

AN ABSTRACT OF THE THESIS OF

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Title: Family Child Care Providers in Kansas: A Descriptive
Analysis of Training and Professional Orientation.

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Three categories of family child care homes are regulated in the state of Kansas including licensed group, licensed family, and registered family. The Kansas Department of Health and Environment, which regulates child care facilities, does not require a minimal level of education for family child care providers. However, providers must obtain initial and on-going training in order to be licensed group or licensed family child care providers. Other than training in first aid, registered providers are not required to obtain training. However, education and training have been found to be associated with the quality of teacher behaviors, job satisfaction, and professional orientation.

The purpose of this study was to gather descriptive information about family child care providers in Kansas. Specifically, the study focused on providers' perceived job role, satisfaction with their profession as a business, and professional orientation and training. Data was grouped by family child care category (licensed group, licensed family, and registered family) for analysis. Data was also grouped by the providers' level of education for further analysis.

A random sample of five hundred providers were sent a self-report questionnaire for data collection. The response rate was 30%. Twenty hypothesis were tested.

Findings indicate that a) providers with different levels of education did not provide child care services for the same length of time, b) providers from the different categories of regulated family child care were not similar in their memberships in professional associations, and c) providers from different categories of family child care did not obtain similar training.

Recommendations were made that the Kansas Department of Health and Environment require a course in child development or early childhood education for all family child care providers and that registered providers be required to obtain training. In addition, a recommendation was made for further research regarding family child care providers' role perceptions.

FAMILY CHILD CARE PROVIDERS IN KANSAS:
A DESCRIPTIVE ANALYSIS OF TRAINING AND
PROFESSIONAL ORIENTATION

A Thesis

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CHAPTER 1

Introduction

More than half (59.4%) of Kansas' children under the age of six live in families where both parents work or where one parent works in a single parent family (Kansas Action for Children, Inc., 1994). Due to the high demand for child care services, over 10,000 regulated child care centers and family child care homes operate in Kansas.

Both child care centers and family child care homes are regulated by the Kansas Department of Health and Environment. The most obvious differences in the regulations between child care centers and family child care homes include the number of children in their care and the child care setting. Child care centers in Kansas serve 13 or more children in a building designated as a child care center. Family child care homes serve 12 or fewer children usually in an individual's home (Kansas Department of Health and Environment, 1990a, 1990b).

Family child care homes are further regulated by size into three different categories based upon the ages and number of children in care. A licensed group child care home with one adult can care for up to twelve children over the age of two and one-half. Licensed family child care providers may care for up to ten children. Registered child care providers may care for up to six children. To ensure that licensed family child care homes and licensed group child care homes are in compliance with laws and regulations, they are

inspected by the local licensing agency. Registered child care providers complete a self-study for compliance with regulations and do not receive an on-site inspection unless a complaint is filed (Kansas Department of Health and Environment, 1990c).

Licensed family child care providers in Kansas must complete a minimal amount of training within 60 days of the initial application for a license. Initial training requirements for licensed family child care providers can be met in a variety of ways including fifteen hours of directed reading, attendance at meetings or conferences, or five sessions of observations in other child care homes. Initial training requirements for licensed group child care providers includes five sessions of observations and ten hours of directed reading, attendance at meetings or workshops. Training content must be related to child care. First Aid is the only topic specifically required for licensure.

Licensed family and licensed group child care providers must also meet annual training requirements. Annual training requirements for both licensed group and licensed family child care providers can also be met in a variety of ways including five hours of directed readings, attendance at meetings or conferences. Registered child care providers are not required to meet training requirements other than first aid.

Laws and regulations for child care are designed to ensure that centers and homes meet at least a minimal level of

appropriate health and safety standards for young children. However, regulations do not guarantee that children receive high quality child care services. Most experts in the field agree that lower child to adult ratios, lower numbers of children in a group, more qualified personnel, the use of a variety and types of materials, the use of effective behavior management, communication and interaction techniques with the children, and parent involvement in the program contribute to higher quality child care centers and family child care programs (Bredenkamp, 1989; Phillips, 1987). These factors have been incorporated into the National Association for the Education of Young Children's Child Care Center Accreditation program (NAEYC, 1984) and the Family Day Care Rating Scale (Harms & Clifford, 1989). These instruments are commonly used to assess child care program quality in the United States.

More specific to this study, education and training of early childhood caregivers was found to be associated with the quality of teacher behavior (Arnett, 1989; Berk, 1985; Bloom & Sheerer, 1992; Nelson, 1989, Pence & Goelman, 1991; Rosenthal, 1991). Whitebrook, Howes & Phillips (1989) further reported that experience alone did not predict teacher behavior in child care centers. Kagan (1991) stated that "training in early care and education must come to be understood as the fulcrum upon which quality rests, and quality must be understood as essential to services for young children" (p 27).

Currently, the National Association for the Education of Young Children, the largest early childhood professional association in the nation, is attempting to define the professional development needs for early childhood personnel, including family child care providers (NAEYC, 1994). According to Bredekamp and Willer (1993), there are several important advantages to professionalization including a shared knowledge base, consistency across settings, expanding knowledge, ethical behavior, shared meanings, and improved compensation. Part of this task involves defining a common knowledge base for all early childhood professionals. In addition, NAEYC recognizes that different job roles (for example, a center administrator vs. a family child care provider) require additional knowledge related to their specific focus within the early childhood field.

