
- 2 TWO PARENT FAMILY, NO CHILD(REN) LIVING AT HOME
- 3 TWO PARENT FAMILY WITH CHILD(REN) LIVING AT HOME
- 4 SINGLE PARENT FAMILY WITH CHILD(REN) LIVING AT HOME
- 5 LIVING ALONE, NO SPOUSE OR CHILD(REN)
- 6 OTHER (PLEASE DESCRIBE)

(IF LIVING ALONE PLEASE SKIP Q - 2 AND GO TO PART B, Q - 3, PAGE 4)

Q-2 The following sentences make statements about families but may not accurately describe your family. Circle the answer for each statement that best shows your level of agreement or disagreement with how each statement describes your family members living at home.

Your Level Of Agreement Or Disagreement  
(Circle your answer.)

1	The members of my family believe it is important for me to be licensed. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE (col. 6)
2	My family members put a lot of energy into helping around the house. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
3	The members of my family do not like sharing their home with the day care children. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
4	There is a true feeling of togetherness in our family. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE (col. 9)

Your Level Of Agreement Or Disagreement (Circle your answer.)
--

- |    |  |                      |          |           |       |   |
|----|--|----------------------|----------|-----------|-------|---|
| 5  | The members of my family are willing to change their schedules to meet the needs of my day care families. ....   | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE<br><small>(col. 10)</small> |
| 6  | Members of my family rarely volunteer when something has to be done at home. ..  | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |
| 7  | The members of my family help me to meet licensing standards. ....   | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |
| 8  | The members of my family demand too much from me. ....   | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |
| 9  | The members of my family really stand up for each other. ....  | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |
| 10 | There is very little group spirit in my family. ..   | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE<br><small>(col. 15)</small> |
| 11 | The members of my family really get along well with each other. ....   | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |
| 12 | There is plenty of time and attention given to each member of my family. ....  | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |
| 13 | The members of my family encourage me to attend workshops, conferences or other events that are sponsored by the Family Day Care Association of Manitoba. .. | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |
| 14 | The members of my family are strongly encouraged to be independent. ....   | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |

Your Level Of Agreement Or Disagreement  
(Circle your answer.)

15 The members of my family really help and support one another. .... STRONGLY DISAGREE    DISAGREE    UNDECIDED    AGREE    STRONGLY AGREE  
(col. 20)

**PART B**

The purpose of this section is to ask you about your relationship with your day care parents.

Q-3 The following sentences make statements about parents who bring their children to your family day care home. Circle the answer that best shows how the statements describe your relationship with your day care parents.

- NONE means none of your parents.
- FEW means few of your parents.
- SOME means some of your parents.
- MOST means most of your parents.
- ALL means all of your parents.

Parents Fitting The Description  
(Circle your answer.)

1	My day care parents usually compliment me for taking good care of their children. ....	NONE	FEW	SOME	MOST	ALL
2	My day care parents often criticize me about minor things. ....	NONE	FEW	SOME	MOST	ALL
3	I usually feel free to communicate with my day care parents about day care related topics. ....	NONE	FEW	SOME	MOST	ALL
4	My day care parents are open to receiving suggestions from me regarding the care of their children. ....	NONE	FEW	SOME	MOST	ALL
5	My day care parents usually appreciate new ideas I have used in my family day care home. ....	NONE	FEW	SOME	MOST	ALL
6	I discuss my personal problems with my day care parents. ....	NONE	FEW	SOME	MOST	ALL
7	My day care parents often come to me to discuss their personal problems. ....	NONE	FEW	SOME	MOST	ALL
8	My day care parents tend to talk down to me. ....	NONE	FEW	SOME	MOST	ALL

(col. 27)

		Parents Fitting The Description (Circle your answer.)				
9	My day care parents encourage me to attend workshops, conferences or other events that are sponsored by the Family Day Care Association of Manitoba. ....	NONE	FEW	SOME	MOST	ALL
10	My day care parents sometimes go with me to workshops, conferences or other events that are sponsored by the Family Day Care Association of Manitoba. ....	NONE	FEW	SOME	MOST	ALL
11	My day care parents expect far too much from me. ....	NONE	FEW	SOME	MOST	ALL (col. 30)
12	My day care parents follow the policies of my family day care home. ....	NONE	FEW	SOME	MOST	ALL
13	My day care parents really support me. ....	NONE	FEW	SOME	MOST	ALL

**PART C**

The purpose of this next section is to get information on your relationship with your Child Day Care Coordinator.

Q- 4 The following sentences make statements about Child Day Care Coordinators. Circle the answer that best shows your agreement or disagreement with how the statement describes your relationship with your coordinator.

		Your Level Of Agreement Or Disagreement (Circle your answer.)				
1	My Day Care Coordinator usually compliments me when I do something well. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
2	My Day Care Coordinator's job is to make sure I follow the licensing regulations and guidelines ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
3	My Day Care Coordinator's job is to give me information that will help me in my job as a family day care provider. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

		Your Level Of Agreement Or Disagreement (Circle your answer.)				
4	My Day Care Coordinator encourages me to attend workshops, conferences or other events that are related to child care .....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
5	My Day Care Coordinator talks down to me. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
6	My Day Care Coordinator listens to what I have to say. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
7	My Day Care Coordinator often criticizes me over minor things. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
8	I generally feel free to ask my Day Care Coordinator for information on issues relating to family day care. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
9	My Day Care Coordinator supervises me too closely. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE (col. 41)
10	My Day Care Coordinator usually recognizes my efforts to introduce new ideas into my family day care home. ...	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
11	My Day Care Coordinator expects far too much from me. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
12	I feel I can discuss my personal problems with my Day Care Coordinator. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
13	My Day Care Coordinator does not seem to want to listen when I disagree with her. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
14	My Day Care Coordinator really supports me. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

**PART D**

The purpose of this section of the survey is to look at your feelings about the **Family Day Care Association of Manitoba**.

Q- 5 The goals of the Association are to:

- ▶ promote high quality family day care through the development of support, information, services and training for providers and parents
- ▶ make known the needs and concerns of providers, parents and children to all levels of government
- ▶ eliminate the isolation of providers by inviting participation in an association offering mutual support
- ▶ ensure family day care is accepted as a valued child care alternative throughout Canada

Circle the answer that best shows your agreement or disagreement with each of the following statements

Your Level Of Agreement Or Disagreement  
(Circle your answer.)

1	The goals of the Family Day Care Association of Manitoba are important. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
2	The Family Day Care Association of Manitoba is successful in promoting high quality family day care through the development of support, information, services and training for providers and parents. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE (col. 46)
3	The Family Day Care Association of Manitoba is successful in making known the needs and concerns of providers, parents and children to all levels of government. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

Your Level Of Agreement Or Disagreement  
(Circle your answer.)