In their review of literature, Howes and Hamilton (1993) stated that:

Quality in child care is closely linked to the adult providing care. In settings where the adult can effectively perform both nurturing and teaching roles, children are able to develop more social and cognitive competence. Teacher effectiveness is linked to individual characteristics, including formal education and specialized training and to setting characteristics, particularly salaries and adult-child ratio. (p. 334)

In addition to the nurturing and teaching

responsibilities of all individuals who work with young children, all family child care providers must also attend to the administrative functions of the business. Thus, training for child care home providers should cover a wide variety of topics. Yet, family child care providers are usually less educationally prepared than child care center personnel (Eheart & Leavitt, 1986; Kisker, Hofferth, Phillips, Farguhar, 1991).

Before recommendations or requirements for the training and education of family child care providers can be stated, a more thorough investigation to determine the current content of training acquired by and the professional orientation of family child care providers is necessary. By gathering information from family child care providers about the training they have attended, we can gain a further understanding of the family child care provider's role. This statement is based on the assumption that family child care providers would not attend training they perceived to be unnecessary for their job. An assumption is also being made that family child care providers are satisfied with their jobs and are, therefore, willing to obtain additional education and training. More research about providers' professional orientation is also needed before one can determine their readiness or desire for professionalization.

After an extensive review of the literature, Paula Jorde (1984, 1986, 1988) proposed a framework for analyzing teacher

job satisfaction. Building on the social-ecological conceptualization proposed by Rudolf Moos, she proposed that job satisfaction is a combination of many factors including a number of environmental and personal variables. Environmental variables include the physical setting, organizational climate, job components, and social components. Personal variables include sociodemographic characteristics, personality factors, skills and abilities, and concomitant roles. Satisfaction also includes teachers' perceptions such as locus of control, teacher expectations, efficacy and coping responses.

The design of the above noted framework was intended for use with larger organizations employing more than one person such as child care centers or public schools. However, many of the variables incorporated into Jorde's framework for analyzing teacher job satisfaction also apply to family child care providers. Examining all of the variables relating to family child care provider job satisfaction was beyond the scope of this study. However, organizational climate specifically dealing with written policies, locus of control, perceived job roles, responsibilities, and business related skills and attitudes was incorporated into the study. Data regarding provider's level of education, training, and sources of child care related information was gathered.

Definitions

Family Child Care Provider refers collectively to all

individuals who provide child care services in their home.

Licensed Group Child Care Provider refers to individuals in Kansas who have licensed their family child care home as "licensed group" with the Kansas Department of Health and Environment and who may care for up to a maximum of twelve children.

Licensed Family Child Care Provider refers to individuals in Kansas who have licensed their family child care home as "licensed family" with the Kansas Department of Health and Environment and who may care for up to a maximum of ten children.

Registered Child Care Provider refers to individuals in Kansas who have registered their family child care home as "registered child care" with the Kansas Department of Health and Environment and who may care for up to a maximum of six children.

Statement of the Problem

Kansas is only one of ten states that offer a combination of registration and licensing (The Children's Foundation, 1991). Further, some states regulate licensed group child care homes as small child care centers while others regulate them as family child care homes. Since regulations of family child care vary by state, previous research has focused on regulated or sponsored providers and unregulated providers.

While previous research has provided us with general information about family child care in the United States,

there is a lack of research and literature regarding different types of regulated family child care providers with different levels of education about their training and professional orientation. The problem is a lack of uniform state regulations for family child care which makes research regarding the various categories of family child care difficult.

Purpose of Study

The purpose of the study was to gather descriptive information from family child care providers in Kansas using a self-report questionnaire. The survey attempted to gather quantitative data with regard to the training content obtained by licensed group child care providers, licensed family children care providers, and registered child care providers with different levels of education. In addition, the survey focused on the providers' perceived job roles and responsibilities, and their perceived professional satisfaction with their family child care business. The researcher assumed that family child care providers considered their services as a small business.

The descriptive information gathered from different types of regulated family child care providers could help establish a needed research base to help guide policy and regulation of family child care homes. Kansas laws and regulations and the perceptions and expectations about family child care in Kansas may affect the roles and attitudes of Kansas family child care

providers differently than in other parts of the United States. Therefore, the results of this study cannot be generalized to include the entire population of family child care providers in the United States.

Research Questions

Basic research questions included the following:

1. Do licensed group child care providers, licensed family child care providers, and registered child care providers have similar education backgrounds, training experiences, perceived job roles and satisfaction, and professional orientations?
2. Do family child care providers with different levels of education have similar training experiences, perceived job roles and satisfaction, and professional orientations?

Statement of Significance

Descriptive data about family child care providers' education, training, and professional orientation by type of family child care home and by level of providers' education could contribute to a better understanding of family child care providers in Kansas. This data could contribute to the analysis of the Kansas family child care laws and regulations with regard to training and education to better meet the professional needs of providers. Also, the data could contribute to the research base regarding family child care providers' professional orientation.

CHAPTER 2

Review of Literature

For the purposes of this study, literature from 1985 to date was reviewed regarding training, education, job satisfaction and professional orientation. The research review included both child care centers and family child care homes because of the limited amount of research available about family child care homes.

Education, Training and Child Care Quality

In a review of the research about family child care training and education, Kontos (1992) stated that positive relationships between caregiver training and both caregiver behavior and child care quality is evident. Berk (1985) in a study of child care center personnel found that college educated teachers were found to engage in more encouraging behaviors with children. College educated teachers were three times more likely as compared to teachers with a high school education to engage in more teacher direction and in the development of verbal skills. Whitebrook, Howes & Phillips (1989) reported that the amount of formal education obtained by a teacher was the strongest predictor of appropriate teacher behavior in centers with specialized training emerging as an additional predictor in infant classrooms. Rosenthal (1991) in a study of family child care providers in Israel reported that better educated teachers tended to spend less time in whole group instruction

with the children and attributed more influence over the children's skill development to themselves. Therefore, formal education seems to increase the quality of caregiver behaviors.