- 4 The Family Day Care Association of Manitoba is successful in eliminating the isolation of providers by inviting participation in an association offering mutual support. .... STRONGLY DISAGREE    DISAGREE    UNDECIDED    AGREE    STRONGLY AGREE
- 5 The Family Day Care Association of Manitoba is successful in ensuring family day care is accepted as a valued child care alternative throughout Canada. .... STRONGLY DISAGREE    DISAGREE    UNDECIDED    AGREE    STRONGLY AGREE
- 6 My membership in the Family Day Care Association of Manitoba is important to me. .... STRONGLY DISAGREE    DISAGREE    UNDECIDED    AGREE    STRONGLY AGREE
- Q- 6 Circle the answer that best shows your agreement or disagreement with how each statement describes your relationship with the Family Day Care Association of Manitoba.

Your Level Of Agreement Or Disagreement  
(Circle your answer.)

- 1 The Family Day Care Association of Manitoba has taken an interest in me as a family day care provider. .... STRONGLY DISAGREE    DISAGREE    UNDECIDED    AGREE    STRONGLY AGREE
- 2 I rarely get involved in workshops, conferences or other events that are sponsored by the Family Day Care Association of Manitoba. .... STRONGLY DISAGREE    DISAGREE    UNDECIDED    AGREE    STRONGLY AGREE

Your Level Of Agreement Or Disagreement  
(Circle your answer.)

- 3 When I have approached the Family Day Care Association of Manitoba for help, they have provided me with the information and assistance I needed. ....
- |  |                      |          |           |       |                   |
|--|----------------------|----------|-----------|-------|-------------------|
|  | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE |
|--|----------------------|----------|-----------|-------|-------------------|
- (cont. 53)
- 4 The Family Day Care Association of Manitoba is very supportive of licensed family day care providers. ....
- |  |                      |          |           |       |                   |
|--|----------------------|----------|-----------|-------|-------------------|
|  | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE |
|--|----------------------|----------|-----------|-------|-------------------|

Q- 7 Are you involved in the liability insurance package offered by the Family Day Care Association of Manitoba? (Circle number)

- 1 YES (IF YES, ANSWER Q- 8)
- 2 NO (IF NO, SKIP Q- 8 AND GO TO Q- 9)

Q- 8 The liability insurance package offered by the Family Day Care Association of Manitoba meets the insurance needs of my family day care home. (Circle number)

- 1 STRONGLY DISAGREE
- 2 DISAGREE
- 3 UNDECIDED
- 4 AGREE
- 5 STRONGLY AGREE

Q- 9 Are you involved in the group insurance package offered by the Family Day Care Association of Manitoba? (Circle number)

- 1 YES (IF YES, ANSWER Q-10)
- 2 NO (IF NO, SKIP Q- 10 AND GO TO Q-11)

Q-10 The group insurance package offered by the Family Day Care Association of Manitoba adequately meets the insurance needs of my family. (Circle number)

- 1 STRONGLY DISAGREE
- 2 DISAGREE
- 3 UNDECIDED
- 4 AGREE
- 5 STRONGLY AGREE



One of the services available to members of the Family Day Care Association of Manitoba is networking. Providers belonging to networking groups meet on a regular basis to discuss issues and problems related to family day care.

Q-11 Are you presently involved in a provider support or networking group? (Circle number)  
(col. 59)

- 1 YES (IF YES, ANSWER Q-12, PART 1 THROUGH TO 10)
- 2 NO (IF NO, SKIP THIS SECTION AND GO TO PART E ON PAGE 12)

Q-12 The following statements describe provider support or networking groups. Circle the answer that best shows your agreement or disagreement with how each statement describes your experiences with provider support or networking groups.

Your Level Of Agreement Or Disagreement  
(Circle your answer.)

1	When I first started attending networking meetings, the other providers went out of their way to help me feel comfortable. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
2	The atmosphere at my networking group meetings is impersonal. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
3	The members of my networking group take a personal interest in each other. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

Your Level Of Agreement Or Disagreement  
(Circle your answer.)

- |    |   |                   |          |           |       |                             |
|----|---|-------------------|----------|-----------|-------|-----------------------------|
| 4  | The providers in my networking group seldom get together. ....  | STRONGLY DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY AGREE              |
| 5  | The members of my networking group are generally open about how they feel. ....                           | STRONGLY DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY AGREE<br>(col. 64) |
| 6  | The members of my networking group go out for social events, for example, dinner, movies, or coffee. .... | STRONGLY DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY AGREE              |
| 7  | Providers who have different opinions from the others in the networking group do not get along well. .... | STRONGLY DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY AGREE              |
| 8  | Providers in my networking group frequently talk to each other about their personal problems. ....        | STRONGLY DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY AGREE              |
| 9  | Often, people in my networking group make trouble by talking behind others' backs. ....                   | STRONGLY DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY AGREE              |
| 10 | Providers in my networking group offer support to each other. ....  | STRONGLY DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY AGREE<br>(col. 69) |

**PART E**

**Q-13** The next section of this survey contains statements dealing with how you feel about working as a family day care provider. Circle the answer that best shows your agreement or disagreement with how each statement describes how you feel about your job.

Your Level Of Agreement Or Disagreement  
(Circle your answer.)

1	I find the work I do stimulating and challenging. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
2	I am respected by the parents of my day care children. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE (col. 5)
3	I feel there is too much paperwork and record keeping required for me to do my job. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
4	There is not enough variety in my job as a provider. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
5	There is too little time to do all the work I have to do in my family day care home. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
6	I believe that my work makes an important difference in the lives of the children in my care. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
7	At the end of the day I am left with a feeling of accomplishment. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE (col. 10)
8	My work schedule is flexible. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

Your Level Of Agreement Or Disagreement (Circle your answer.)					
--	--	--	--	--	--

9	I have a very close relationship with my day care children. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
10	Trying to meet the needs of my family and the day care children is often difficult. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
11	I am satisfied with the number of children I care for in my family day care home. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
12	The organization of my family day care home helps me to do my job. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE <small>(col. 15)</small>
13	I feel my family day care home is too cramped. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
14	The inside of my family day care home is drab. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
15	My family day care home is too noisy. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
16	I clearly understand the licensing regulations and guidelines I am to follow. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
17	I am satisfied with the amount I am paid to do my job. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE <small>(col. 20)</small>
18	I expect to continue working in family day care for at least two more years. ....	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

Your Level Of Agreement Or Disagreement (Circle your answer.)
--

- |  |                      |          |           |       |   |
|--|----------------------|----------|-----------|-------|---|
| 19 I take pride in being a family day care provider. ....                                  | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |
| 20 I often think of quitting family day care. ....   | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |
| 21 It would be difficult for me to find a job that I like as much as family day care. .... | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |
| 22 I sometimes feel trapped in my job as a family day care provider. ....                  | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE<br><small>(col. 25)</small> |
| 23 If I could do it all over again, I would choose a job in family day care. ....          | STRONGLY<br>DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY<br>AGREE                             |

Q-14 On a scale of one to ten, with ten being the most satisfied and one being the least satisfied, how satisfied are you in your job as a family day care provider? (Circle number)

1	2	3	4	5	6	7	8	9	10
VERY DISSATISFIED			NEUTRAL				VERY SATISFIED		

**PART F**

The purpose of this section of the survey is to provide information on you and your family day care home.