Bredekamp (1989), in a review of commission decisions to grant or defer accreditation for child care centers by the National Association for the Education of Young Children (NAEYC), found that one of the reasons for deferral included staff qualifications and weaknesses in interactions and curriculum. She stated that where staff are not minimally trained in early childhood education or child development, there was a tendency to see inappropriate interactions or curriculum. Bredekamp further reported that "the most salient predictor of overall program quality appears to be a director with a strong educational background in early childhood education/child development and at least one degree" (p 5).

Nelson (1989), in a study of the voluntary accreditation system in San Antonio, Texas for family child care homes, found that a formal training system based on the Family Day Care Rating Scale (Harms & Clifford, 1989) improved the quality of child care. The quality of the family child care homes was rated on a scale of one to seven where one equals inadequate, three equals minimal, five equals good, and seven equals excellent. Mean gains ranged from a high of 2.45 for Working with Parents to a low of 2.21 for Business Management. Pence & Goelman (1987, 1991) reported that while family day

care specific training did show a significant difference between high and low quality caregivers, a significant difference was not found with more general courses on child development and general reading about child care. Therefore, formal training systems designed for family child care providers may increase the quality of their services.

Arnett (1989) found that as the level of training in the Bermuda College training program increased for child care center personnel, teacher's were less authoritarian in their childrearing attitudes and exhibited more positive interaction styles with children. Teachers with more training were also less punitive and detached. Based on her findings, Arnett further recommended specific training for child care personnel in communication, especially behavior management, and child development. Bloom and Sheerer (1992), found that professional leadership training for child care center directors and teachers produced positive outcomes in relation to the participants' level of perceived competence, their quality of classroom teaching practices, and the quality of the organizational climate such as clarity of program policies and opportunities for professional growth. Thus, training in communication, child development, and professional leadership training seem to be important components for professional development intended to increase the quality of a program.

Research has found that caregiver stability is an indicator of quality child care (Phillips & Howes, 1987). In

a study of family child care provider turnover, Bollin (1990, 1993), found that problems with parents influenced caregivers decisions to leave family child care. She suggested that training for family child care providers should include parent relationships that may positively influence the quality of the provider-parent relationship, and thus decrease turnover.

The research stated above supports a positive relationship between formal education and training and the quality of provider behaviors in early childhood programs. Also, specific types of training such as communication including parent-provider relationships and leadership training including business skills seem to be beneficial in improving the quality of child care programs. While education and training, by themselves, do not guarantee quality experiences for children in care, they greatly increase the likelihood that such experiences will be provided for children (Bredenkamp, 1989).

Job Satisfaction

Child care providers in centers and homes are generally satisfied with their jobs. The most-liked aspects of child care jobs include working with the children, relationships with co-workers, and opportunities for autonomy. The least-liked aspect of child care work includes the pay and benefits (Atkinson, 1993; Eheart & Leavitt, 1986; Kontos & Stremmel, 1988; Lindsay & Lindsay, 1987; McClelland, 1986; Mullis, Ellett, & Mullis, 1986; Pence & Goelman, 1991; Phillips, Howes

& Whitebrook, 1991; Pope & Stremmel, 1992; Rosenthal, 1991; Stremmel & Powell, 1990; Strober, 1989).

In general, job satisfaction has not been found to be related to center quality (Kontos & Stremmel, 1988). However, Phillips, Howes and Whitebrook (1991) found that teacher's wages were the most consistent significant predictor of quality in child care centers. This finding was confirmed by Pope and Stremmel (1992). Further, Stremmel (1991) in a study of child care center personnel and Bollin (1993) in a study of family child care providers found that dissatisfaction with pay and lack of opportunities for promotion were significantly associated with their intention to leave their jobs.

Stremmel (1991) and Rosenthal (1991) reported that child care workers enjoy their work and are highly committed to their jobs even though pay, benefits and opportunity for promotion are less desirable. Atkinson (1993) found that family child care providers rated the reward of working and occupational role higher than working mothers and significantly higher than mothers at home. In addition, Webb & Lowther (1990) found that variables such as age, educational level, job characteristics and positive work experiences are significant variables of job commitment citing that the most powerful predictor was the positive relationship between job satisfaction and job commitment.

Positive statistical relationships have been found to

exist between a caregiver's education, experience and job satisfaction (Mullis, Ellett, & Mullis, 1986). Yet, Bollin (1989) reported that a negative relationship exists between training and job satisfaction in family child care providers. In addition, Eheart & Leavitt (1986) found that job satisfaction was not found to be significantly related to family child care provider's interest in training. Webb and Lowther (1990) found that caregivers in centers without specialized training tended to be more committed than those with specialized training in child care.

Support systems were found to be related to job satisfaction. Stremmel and Powell (1990) found that classroom-focused information from the director, staff meetings, and the importance of feedback from the director were highly correlated with job satisfaction in child care center personnel. Although family child care providers do not have a similar relationship with a director, support systems have been found to be important components of job satisfaction as well. Bollin (1993) reported that job satisfaction, which is a strong predictor of the stability of family child care providers, is also positively correlated with the provider's perception of social support, particularly client support. In addition, Pence & Goelman (1991) found that higher quality family child care providers were supported through a family child care association or a network of support contacts.

Professional Orientation

Most child care center personnel and family child care providers perceive their work as a career or a profession (Bollin, 1989; Jorde-Bloom, 1988, 1989; Lindsay & Lindsay, 1987; Phillips, Howes & Whitebrook, 1991). In addition, Pence & Goelman (1991) reported that higher quality caregivers were more likely to see their work as their profession and to feel socially useful in providing care.