Q-15 What is your year of birth?

---

Q-16 What is your sex? (Circle number)

(col. 31)

- 1 FEMALE
- 2 MALE

Q-17 Are any of your own children presently living in your home? (Circle number)

- 1 YES
- 2 NO (IF NO, ANSWER Q-18)

a) If YES, please state the children's ages on the following lines.

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Q-18 How long have you been a licensed family day care provider in Manitoba?

\_\_\_\_\_ months OR \_\_\_\_\_ years

(col. 49 - 50)

Q-19 Family day care providers see themselves in many different ways. Check each statement that you feel describes the work you do.

- \_\_\_\_\_ I AM A CHILD CARE PROFESSIONAL
- \_\_\_\_\_ I AM THE OWNER AND OPERATOR OF A SMALL BUSINESS
- \_\_\_\_\_ I AM A TEACHER
- \_\_\_\_\_ I AM A SUBSTITUTE PARENT TO THE DAY CARE CHILDREN
- \_\_\_\_\_ I AM A BABYSITTER (col. 55)
- \_\_\_\_\_ I AM A FRIEND TO MY DAY CARE FAMILIES
- \_\_\_\_\_ I AM A FAMILY DAY CARE PROVIDER
- \_\_\_\_\_ I AM A SUBSTITUTE MOTHER TO THE DAY CARE CHILDREN
- \_\_\_\_\_ I AM AN EARLY CHILDHOOD EDUCATOR

Are there any other ways you describe the work you do? (Circle number)

1 YES

2 NO (IF NO, PLEASE GO TO Q-20)

(col. 60)

a) IF YES, PLEASE SPECIFY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Q-20 For each child enrolled in your family day care home, complete the chart below, giving the age of each child, how long each child has been enrolled in your home, and the type of care each child receives (full-time, part-time). NOTE: Do NOT include your own children.

The numbers in the table are for coding purposes. Please disregard.

CHILD	AGE	LENGTH OF TIME IN CARE	TYPE OF CARE (FULL-TIME/PART-TIME)
A	4-5		
B			65
C			
D		40-61	
E			
F	14-15		
G			70
H			
I			
J		50-51	
K	24-25		
L			75
M			
N			
O	22-23	62-63	78

Q-21 What is the highest level of formal education that you have completed? (Circle the one answer that best describes you.)

1 NO SCHOOLING (01)

2 ELEMENTARY SCHOOL

a) INCOMPLETE (02)

b) COMPLETE (03)

3 JUNIOR HIGH SCHOOL

a) INCOMPLETE (04)

b) COMPLETE (05)

4 HIGH SCHOOL

a) INCOMPLETE (06)

b) COMPLETE (07)

5 NON-UNIVERSITY (VOCATIONAL/TECHNICAL, NURSING SCHOOL, ETC.)

a) INCOMPLETE (08)

b) COMPLETE (09)

6 UNIVERSITY

a) INCOMPLETE (10)

b) DIPLOMA/CERTIFICATE (11)

c) BACHELOR'S DEGREE (12)

d) MASTER'S DEGREE (13)

e) DOCTORATE (14)

Q-22 Have you a child care diploma, certificate or degree. (Circle number)

1 YES

2 NO (IF NO, PLEASE GO TO Q-23)

a) If YES, please specify: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Q-23 Have you any other child care related education or training, including any training obtained through workshops, conferences, correspondence, night school, training programs, or college? (Circle number)

1 YES

2 NO

a) If YES, please specify: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Appendix E

### Incentive

FRONT

## HOMEMADE SILLY PUTTY

Mix into a bowl:

1/3 cup white glue

1/3 cup water

Into a second bowl mix:

1/2 tsp Borax

1/6 cup warm water

Then, mix the two bowls of ingredients together.

The result - ***SILLY PUTTY!!***

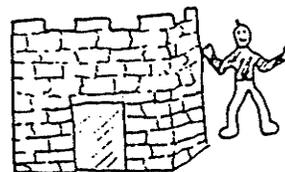
BACK

## MILK CARTON PLAY HOUSE

You will need a number of 2 litre milk cartons, well rinsed. You should cut the tops off of each carton, leaving an open carton. Fit two cartons together, end to end, making a closed rectangular box. With a glue gun, glue the milk carton boxes together like bricks to build a large play house.

Ask parents, friends and family to save their milk cartons. The playhouses can be built as big as you like - even bigger than the expensive playhouses available from toy manufacturers. For added attraction, milk carton blocks can be covered with brick design "mactac".

Involve the children in building their own playhouse to promote a sense of pride and accomplishment.



## Appendix F

### Postcard Follow-up

Last week a questionnaire asking you to express your feelings about the support you receive from people and groups connected to your family day care home and your level of job satisfaction was mailed to you. Your name was drawn at random from the membership list of the Family Day Care Association of Manitoba.

If you have already completed and returned this questionnaire, thank you. If you have not done this, please do so today. Because this questionnaire has been sent to approximately one-half of family day care providers in Manitoba, it is extremely important that yours be included in the study if the results are to truly represent the feelings of Manitoba's licensed family day care providers.

If you did not receive the questionnaire, or it got misplaced, please call me right now, (            ) and I will get another one in the mail to you today.

Yours truly,

Beverly McConnell  
Graduate Student  
Department of Family Studies  
University of Manitoba

**Appendix G**Cover Letter: Second Follow-up Mailing

Date of Mailing

Provider's Full Name  
Mailing Address

Dear Provider's First Name

About three weeks ago I wrote asking you to express your feelings about the support you receive from the people and groups connected to your family day care home and your level of satisfaction with your job. As of today your response has not been received.

This research has been undertaken because it is believed that licensed family day care providers can offer valuable information on how the existing groups meet the needs of providers across the province.

I am writing you again because of the importance each questionnaire has to the usefulness of this study. Your name was randomly drawn from the membership list of the Family Day Care Association of Manitoba, which was supplied to me for the purposes of this research project. This means two of four providers were asked to complete this questionnaire. In order for the results of this study to be truly representative of licensed providers throughout the province it is essential that each person in the sample return their questionnaires.

In the event that your questionnaire has been misplaced, a replacement is enclosed. If you have already sent in your questionnaire, please disregard this notice.

Your cooperation is greatly appreciated.

Yours truly,

Beverly McConnell  
Graduate Student  
Department of Family Studies  
University of Manitoba

Dr. Lois Brockman  
Professor of Child Development  
Department of Family Studies  
University of Manitoba

**Appendix H**Cover Letter: Third Follow-up Mailing

Date of Mailing

Provider's Full Name  
Mailing Address

Dear Provider's First Name

I am writing to you about the study on family day care providers' feelings about the support received from people and groups connected to the family day care home and family day care providers' levels of satisfaction with their jobs. I have not yet received your response.

The large number of questionnaires returned is very encouraging, but whether I will be able to accurately describe providers' feelings on this issue depends upon you and others who have not yet sent in their questionnaires. Past research shows that those providers who have not yet responded may hold quite different views on this topic than those who have.