Powell and Stremmel (1989) reported a higher involvement in professional development activities among workers with a combination of moderate-to-high levels of training and experience. A greater number of conventional professional development practices were independently associated with increased training than with increased experience. An increased level of experience by itself was not associated with movement away from the use of lay sources of job-related information and feedback for determining work effectiveness. Bollin (1989) reported that training, accepted as a key factor in a professional attitude, was only positively correlated for family child care providers with less than five years of experience. Further, she found that professionalism does not necessarily imply job satisfaction. Rosenthal (1991) found that education was positively related to family child care providers' professional role perception.

Behaviors measured as an indicator of professional orientation, however, did not support child care providers'

perception of themselves as professionals. Jorde-Bloom (1988, 1989) found that less than one-third of the center teachers participating in her study belonged to a professional organization or subscribed to one professional journal. Less than one-third of all center personnel were working toward a degree. In addition, only 20% of assistant teachers, 22% of teachers, and 36% of directors reported attending two workshops or conferences in the prior year. Only 9% of assistant teachers, 12% of teachers and 45% of directors had written one advocacy letter during the previous year. Jorde-Bloom did find that staff become more professional in behavior as they moved-up the career ladder. Powell and Stremmel (1989) also noted a limited involvement of child care center staff in conventional practices of professional development stating that only 26% of the child care center staff participating in the study reported memberships in professional organizations.

In a study of family child care providers, DeBord (1991) found that 72% of the providers felt that state legislated training requirements would raise the quality of family child care. Providers stated that being parents (74%), conferences (46%), supervised practical experience with children (42%), and reading and self-study (39%) were the best experiences that prepared them for their work with children. Respondents stated that they received information about child care and development from pamphlets, magazines and books on child care.

The methods most preferred by providers in obtaining information on child care were videos for home viewing (60%) and one-time workshops (55%). Only 39% preferred college credit courses.

Eheart & Leavitt (1986) reported that 65% of the providers responding to a survey on training stated that they had no training in child care and 52% of the providers stated that they did not desire more training. Those providers who did want additional training suggested classes (20%), workshops (26%), and newsletters (22%) as their preferred methods for implementation. Eheart & Leavitt found that family child care providers between 30 - 39 years of age were twice as likely to want training as did not, and family child care providers with four to nine years of experience were also twice as likely to want training as those that did not. Although no significant relationships existed, there was a clear trend for family child care providers with previous training to be interested in more training.

Atkinson (1993) reported similar findings in a study of family child care providers. Regarding their educational experiences prior to family child care, 95% reported experience with their own kids, 45% had course work in child development or early childhood education, 35% had attended child care training programs. Only 20% of the providers were members of a professional organization. Bollin (1989) found that 70% of the family child care providers in her study

claimed that specialized training was necessary for their job but 78% indicated that personal experience was the best preparation.

Although operating a small business does not necessarily imply professionalism, small business owners do engage in many professional skills such as accounting, scheduling, and marketing. The U.S. Small Business Administrations' profile of child day-care services (1990) stated "although it is entirely possible to run a successful business without information on current events, staying abreast of pertinent legal issues, industry trends, and new ideas will help the small business owner to provide better care and to increase the chances of being profitable" (p 10). The same publication further stated that "well-defined policies, contracts, and procedures are essential to running a day care business including parent contracts, good record-keeping, business procedures and marketing plans" (p 10).

Do family child care providers think of themselves as a small business owner? Bollin (1989) reported that 71% of the family child care providers felt that they did. In keeping with their perceptions of a small business, 71% preferred professional relationships with their parents, 61% considered parents as their customers, 74% had written contracts with all families, 81% considered licensing as necessary, and 74% considered part of their home as a child care facility. Pence & Goelman (1991) reported that higher quality family child

care providers were more likely to provide and request a form for information on a child before enrollment in keeping with their own view of a professional business.

Summary

Research has shown that more education and training are related to higher quality child care program's in both centers and homes. Experience is not related to the quality of a child care program. In addition, more education and experience tends to increase job satisfaction. Although Bollin (1993) found that more training tended to decrease job satisfaction in family child care homes. Webb and Lowther (1990) also found that caregivers in child care centers without specialized training were more committed than those with specialized training in child care.

Pence & Goelman (1991) found that higher quality family child care providers were more likely to see their work as their profession. In fact, most child caregivers in centers and homes perceive their work as a career or profession. Yet, many research studies indicated that caregiver behaviors did not necessarily reflect their perception as professionals. Caregivers with moderate to high levels of training and experience were more likely to engage in professional activities. Education was also found to be related to a professional role perception. Training was reported to be positively correlated with family child care providers who had less than five years of experience. Powell and Stremmel

(1989) found that increased experience alone was not an indicator of professional orientation.

Most family child care providers perceive that they are small business owners. Although operating a small business does not necessarily make one a professional, small business owners exhibit many professional practices and skills. Reported business practices were consistent with family child care providers' perception of a professional business.

CHAPTER 3

Method

The purpose of this study was to gather information about family child care providers in Kansas. Specifically, the study focused on the providers' perceived job role, satisfaction with their profession as a business, and professional orientation and training. Data was grouped by family child care category (licensed group family child care, licensed family child care, and registered child care) for analysis. In addition, data was grouped by the providers' level of education (high school or GED, some college including one year certificates, and completed associate or bachelor degree programs) for further analysis.

Database

Ideally, the global population would be all family child care providers in the United States. However, licensing and registration laws and regulations for family child care vary a great deal between states. For instance in Kansas, licensed group child care providers and licensed family child care providers are required to obtain fifteen hours of training within 60 days of the initial license and five hours of in-service training per year. Registered child care providers are not required to obtain training other than in first aid. Other states may require more or less hours of training. Some states have no training requirements (The Children's Foundation, 1991).