It is for these reasons that I am sending this by special delivery mail to ensure delivery. In case you have not received previous correspondence a replacement questionnaire is enclosed. May I urge you to complete and return it as quickly as possible.

I will be happy to send you a copy of the results. If you want a copy simply put your name, address and "copy of results requested" on the back of the return envelope. DO NOT place this information on the questionnaire.

Your contribution to the success of this study will be greatly appreciated. Please disregard this letter if you have already sent in your questionnaire.

Yours truly,

Beverly McConnell  
Graduate Student  
Department of Family Studies  
University of Manitoba

Dr. Lois Brockman  
Professor of Child Development  
Department of Family Studies  
University of Manitoba

**Appendix I**

Family Day Care Provider

Perceived Support and Job Satisfaction Survey

Administrative Plan and Budget

PROPOSED TIME LINE FOR ADMINISTRATION OF SURVEY

DAY/WEEK	DATE	PROPOSED ACTION/SCHEDULE
	September 27, 1993 Time: 4:00 P.M Room 216, H.E. Bldg	Proposal Meeting
	October 5, 1993	Submission for Ethics Review of Research (* Make four copies)
	November 30, 1993	Make proposal to Family Day Care Association of Manitoba requesting use of membership list
	December 7, 1993	Distribute survey for instrument review
Week 1: Tuesday	January 25, 1994	Initial Package Mailing: Send initial letter, questionnaire, incentive, return-stamped envelope
Week 2: Day 7, Tuesday	February 1, 1994	Reminder Post-card Mailing
Week 4: Day 21, Tuesday	February 15, 1994	Second Follow-up Letter: Cover letter, replacement questionnaire, return-stamped envelope
Week 8: Day 49, Tuesday	March 15, 1994	Third Follow-up Letter: Cover letter, replacement questionnaire, return-stamped envelope

**SURVEY ADMINISTRATION BUDGET****PAPER SUPPLIES:**

Paper (8¼ x 12¼) 8000 sheets ..... \$ 18.00 per 1000 x 8 = \$ 144.00  
 Envelopes 1000 ..... \$ 9.00 per 500 x 2 = \$ 18.00  
 Post-cards 200 ..... \$ 2.19 per 100 x 2 = \$ 4.38

SUB-TOTAL ..... \$ 166.38  
 GST (7%) ..... \$ 11.65  
 PST (7%) ..... \$ 11.65

TOTAL ..... \$ 189.68

**POSTAGE:**

First Mailing  
 (200 x 1) @ \$ 0.86 ..... \$ 172.00  
 (200 x 1) @ \$ 0.43 ..... \$ 86.00

Second Mailing Post-card  
 (200) @ \$ 0.43 ..... \$ 86.00

Third Mailing  
 (90 x 1) @ \$ 0.86 ..... \$ 77.40  
 (90 x 1) @ \$ 0.43 ..... \$ 38.70

Fourth Mailing  
 41 @ \$ 3.15 ..... \$ 129.15  
 41 @ \$ 0.43 ..... \$ 17.63

SUB-TOTAL ..... \$ 606.88  
 GST (7%) ..... \$ 42.48

TOTAL ..... \$ 649.36

**COPYING OF QUESTIONNAIRE**

400 Copies (paper trimmed down to size, folding & stapling) ..... \$ 340.00

GST (7%) ..... \$ 23.80

PST (7%) ..... \$ 23.80

TOTAL ..... \$ 387.60

**TOTAL COSTS OF SUPPLIES FOR ADMINISTERING QUESTIONNAIRE .. \$1226.64**

**Appendix J**

Pretest Results Describing  
Reliability and Validity of the  
Family Day Care Provider Perceived Support  
And  
Job Satisfaction Survey

Twenty-six licensed family day care providers who were not selected to take part in the study were asked to complete the Family Day Care Provider Perceived Support and Job Satisfaction Survey for pretest purposes. All surveys except one were returned. Information provided by these individuals was used to test the instrument for reliability and validity.

The means and standard deviations for each scale (support and job satisfaction) and the three job satisfaction subscales are given in Table J-1. The scale means were high, ranging from 3.62 (Day Care Parent Support Scale) to 4.03 (Job Satisfaction Scale). The means for the job satisfaction subscale scores range from 3.89 for "satisfaction with job" to 4.07 for the "commitment to work" subscales. High means with little variance can be explained by considering three factors. The sample selected to participate in this study was very narrowly defined. Given the similarities of the sample, and that the respondents are part of the Family Day Care Mesosystem, results such as these do not come as a surprise. In addition, the subscales and facets used as guides to develop items in the Family Day Care Provider Perceived Support Survey were standardized on a normal population. The use of standardized measures, although adapted, on a homogeneous population also contribute to these results.

**TABLE J-1**

Means and Standard Deviations for Pretest Support Scales, Job Satisfaction Scale and Job Satisfaction Subscales

Scales	M	S.D.
Family support	3.70	.60
Day care parent support	3.62	.45
Child day care support	4.34	.42
Association support	3.93	.40
Support group support	3.91	.45
Job satisfaction	4.03	.39
Subscales	M	S.D.
Job	3.89	.47
Work	3.92	.53
Commitment	4.07	.63

Note.  $N = 25$ .

Job = satisfaction with job subscale; Work = satisfaction with working conditions subscale; Commitment = commitment to work subscale.

To test the instrument for reliability, internal consistencies using Cronbach's Alpha and Guttman split-half coefficients were completed. Internal consistencies (Cronbach's Alpha) for each scale and the three job satisfaction subscales are given in Table J-2. With the small sample size used for the pretest data analysis, survey data was also analyzed to provide a comparison. (Throughout, reference is made to data received from the pretest,  $N = 25$  and the survey,  $N = 153$ .)

The pretest internal consistency coefficients for the scales range from .70 (day care parent support) to .91 (family support). The coefficients for the larger sample range from .69 (support group support) to .90 (Child Day Care support). For the job satisfaction subscales the coefficients for the pretest data are similar at .75 and .76. Coefficients for the survey data range from .53 for "satisfaction with working conditions" to .84 for the "commitment to work" subscales.

**TABLE J-2**

Internal Consistencies (Cronbach's Alpha) for Pretest and Survey Support Scales, Job Satisfaction Scale and Job Satisfaction Subscales

Scales	<u>n</u>	Pretest	<u>n</u>	Survey
Family support	23	.91	139	.81
Day care parent support	22	.70	151	.77
Child day care support	24	.79	147	.90
Association support	25	.81	144	.89
Support group support	16	.80	53	.69
Job satisfaction	22	.85	137	.88
Subscales	<u>n</u>	Pretest	<u>n</u>	Survey
Job	23	.75	137	.74
Work	24	.75	137	.53
Commitment	25	.76	137	.84

Note. Job = satisfaction with job subscale; Work = satisfaction with working conditions subscale; Commitment = commitment to work subscale.

The split-half coefficients (Guttman) for the pretest and survey data are supplied in Table J-3. For the pretest data the coefficients range from .55 (job satisfaction) to .88 (family support). The split-half coefficients for the survey

data range from .69 (family support) to .91 (Child Day Care support). Job satisfaction subscale scores range from .77 (satisfaction with working conditions) to .90 (commitment to work) for pretest data and .63 (satisfaction with working conditions) to .82 (commitment to work).

**TABLE J-3**

Guttman Split-Half Coefficients for Pretest and Survey Support Scales, Job Satisfaction Scale and Job Satisfaction Subscales

Scales	<u>n</u>	Pretest	<u>n</u>	Survey
Family support	23	.88	139	.69
Day care parent support	22	.77	151	.73
Child day care support	24	.86	147	.91
Association support	25	.72	144	.87
Support group support	16	.82	53	.73
Job satisfaction	22	.55	137	.86
Job Satisfaction Subscales	<u>n</u>	Pretest	<u>n</u>	Survey
Job	23	.80	137	.76
Work	24	.77	137	.63
Commitment	25	.90	137	.82

Note. Job = satisfaction with job subscale; Work = satisfaction with working conditions subscale; Commitment = commitment to work subscale.

Since certain items in the Family Day Care Provider Perceived Support and Job Satisfaction Survey were developed using other subscales and facets as guides, a comparison to the original sources are provided to augment the reliability information (see Table J-4 and J-5). As described in the "Questionnaire Design" items in the Family Support Scale were developed

using the Moos and Moos (1986) Family Environment Scale (FES), the Relationship Dimension, Cohesion Subscale as a guide. Moos and Moos (1986) report reliability coefficients of .78 (Cronbach's Alpha) and .86 (test-retest). The coefficients (Cronbach's Alpha and split-half) derived for the Family Support Scale for the pretest (N=25) and survey (N=153) are comparable, as shown on Table J-4.

**TABLE J-4****Comparison of Reliability Coefficients of Support Scales (Pretest and Survey) and Original Source Subscales**

Survey Support Scales	Cronbach's Alpha	Split-half
<b>Family</b>		
Pretest	.91	.88
Survey	.81	.69
<b>Day care parent</b>		
Pretest	.70	.77
Survey	.77	.73
<b>Child Day Care</b>		
Pretest	.79	.86
Survey	.90	.91
<b>Support group</b>		
Pretest	.80	.82
Survey	.69	.73
Original Source	Cronbach's Alpha	Test-retest
Cohesion subscale (FES)	.78	.86
Supervisor support subscale (WES)	.77	.82
Peer cohesion subscale (WES)	.69	.71

**Note.** Support scale pretest  $N = 25$ . Support scale survey  $N = 153$ . Original subscale alpha  $N = 1067$ . Original subscale test-retest  $N = 47$ . FES = Family Environment Scale; WES = Work Environment Scale.

The Day Care Parent and Child Day Care Support Scales were both developed using Moos's (1986) Work Environment Scale (WES), the Relationship Dimension, Supervisor Support Subscale as a guide. Table J-4

shows that coefficients for both support scales are comparable to those reported by Moos (1986). While coefficients shown for the Day Care Parent Support Scale are lower than that reported for Moos's test-retest scores, they are similar to the reported Alpha coefficient. Regarding the Child Day Care Support Scale, the coefficients for the survey data (N=153) are higher than those reported by Moos, where as the pretest (N=25) figures are comparable. The Support Group Support Scale that was designed using Moos's (1986) Work Environment Scale, the Relationship Dimension, Peer Cohesion Subscale as a guide, shows coefficients comparable to those reported by Moos, as shown in Table J-4.

The section of the survey designed to assess family day care providers' level of job satisfaction consists of three subsections. Items in the Job Satisfaction Scale were developed using facets of the Early Childhood Job Satisfaction Survey (ECJSS) (Jorde-Bloom, 1989), as guides. Comparisons of the Job Satisfaction Scale and its subscales with the original source are given in Table J-5. With exception of the split-half coefficient ( $r = .55$ ) for the pretest data (N=25), the figures for the Job Satisfaction Scale are higher than those of the ECJSS subscale coefficients. Comparing the subscales shows that the coefficients of "satisfaction with job" subscale (Job) for the Family Day Care Provider Perceived Support and Job Satisfaction Survey is higher than those of "the work itself" facet. This trend is also evident when comparing the "commitment to work" subscale (Commitment) with Jorde-Bloom's commitment facet. A comparison of the "satisfaction with work" subscale (Work) to the Early

Childhood Job Satisfaction Scale "working conditions" facet shows that with exception of the survey (N=153)  $\alpha_r = .53$ , alpha coefficients are similar. They are also higher compared to Jorde-Bloom's (1989) reported test-retest figures, as shown on Table J-5.

**TABLE J-5**

Comparison of Reliability Coefficients of (a) Job Satisfaction Scale and Subscales and (b) Early Childhood Job Satisfaction Survey Facets

(a) Family Day Care Provider Perceived Support Survey				
Scale/subscale	Alpha		Split-half	
	(N=25)	(N=153)	(N=25)	(N=153)
Job satisfaction	.85	.88	.55	.86
Job	.75	.74	.80	.76
Work	.75	.53	.77	.63
Commitment	.76	.84	.90	.82

(b) Early Childhood Job Satisfaction Survey				
Facet	Alpha		Test-retest	
	(N = 100)	(N = 120)	(N = 100)	(N = 125)
The work itself	.65	.63	.67	.66
Working conditions	.71	.80	.58	.61
Commitment	--	.65	--	.70

Note. Alpha = Cronbach's Alpha. Job = satisfaction with job subscale; Work = satisfaction with working conditions subscale; Commitment = commitment to work subscale.

To measure construct validity of the Family Day Care Provider Perceived Support and Job Satisfaction Survey, inter-item, item to scale, item to dependent variable and scale to dependent variable correlation analyses were completed using a one-tailed Pearson Correlation analysis.

The item to item correlations for each item show that most items in the Family Support Scale are positively correlated. The two sets of items that are negatively correlated (questions 2.3 "do not like sharing their home" and 2.11 "really get along well with each other"; 2.4 "true feeling of togetherness" and 2.14 "strongly encouraged to be independent") have values of  $r = .03$  and  $r = .00$  respectively. In the Day Care Parent Support Scale question 3.6 ("My day care parents often come to me to discuss their personal problems.") is negatively correlated with most other items in the scale, and has a value of  $r = -.34$ ,  $p < .05$ . Most item to item correlations for the Child Day Care and Family Day Care Association Support Scales are positive or near zero, with a few negative correlations, but none at a significant level. For the interitem correlations of Support Group Support Scale questions 12.1 ("providers went out of their way to make me feel comfortable") and 12.7 ("different opinions do not get along well") are negatively correlated,  $r = .53$ ,  $p < .05$ . Considering each job satisfaction subscale separately shows that interitem correlations are positive or near zero.

Using a Pearson Correlation analysis, item to scale correlations were completed for each scale of the Family Day Care Provider Perceived Support and Job Satisfaction Survey. Table J-6 shows the item to scale correlations for

the Family Support Scale for both the pretest and survey data. Although the correlations for the survey data are lower than that of the pretest data, all items in both data sets are positively correlated, and range from  $r = .38$  ( $p < .05$ ) to  $r = .84$  ( $p < .01$ ) in the pretest and  $r = .23$  to  $r = .68$  ( $p < .01$ ) in the survey.