Some states may require that the family child care provider obtain a certain number of hours in each of several topic areas. However, in Kansas licensed group child care providers and licensed family child care providers may obtain any training that pertains to their job. A licensed group child care provider or licensed family child care provider could realistically obtain all training in one topic area and be in compliance with Kansas laws and regulations. Generalizations made from this study to areas outside the state of Kansas can only be made where the laws and regulations pertaining to family child care providers are similar in all respects, including training requirements. Therefore, the global population for this study was defined as all licensed group child care providers, licensed family child care providers, and registered child care providers in the state of Kansas.

Target population

The target population consisted of a random sample of all licensed group child care providers, licensed family child care providers, and registered child care providers in Kansas. A numbered listing was obtained from the Kansas Department of Health and Environment (KDHE) Child Care Division dated January 1993 that contained the names and addresses of all licensed group child care providers, licensed family child care providers, and registered child care providers in Kansas. The listing contained the names and addresses of 399 licensed

group child care providers, 4,057 licensed family child care providers, and 4,133 registered child care providers. The relationship of each category of providers to the total population of providers was 4.6% licensed group, 47.2% licensed family, and 48.1% registered. Based upon a total of 8,589 family child care providers, a random sample of 500 providers was selected for the study. The relationship of each category of providers to the total population of providers for the study after random selection was 5.4% licensed group, 47.2% licensed family, and 47.4% registered.

Sampling procedures

A computer generated listing of 500 random numbers was obtained and matched with the appropriately numbered family child care providers on the listing provided by KDHE. A questionnaire was mailed to the 500 family child care providers obtained by random selection. Seven questionnaires were returned by the postal service because the family child care provider had moved. In each instance, the forwarding address showed that the family child care provider had moved out of Kansas. For purposes of compiling the overall return-rate, these seven family child care providers were considered as no longer in child care. A completed return rate of 80% or 400 of the questionnaires was needed to complete this study in order to generalize the results to the global population of all family child care providers in Kansas.

Design

Research method

This study involved descriptive research. An application was submitted to and approval to conduct the study was obtained from the Institutional Review Board for Treatment of Human Subjects (see Appendix A). Since questionnaires were completed during the same period, the factors of time and loss of individuals during the study were not considered to be significant. However, obtaining a return rate of 80% was expected to be difficult with this population. A letter to family child care providers explaining the importance of their contribution toward the results of the research was carefully composed to encourage family child care provider participation (see Appendix B). Family child care providers were informed that they might request the results of the study.

Questionnaires were hand numbered using the number assigned through the random sample so that family child care provider's names did not appear on the questionnaires. Data from the questionnaires was entered without names to help ensure the family child care providers' right to privacy. The numbered questionnaires were sent in hand addressed, stamped envelopes to avoid the appearance of "junk" mail (Dillman, 1978). Self-addressed, postage-paid, return envelopes were included with the questionnaires for the convenience of the family child care providers. A return date was specified to encourage the family child care providers to return the

questionnaires in a timely manner. A follow-up mailing was conducted and included a second letter, questionnaire, and self-addressed, postage-paid, return envelope to those family child care providers who did not return the initial questionnaire.

Hypotheses

The following research hypothesis were formulated for this study as follows:

1. All three categories of family child care providers would have provided child care services for the same length of time.
2. All family child care providers with different levels of education would have provided child care services for the same length of time.
3. All three categories of family child care providers would be equally as likely to belong to a professional association.
4. All family child care providers with different levels of education would be equally as likely to belong to a professional association.
5. All three categories of family child care providers would obtain information about child care and development from similar sources.
6. All family child care providers with different levels of education would obtain information about child care and development from similar sources.

7. All three categories of family child care providers would have obtained similar training in each of the measured areas including small business, professional issues, parent-provider relationships, child development, learning environments, meeting individual children's needs, and health and safety.
8. All family child care providers with different levels of education would have participated equally in training in each of the measured areas including small business, professional issues, parent-provider relationships, child development, learning environments, meeting individual children's needs, and health and safety.
9. All three categories of family child care providers would be professionally oriented in their business practices as measured on the questionnaire by items numbered 34, 37, 38, 39, 28, 29, 32, 33, and 20.
10. All family child care providers with different level of education would be professionally oriented in their business practices as measured on the questionnaire by items numbered 34, 37, 38, 39, 28, 29, 32, 33, and 20.
11. All three categories of family child care providers would have the same professional attitudes as measured on the questionnaire by items, 18, 19, 21, and 25.
12. All family child care providers with different levels of education would have the same professional attitudes as measured on the questionnaire by items numbered 18, 19,

21, and 25.

13. All three categories of family child care providers would have the same attitudes toward training and education as measured on the questionnaire by items numbered 35, 36, and 37.
14. All family child care providers with different levels of education would have the same attitudes about training and formal education as measured on the questionnaire by items marked 35, 36, and 37.
15. All three categories of family child care providers would have the same attitudes toward their roles and responsibilities as measured on the questionnaire by items numbered 26, 27, 30, and 31.
16. All family child care providers with different levels of education would have the same attitudes about their roles and responsibilities as measured on the questionnaire by items number 26, 27, 30, and 31.
17. All three categories of family child care providers would have the same attitudes about motivation as measured on the questionnaire by items numbered 22, 23, and 24.
18. All family child care providers with different levels of education would have the same attitudes about motivation as measured on the questionnaire by items numbered 22, 23, and 24.
19. All three categories of family child care providers would have the same attitudes toward general job satisfaction

as measured on the questionnaire by items numbered 40, 41, and 42.

20. All family child care providers with all levels of education would have the same attitudes toward general job satisfaction as measured on the questionnaire by items numbered 40, 41, and 42.