**TABLE J-6**

Family Support Scale: Item to Scale Correlations

Item	Pretest (N=25)	Survey (N=153)
Believe it is important to be licensed	.73**	.23**
Put a lot of energy into helping around the house	.60**	.58**
Do not like sharing their home	.47*	.52**
True feeling of togetherness	.79**	.68**
Willing to change their schedules	.60**	.58**
Rarely volunteer	.70**	.64**
Help meet licensing standards	.81**	.56**
Demand too much	.65**	.58**
Stand up for each other	.72**	.57**
Very little group spirit	.83**	.62**
Really get along well with each other	.50**	.53**
Plenty of time and attention given to each member	.76**	.65**
Encourage to attend events by FDCA	.64**	.44**
Strongly encouraged to be independent	.38*	.25**
Really help and support one another	.84**	.54**

Note. FDCA = Family Day Care Association of Manitoba.

\* $p < .05$ , \*\* $p < .01$ .

Positive correlations are also evident in the item to scale correlations for the Day Care Parent Support Scale (see Table J-7). There are two correlations that are not significant. For the pretest data, the item regarding day care parents discussing their personal problems is correlated with the scale, ( $r = .10$ , n.s.). The second non-significant item to scale correlation is found in the survey data and occurs for the item concerning parents going with providers to Family Day Care Association of Manitoba sponsored events ( $r = .13$ , n.s.) All other items are significantly ( $p < .05$  or  $p < .01$ ) correlated with the Day Care Parents Support Scale. It should also be noted that the question regarding parents' appreciation of new ideas was not part of the pretest and therefore is lacking a value.

TABLE J-7

Day Care Parent Support Scale: Item to Scale Correlations

Item	Pretest (N=25)	Survey (N=153)
Usually compliment me	.74**	.63**
Criticize about minor things	.43*	.51**
Free to communicate with parents	.77**	.48**
Parents open to receiving suggestions	.63**	.67**
Parents appreciate new ideas	--	.59**
Discuss personal problems with parents	.39*	.45**
Parents discuss their personal problems	.10	.21**
Parents talk down to me	.58**	.53**
Encourage me to attend FDCA events	.74**	.53**
Parents go with me to FDCA events	.38*	.13
Parents expect too much	.67**	.51**
Parents follow policies	.46*	.66**
Parents support me	.73**	.77**

Note. FDCA = Family Day Care Association of Manitoba.

\* $p < .05$ .      \*\* $p < .01$ .

Two values for pretest data are also missing in Table J-8 that shows item to scale correlations for the Child Day Care Support Scale. The two values missing are a result of those questions not being part of the pretest instrument. Except for Question 4.2 ("Job ensure regulations are followed"),  $r = .33$  and Question 4.5 ("Talks down to me"),  $r = .29$  of the pretest data, all correlations are significant ( $p < .05$  or  $p < .01$ ) (see Table J-8).

TABLE J-8

Child Day Care Coordinator Support Scale: Item to Scale Correlations

Item	Pretest (N=25)	Survey (N=153)
Coordinator compliments me	.55**	.67**
Job to ensure regulations are followed	.33	.29**
Job to offer information	.62**	.48**
Encourages me to attend FDCA events	.67**	.57**
Talks down to me	.29	.76**
Listens to what I have to say	.72**	.79**
Criticizes over minor things	.71**	.73**
Free to ask for information	.80**	.76**
Supervises too closely	.45*	.64**
Recognizes efforts	--	.72**
Expects too much	.39*	.71**
Discuss personal problems	.60**	.56**
Does not want to listen	--	.75**
Really supports me	.69**	.82**

Note. FDCA = Family Day Care Association of Manitoba.

\* $p < .05$ .      \*\* $p < .01$ .

The Association Support Scale item to scale correlations for the survey show significant positive correlations ( $p < .01$ ) (see Table J-9). Pretest results show most items to be not as strongly correlated as the survey but correlations are still positive. Only one pretest item, that being Question 5.5, "Ensures family day care is accepted" is not significantly correlated with the scale,  $r = .32$ .

**TABLE J-9**

Association Support Scale: Item to Scale Correlations

Item	Pretest (N=25)	Survey (N=153)
Goals are important	.45*	.36**
Promotes quality through support	.38*	.83**
Makes needs known to government	.65**	.74**
Eliminates isolation	.65**	.78**
Ensures family day care is accepted	.32	.75**
Membership is important	.67**	.84**
Takes an interest in me	.47**	.80**
Rarely get involved in events	.75**	.42**
Have assisted me as needed	.72**	.72**
Is supportive of providers	.58**	.81**

\* $p < .05$ .

\*\* $p < .01$ .

The Support Group Support Scale item to scale correlations for survey data are all significant ( $p < .05$  or  $p < .01$ ). While all correlations for the pretest data are positive, only six of the ten are significantly correlated. (see Table J 10).

**TABLE J-10**

Support Group Support Scale: Item to Scale Correlations

Item	Pretest (N=25)	Survey (N=153)
Made me feel comfortable	.39	.72**
Impersonal atmosphere	.79**	.58**
Members take a personal interest	.54*	.75**
Seldom get together	.78**	.60**
Generally open	.74**	.66**
Go out for social events	.85**	.50**
Different opinions do not get along	.32	.30*
Members talk about personal problems	.40	.31*
Talk behind others' backs	.29	.33**
Offer each other support	.83**	.77**

\* $p < .05$ .      \*\* $p < .01$ .

The item to scale correlations for the Job Satisfaction Scale survey data (N = 153) show positive correlations throughout ( $p < .01$ ). The results for the pretest are not as favourable but still indicate that a majority of items are significantly ( $p < .05$  or  $p < .01$ ) correlated with the Job Satisfaction Scale.

TABLE J-11

Job Satisfaction Scale: Item to Scale Correlations

Item	Pretest (N=25)	Survey (N=153)
Work is stimulating and challenging	.45*	.64**
Respected by parents	.65**	.49**
Too much paperwork	.14	.32**
Not enough variety	.50**	.54**
Too little time	.45*	.52**
Work makes an important difference	.42*	.44**
Left with a feeling of accomplishment	.74**	.64**
Flexible work schedule	.36*	.34**
Close relationship with children	.68**	.41**
Difficult to meet needs of all	.51**	.53**
Satisfied with the number of children	.59**	.27**
Organization of home is helpful	.60**	.42**
Home is too cramped	.46*	.47**
Home is too drab	.56**	.43**
Home is too noisy	.63**	.43**
Understand regulations	.40**	.42**
Satisfied with pay	.19	.31**
Continue work for two years	.11	.63**
Proud to be a provider	.38	.62**
Often think of quitting	.49**	.69**
Difficult to find as good a job	.18	.58**
Feel trapped	.58**	.68**
Would do it again	.19	.78**
Level of satisfaction	.81**	.72**

\*p &lt;.05.

\*\*p &lt;.01.

Tables J-12, J-13, J-14, J-15 and J-16 show the item to dependent variable correlations for each support scale. Besides item to dependent variable correlations, the tables also provide item to dependent variable subscale correlations. Results are given for the pretest and survey data.

Table J-12 describes the item to dependent variable correlations for the Family Support Scale. Correlations of each item with the Job Satisfaction Scale (JSS) are positive. Pretest items are positively correlated with the JSS but not as significantly as the survey items. The survey results show each item, with exception of 2.1 ("Believe it is important to be licensed.") to be significantly correlated ( $p < .05$  or  $p < .01$ ). Positive correlations are also evident in the item to subscale data. Negative correlations ranging from  $r = -.03$  to  $r = -.16$  are evident in the pretest data for item to "commitment to work" subscale (CWSS).

TABLE J-12

Family Support Scale: Item to Dependent Variable Correlations

Item	JSS		SJSS		SWCSS		CWSS	
	P	S	P	S	P	S	P	S
Believe it is important to be licensed	.42*	.10	.34	.06	.36*	.06	.37*	.18*
Energy helping around house	.34	.33**	.26	.34**	.33	.27**	.26	.22**
Do not like sharing home	.38*	.37**	.42*	.43**	.12	.24**	.23	.30**
Feeling of togetherness	.50**	.29**	.47*	.32**	.47**	.26**	.19	.23**
Change schedule	.23	.24**	.34	.26**	.10	.18*	-.16	.23**
Rarely volunteer	.44	.41*	.55**	.47**	.42*	.33**	-.03	.25**
Help meet licensing standards	.56**	.29**	.57**	.33**	.55**	.21**	.11	.27**
Demand too much	.37*	.39**	.56**	.41**	.27	.24**	-.08	.37**
Stand up for each other	.49**	.22**	.53**	.24**	.57**	.16*	-.09	.17*
Little group spirit	.62**	.27**	.61**	.27**	.49**	.23**	.29	.19**
Get along well	.29	.21**	.27	.22**	.39*	.19**	.02	.14*
Plenty of time and attention	.49**	.38**	.43**	.45**	.34	.31**	-.07	.26**
Encourage to attend FDCA events	.53**	.22**	.44**	.26**	.45*	.00	.30	.25**
Encouraged to be independent	.25	.23**	.42*	.24**	.46*	.16*	-.11	.15*
Help and support one another	.72**	.16*	.47**	.15**	.65*	.16*	.28	.13

Note. JSS = Job satisfaction scale; SJSS = satisfaction with job subscale; SWCSS = satisfaction with working conditions; CWSS = commitment to work subscale;

P = Pretest; S = Survey.

\* $p < .05$  \*\* $p < .01$ .

Item to dependent variable correlations for the Day Care Parent Support Scale are shown in Table J-13. The item "Parents appreciate new ideas" was not part of the pretest instrument and therefore correlations are not given. The survey results show more significant values than the pretest data. While most items in this scale are positively correlated with the JSS, there are two items from the pretest that show negative or close to zero correlations, namely, "Discuss personal problems with parents" (pretest  $r = -.08$  and survey  $r = .02$ ) and "Parents discuss their personal problems" (pretest  $r = -.19$  and survey  $r = -.14, p < .05$ ). This item is also negatively correlated with each job satisfaction subscale, with the exception of the pretest data that is positively correlated with the "commitment to work" subscale ( $r = .16$ ). The items addressing discussion of personal problems and encouragement to attend Family Day Care Association of Manitoba sponsored events show the lowest correlations with the dependent variable scale and subscales.

TABLE J-13

Day Care Parent Support Scale: Item to Dependent Variable Correlations

Item	JSS		SJSS		SWCSS		CWSS	
	P	S	P	S	P	S	P	S
	(N=25)	(N=153)	(N=25)	(N=153)	(N=25)	(N=153)	(N=25)	(N=153)
Usually compliment me.	.48**	.28**	.47**	.28**	.45*	.21**	.06	.22**
Criticize me about minor things.	-.03	.21**	.04	.27**	.14	.12	-.26	.17*
Free to communicate with parents.	.40*	.18*	.42*	.16*	.24	.09	.12	.14
Parents open to receiving suggestions.	.51**	.30**	.28	.30**	.46*	.14*	.30	.29**
Parents appreciate new ideas.	--	.28**	--	.26**	--	.27**	--	.19*
Discuss personal problems with parents.	-.08	.02	.01	.07	-.19	-.07	.06	.09
Parents discuss their personal problems.	-.19	-.14*	-.12	-.11	-.50**	-.13	.16	-.06
Parents talk down to me.	.13	.23**	.06	.26**	.06	.19**	-.02	.15
Encourage me to attend FDCA events.	.27	.13*	.09	.09	.01	-.04	.37*	.20**
Parents go with me to FDCA events.	.34*	.04	.44*	.05	.15	-.05	-.05	.13
Expect too much.	.40*	.42**	.40*	.37**	.38*	.37**	-.10	.34**
Parents follow policies.	.35*	.28**	.41*	.24**	.36*	.18*	-.01	.20**
Parents support me.	.44*	.36**	.39*	.35**	.55**	.23**	.00	.31**

Note. JSS = Job satisfaction scale; SJSS = satisfaction with job subscale; SWCSS = satisfaction with working conditions; CWSS = commitment to work subscale; P = pretest; S = survey.

\* $p < .05$  \*\* $p < .01$ .

The Child Day Care Support Scale item to dependent variable correlations are shown in Table J-14. Again, item to JSS correlations for the survey data are significantly positive with exception of "Job to offer information",  $r = .11$  and "Discuss personal problems.",  $r = .07$ . Pretest correlations show values that are negative or close to zero with exception of "Expects too much.",  $r = .49$ ,  $p < .01$ . Values for two items "Recognizes efforts." and "Does not want to listen.", are not given for the pretest, as these were not part of that instrument. As with the Day Care Parent Support Scale, the "Discuss personal problems" item has correlations with the dependent variable scale and subscales that are close to zero.

TABLE J-14

Child Day Care Coordinator Support Scale: Item to Dependent VariableCorrelations

Item	JSS		SJSS		SWCSS		CWSS	
	P	S	P	S	P	S	P	S
	(N=25)	(N=153)	(N=25)	(N=153)	(N=25)	(N=153)	(N=25)	(N=153)
Compliments me.	.09	.26**	-.07	.26**	-.02	.09	.27	.24**
Job to ensure regulations are followed.	.08	.20**	.10	.17*	.12	.17*	.28	.18*
Job to offer information.	.19	.11	-.07	.08	.22	.15*	.54**	.06
Encourages me to attend events.	.05	.21**	-.08	.14*	.27	.16*	.19	.20**
Talks down to me.	-.29	.37**	-.16	.32**	-.21	.41**	-.34	.24**
Listens to me.	-.25	.32**	-.21	.28**	-.01	.29**	-.06	.25**
Criticizes over minor things.	.13	.28**	.18	.24**	.20	.29**	.01	.17*
Ask for information.	.02	.19**	-.08	.17*	.22	.27**	.10	.09
Supervises too closely.	.14	.32**	.07	.26**	.28	.30**	.15	.25**
Recognizes efforts.	--	.29**	--	.22**	--	.19**	--	.25**
Expects too much.	.49**	.36**	.48**	.29**	.42*	.38**	.22	.25**
Discuss personal problems.	-.05	.07	-.17	.08	.00	.03	.14	.06
Doesn't want to listen.	--	.36**	--	.31**	--	.29**	--	.29**
Really supports me.	.12	.28**	-.06	.22**	.31	.28**	.15	.20**

Note. JSS = Job satisfaction scale; SJSS = satisfaction with job subscale; SWCSS = satisfaction with working conditions; CWSS = commitment to work subscale; P = pretest data; S = survey data.