Procedures

A questionnaire was designed to obtain descriptive information about family child care providers in Kansas (see Appendix C). The information obtained by the questionnaire included data about the category of license or registration held, number of years as a family child care provider, highest completed grade in school, sources utilized to obtain child related training, and training attended by the family child care provider according to the content area. The Likert scale section of the questionnaire was designed so that the family child care provider could indicate agreement or disagreement with attitudes regarding business practices, professional orientation, training and formal education, role and responsibilities, motivation and general job satisfaction.

Each question was originally worded five different ways and presented to a panel of three experts: Drs. Eileen Hogan, Brenda Hudson, and Judith McConnell Falk, all early childhood educators at Emporia State University. The panel rated the questions based on clarity and relevancy for the purposes of this study. Content validity of the instrument was determined

to be satisfactory by this process.

The attitude section of the instrument was administered to Emporia State University students enrolled in early childhood courses during the spring semester of 1993. The instrument was administered to a total of twenty-six students. Students were asked to complete the questionnaire honestly and informed that there were no right or wrong answers. Students were invited to include their comments about any of the questions or statements made in the questionnaire. There were no questions or statements made. The questionnaire results were analyzed using the SPSS Release 4.1 statistical program for IBM VM/CMS to determine the reliability of the instrument. Coefficient alpha is based upon the theory that all items on a test come from the same intellectual domain and are thus associated. Coefficient alpha is a measure of the average relationship among items. A coefficient alpha of .5 would indicate an acceptable level of reliability for this instrument. An alpha rating of .516 was obtained.

The questionnaire was mailed to the randomly selected family child care providers as discussed above. An additional follow-up mailing was sent to try to obtain an 80% return rate. All returned questionnaires, including questionnaires that were not fully completed, were included in the results of the study.

Basic assumptions made by the researcher stated that family child care providers who consider family child care as

a profession were more likely to return completed questionnaires. Family child care providers who consider training, education, laws, and regulations in a negative manner were less likely to return completed questionnaires. Another major assumption made by the researcher included her belief that family child care providers would see family child care as a business enterprise.

Statistical Design

Techniques

The raw data were analyzed using the SPSS Release 4.1 for IBM VM/CMS statistical computer package available at Emporia State University. A frequency distribution, percentage, mean, and standard deviation were determined for each item listed on the questionnaire. The researcher analyzed the data based on the descriptive information obtained from the questionnaires. T-tests were also conducted to determine statistical significance between means of the random sample for this study. A descriptive reporting of the results is included in the results and discussion chapters of the study.

For the purposes of this study, the researcher focused on the variety of the training content obtained by family child care providers. The researcher also focused on the general attitudes of the family child care providers with respect to their family child care's organizational climate and business practices. A self-report questionnaire was an appropriate means for obtaining this data. The researcher also looked at

the similarities and differences in the data by category of family child care home (licensed group child care, licensed family child care, or registered child care) and level of education.

Summary

In summary, this descriptive study utilized survey methods to randomly sample family child care providers in the state of Kansas. The data was analyzed by the different categories of family child care provider and by level of education. The data was analyzed to determine family child care providers' perceived job role, satisfaction with their profession as a business, professional orientation and training.

CHAPTER 4

Results

The purpose of this study was to gather information about family child care providers in Kansas. Specifically, the study focused on the family child care providers' perceived job role, satisfaction with their profession as a business, professional orientation and training by family child care category (licensed group child care, licensed family child care, and registered child care) and level of education (high school or GED, some college including one year certificates, and family child care providers completing associate or bachelor degree programs).

A total of 151 completed questionnaires of the 500 questionnaires mailed were returned or 30.2% (23 or 15.2% licensed group child care providers, 78 or 51.7% licensed family child care providers, and 50 or 33.1% registered child care providers). Eleven questionnaires were returned by family child care providers who stated that they were no longer in business. Seven questionnaires were returned because the family child care provider had moved out of state. Not enough questionnaires were completed in order to generalize the results beyond the random sample group of 500 family child care providers.

In general, family child care providers participating in this study had provided child care services for a mean of 6.13 years. Thirty-three percent (33%) of the family child care

providers has some high school education, graduated high school or had obtained a General Equivalency Diploma. Fifty percent (50%) of the family child care providers had attended some post-secondary education but had not completed a formal degree program. Only 17% of the family child care providers had completed a formal associate or bachelor degree program. The results show that a higher percentage of family child care providers with some post-secondary training operate licensed family child care homes (54%) and registered child care homes (50%) as compared to licensed group child care providers (35%). A higher percentage of licensed group child care providers (30%) have obtained a formal degree when compared to licensed family child care providers (15%) and registered child care providers (14%). Table 1 shows the percentages of levels of education by category of family child care providers.

Hypothesis 1

The first hypothesis stated that all three categories of family child care home providers would provide child care services for the same length of time. In order, mean length of time in child care for licensed group child care providers, licensed family child care providers and registered child care providers were 7.13, 6.24, and 5.48 years respectively. There was no statistical significance among the categories of family child care providers regarding the length of time the providers had been providing child care services.

Table 1

Family Child Care Providers by Category and Level of Education

Code	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
High				
School	34.8	30.8	36.0	33.1
Some				
College	34.8	53.8	50.0	49.7
Formal				
Degree	30.4	15.4	14.0	17.2

Hypothesis 2

The second hypothesis stated that all family child care providers with different levels of education would provide family child care services for the same number of years. The results indicated that family child care providers with a high school education or GED ($\bar{X} = 7.80$) provided child care services for a significantly longer number of years than family child care providers with some post-secondary education ($\bar{X} = 5.19$), $t(113) = 2.42$, $p < .05$ and family child care providers with an associate or bachelor degree ($\bar{X} = 4.35$), $t(66) = 2.16$, $p < .05$. There was no statistical difference between family child care providers with some post-secondary education and family child care providers with associate or bachelor degrees regarding the number of years in child care. Since a statistical significance was found in the number of years in child care among family child care providers with a high school education and family child care providers with some post-secondary education and associate and bachelor degrees, the hypothesis was rejected.

Hypothesis 3

The third hypothesis stated that all three categories of family child care providers would be equally as likely to belong to a professional association. The results indicated that a significantly lower percentage of registered child care providers (48%) belong to professional associations as compared to licensed group child care providers (61%) and

licensed family child care providers (60%). The hypothesis was rejected.

Hypothesis 4

The fourth hypothesis stated that all family child care providers with different levels of education would be equally as likely to belong to a professional association. The results indicated that the level of education obtained by family child care providers was not associated with their memberships in a professional association. Fifty-six percent (56%) of the family child care providers with no post-secondary education belonged to a professional association. Fifty-six percent (56%) of the family child care providers with some post-secondary education belonged to a professional association. Fifty-eight percent (58%) of the family child care providers with an associate or bachelor degree belonged to a professional association.

Hypothesis 5

The fifth hypothesis stated that all three categories of family child care providers would obtain information about child care and development from similar sources. The five most cited responses of licensed group child care providers about the sources of information they used to help them with their job included the child care food program (87%), books (78%), videos (78%), other child care providers (74%), and parents (70%). Licensed family child care providers responded the child care food program (89%), other child care providers

(81%), books (76%), magazines (73%), and parents (68%). Registered child care providers reported using magazines (80%), the child care food program (76%), other child care providers (76%), books (74%), and parents (68%). Table 2 lists all responses.

Hypothesis 6

The sixth hypothesis stated that all family child care providers with different levels of education would obtain information about child care and development from similar sources. The five most reported sources of information that helped family child care providers with no post-secondary education with their job were other child care providers (82%), child care food program (80%), books (76%), magazines (74%), and parents (68%). Family child care providers with some post-secondary education stated the child care food program (89%), other child care providers (77%), books (76%), magazines (75%), and parents (72%). Family child care providers with an associate or bachelors degree responded the child care food program (77%), books (73%), magazines (73%), other child care providers (73%), and parents (58%). A complete listing of responses is shown in Table 3.

Hypothesis 7

The seventh hypothesis stated that all three categories of family child care providers would have obtained similar training in each of the measured areas including small business, professional issues, parent-provider relationships,

Table 2

Family Child Care Providers by Category And Sources of Information About Child Care

Source	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
Books	78.3	75.6	74.0	75.5
Magazines	65.2	73.1	80.0	74.2
Journals	21.7	19.2	8.0	15.9
Videos	78.3	52.6	36.0	51.0
Providers	73.9	80.8	76.0	78.1
Parents	69.6	67.9	68.0	68.2
University	0.0	7.7	10.0	7.3
Extension	21.7	20.5	16.0	19.2
Health Dept.	65.2	65.4	50.0	60.3
Local Assoc.	43.5	57.7	44.0	51.0
State Assoc.	34.8	21.8	22.0	23.8
National Assoc	8.7	7.7	2.0	6.0
Food Program	87.0	88.5	76.0	84.1
Community	17.4	15.4	16.0	15.9
Comm College	0.0	7.7	6.0	6.0
KCCTO	26.1	15.4	14.3	13.9

Table 3

Family Child Care Providers by Level of Education And Sources of Information About Child Care

Source	No Post- Secondary (%)	Some Post- Secondary (%)	Formal Degree (%)	Total (%)
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26	<u>N</u> = 151
Books	76.0	76.0	73.1	75.5
Magazines	74.0	74.7	73.1	74.2
Journals	14.0	17.3	15.4	15.9
Videos	56.0	52.0	38.5	51.0
Providers	82.0	77.3	73.1	78.1
Parents	68.0	72.0	57.7	68.2
University	8.0	8.0	3.8	7.3
Extension	24.0	18.7	11.5	19.2
Health Dept.	60.0	64.0	50.0	60.3
Local Assoc.	38.0	61.3	46.2	51.0
State Assoc.	18.0	29.3	19.2	23.8
National Assoc	4.0	6.7	7.7	6.0
Food Program	80.0	89.3	76.9	84.1
Community	18.0	17.3	7.7	15.9
Comm College	4.0	9.3	0.0	6.0
KCCTO	12.0	13.3	19.2	13.9

child development, learning environments, meeting individual children's needs, and health and safety. Tables showing the responses of family child care providers by category and training in the different knowledge areas are found in Appendix D as follows: Table D-1 - Business Skills, Table D-2 - Professional Issues, Table D-3 - Parent Provider Relationships, Table D-4 - Child Development Training, Table D-5 - Learning Environment, Table D-6 - Meeting Each Child's Needs, and Table D-7 - Health and Safety.

In analyzing the percentage of family child care providers by category and training on business-related skills in Table D-1, the results indicated that registered child care providers attended fewer training opportunities. Training on bookkeeping, writing parent-provider agreements, and income tax reporting had the highest response rates in all three categories. Family child care providers in all three categories obtained the least amount of training on information about small business loans, employer/employee relationships and related taxes, and advertising and marketing.

Table D-2 indicates a variety of responses in all three categories of family child care providers without any clear trend. However, training on current laws and regulations for family child care providers and community programs that serve young children and families had the highest response rates in all three categories. The response rate for all other topic

areas regarding professional issues was approximately 33%.