\* $p < .05$  \*\* $p < .01$ .

Table J-15 shows item to dependent variable correlations for the Association Support Scale. The results can be considered in two parts, the first dealing with the goals of and support received from the Family Day Care Association of Manitoba, and second, the affiliation with and support received from liability and group insurance packages. As already described for previous support scales, the results for the survey items in the goals section are significantly positive with exception of the item, "Is supportive of providers.",  $r = .12$ . The pretest item to dependent variable correlations are not significant with exception of "Promotes quality through support.",  $r = .36$ ,  $p < .05$ .

Correlations vary for the items addressing liability and group insurance. These correlations are negative to near zero for most items, with exception of "The group insurance package offered by the Family Day Care Association of Manitoba adequately meets the insurance needs of my family." (pretest  $r = .87$  and survey  $r = .49$ ,  $p < .01$ ). Due to the low number of respondents affiliated with the liability insurance package (pretest  $n = 22$  and survey  $n = 134$ ) and group insurance package (pretest  $n = 9$  and survey  $n = 33$ ), these items were not included as part of the Association Support Scale and further analysis.

TABLE J-15

Association Support Scale: Item to Dependent Variable Correlations

Item	JSS		SJSS		SWCSS		CWSS	
	P	S	P	S	P	S	P	S
	(N=25)	(N=153)	(N=25)	(N=153)	(N=25)	(N=153)	(N=25)	(N=153)
Goals are important.	.27	.14*	.43*	.12	.34*	.15*	.07	.08
Promotes quality.	.36*	.25**	.31	.17*	.37*	.24**	.34*	.28**
Makes needs known to government.	.01	.28**	.09	.21**	-.03	.26**	-.03	.22**
Eliminates isolation.	.00	.23**	-.04	.14*	.06	.16*	.21	.25**
Ensure fdc is accepted.	.10	.28**	.03	.22**	.01	.25*	.03	.27**
Membership important.	.26	.28**	.31	.26**	.31	.18*	.16	.25**
Takes interest in me.	.00	.27**	.11	.24**	.02	.15*	.01	.28**
Rarely get involved.	.21	.22**	.19	.17*	.22	.15*	.28	.21**
Have assisted me as needed.	.11	.19*	.32	.11	.22	.28**	-.08	.08
Is supportive.	.12	.12	.31	.02	.06	.14*	.02	.13
Involved in liability insurance package.	-.19	.00	-.33	.00	-.28	.03	.00	-.06
Liability package meets needs.	.10	.14	.00	.11	.01	.16*	.29	.05
Involved in group insurance package.	-.49**	-.04	-.61	.00	-.44*	-.10	.03	-.01
Group package meets needs.	.87**	.49**	.16	.48**	.92**	.59**	.81**	.32*

Note. JSS = Job satisfaction scale; SJSS = satisfaction with job subscale; SWCSS = satisfaction with working conditions; CWSS = commitment to work subscale;

P = pretest data; S = survey data.

\* $p < .05$  \*\* $p < .01$ .

The Support Group Support Scale item to dependent variable correlations are shown on Table J-16. Items comprising the Support Group Support Scale are not as positively correlated with the dependent variable as those in the other support scales. It is also important to note that affiliation with support groups was reported by a small number of respondents (pretest  $n = 16$  and survey  $n = 58$ ). The pretest item to "job satisfaction scale" correlations range from  $r = -.12$  to  $r = .51$ ,  $p < .05$ . The survey results show item to dependent variable correlations to range from  $r = -.07$  to  $r = .27$  ( $p < .05$ ). For the survey results there are five items correlated at a significant level, compared to only one item for the pretest.

TABLE J-16

Support Group Support Scale: Item to Dependent Variable Correlations

Item	JSS		SJSS		SWCSS		CWSS	
	P (N=25)	S (N=153)	P (N=25)	S (N=153)	P (N=25)	S (N=153)	P (N=25)	S (N=153)
Made me feel comfortable.	.28	.14	.22	.14	-.05	.39**	.73**	.13
Impersonal atmosphere.	.51*	.11	.72**	-.01	.07	.31*	.31	.05
Members take a personal interest.	-.12	.23*	-.16	.10	-.28	.38**	.23	.19
Seldom get together.	.37	.00	.59**	-.02	.08	.04	.06	.07
Generally open.	.12	.25*	.16	.14	-.04	.30*	.30	.29*
Go out for social events.	.31	-.07	.41	-.12	.13	.10	.21	-.08
Different opinions do not get along.	.04	.24*	.14	.30*	.21	.21	-.29	.09
Members talk about personal problems.	-.09	.03	.03	-.08	-.12	.18	-.07	.06
Talk behind others' backs.	-.11	.27*	.03	.30*	.02	.29*	-.39	.04
Offer each other support.	.28	.26*	.42	.11	.12	.46**	.42	.14

Note. JSS = Job satisfaction scale; SJSS = satisfaction with job subscale; SWCSS = satisfaction with working conditions; CWSS = commitment to work subscale; P = pretest; S = survey.

\* $p < .05$  \*\* $p < .01$ .

The scale to dependent variable correlations for the pretest are given on Table J-17. While each pretest support scale is positively correlated with the dependent variable, Child Day Care Support Scale and Association Support Scale show correlations near zero ( $r = .09$  and  $r = .04$ , respectively). The Family Support Scale is positively correlated with the Job Satisfaction Scale,  $r = .65$ ,  $p < .01$ , as is the Day Care Parent Support Scale,  $r = .45$ ,  $p < .05$ . Although the correlation of the scale to dependent variable for the support group is positive ( $r = .31$ ), it is important to recognize that this correlation is based on responses from only 16 providers.

**TABLE J-17**

Pretest Support Scales to Dependent Variable Correlations

Support Scale	Job Satisfaction
Family	.65**
Day care parent	.45*
Child day care	.09
Association	.04
Support group	.31

\* $p < .05$ .      \*\* $p < .01$ .

The results obtained suggest that the scales and subscales of the Family Day Care Provider Perceived Support and Job Satisfaction Survey are reliable and valid measures of support and job satisfaction for the selected population. The strength of the instrument is confirmed by the survey data. The reliability and validity of the Support Group Support Scale may be questioned due to the limited number of respondents who are members.