A variety of family child care provider responses regarding attendance at training on Parent-Provider Relationships are reflected in Table D-3. The only training topic with the most responses from all three categories of family child care providers pertained to informing parents about their child's daily activities. Registered child care providers seem to attend fewer training opportunities regarding Parent-Provider Relationships. Although family child care providers in licensed group child care homes were more likely to have obtained training in these areas, the topic areas that received the fewest number of responses by most family child care providers included helping parents understand their child's growth and development and including parents in the family child care program.

Table D-4 reflects family child care providers' training in child development. No clear trend was evident from the data as presented. While more licensed group child care providers and licensed family child care providers attended training on positive guidance, more registered child care providers attended training on how toddlers age 1-1/2 to 3 grow and develop. Other topic areas that were more likely to be attended by all family child care providers included how infants birth to age 1 and 1/2 grow and develop, and how preschoolers age 3 to 5 grow and develop. Topics with the least number of responses as reported by all categories of

family child care providers included developing math skills with young children and developing reading and writing skills with young children.

Training on the learning environment by category of family child care is shown in Table D-5. More licensed group child care providers responded to attending every topic in this knowledge area than licensed family child care providers or registered child care providers. Family child care providers in all categories of family child care responded highest to training on the importance of play for young children, arranging the home for family child care, and developmentally appropriate practices. The topic areas with the fewest number of responses by family child care providers included using learning centers with young children and preparing the learning program for young children.

Table D-6 reflects the responses of family child care providers to training related to meeting each child's needs. From the data presented, licensed group child care providers appeared to attend more training on topics in this knowledge area. The topics most often attended by all three categories of family child care providers included recognizing child abuse and neglect, reporting child abuse and neglect, and encouraging independence and self-esteem. Recording children's growth and development and cultural awareness were the least attended topics by all three categories of family child care providers.

Provider responses to training on health and safety are shown in Table D-7. Registered child care providers responded that they received less training on health and safety topics than both licensed group child care providers and licensed family child care providers. Planning a nutritious menu and first aid training were the two most attended topics by all three categories of family child care providers. The topics receiving the least number of responses by all family child care providers were training on factors that influence the health of young children and factors that influence the safety of young children.

Data in Appendix D reflected training in a variety of topics as reported by family child care providers in which family child care providers were asked to check all training topics that applied. For purposes of further analysis, the data was re-grouped and rated for each family child care provider in each knowledge area based on the following system. Family child care providers who reported that no training was obtained in a knowledge area were rated with a 0 for that area. Family child care providers who reported limited training (up to 1/3 of the total number of listed topics) were rated with a 1 for that area. Family child care providers who indicated that they attended between 1/3 and 2/3 of the number of listed topics were rated with a 2 for that area. Family child care providers who indicated that they obtained training on more than 2/3 of the total number of listed topics were

rated with a 3 for that knowledge area. Data was reported by category of family child care provider. The mean and standard deviations were determined and the means were analyzed using the t-test. Results for all knowledge areas are reported in Table 4.

As reflected in Table 4, registered child care providers ($\bar{X} = 1.24$) were significantly less likely to attend training on topics related to small business skills than licensed family child care providers ($\bar{X} = 1.65$), $t(126) = 2.19$, $p < .05$. In addition, registered child care providers ($\bar{X} = 0.88$) were significantly less likely to attend training on parent-provider relations than both licensed group child care providers ($\bar{X} = 1.87$), $t(71) = 3.71$, $p < .01$ and licensed family child care providers ($\bar{X} = 1.38$), $t(126) = 2.33$, $p < .05$. Further, registered child care providers ($\bar{X} = 1.16$) were significantly less likely to attend training in child development than licensed group child care providers ($\bar{X} = 2.26$), $t(71) = 2.74$, $p < .01$. Licensed group child care providers ($\bar{X} = 2.13$) were significantly more likely to attend training about learning environments than both licensed family child care providers ($\bar{X} = 1.47$), $t(99) = 2.64$, $p < .01$ and registered child care providers ($\bar{X} = 1.48$), $t(71) = 2.42$, $p < .05$. Registered child care providers ($\bar{X} = 2.30$) were also significantly less likely to attend training about health and safety than licensed family child care providers ($\bar{X} = 2.62$), $t(126) = 2.13$, $p < .05$. No statistical significance was

Table 4

Family Child Care Providers' Responses to Training by Category
And Knowledge Area

Knowledge Area	Licensed Group	Licensed Family	Registered
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50
	Business Skills		
\bar{X}	1.57	1.65*	1.24
<u>SD</u>	1.12	1.02	1.05
	Professional Issues		
\bar{X}	1.96	1.47	1.42
<u>SD</u>	1.15	1.04	1.07
	Parent-Provider Relationships		
\bar{X}	1.87	1.38*	0.88**
<u>SD</u>	1.14	1.28	1.02
	Child Development		
\bar{X}	2.26	1.81	1.16**
<u>SD</u>	0.96	1.05	1.16

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

Table 4 Continued

Family Child Care Providers' Responses to Training by Category
And Knowledge Area

Knowledge Area	Licensed Group	Licensed Family	Registered
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50
	Learning Environment		
\bar{X}	2.13**	1.47	1.48*
<u>SD</u>	1.06	1.05	1.07
	Meeting Each Child's Needs		
\bar{X}	1.91	1.63	1.42
<u>SD</u>	1.12	1.08	1.20
	Health and Safety		
\bar{X}	2.65	2.62	2.30*
<u>SD</u>	0.78	0.76	0.93

*p < .05.**p < .01.

found among the three categories of family child care providers in the knowledge areas including professional issues and meeting each child's needs.

Hypothesis 8

The eighth hypothesis stated that all family child care providers with different levels of education would have participated equally in training in each of the measured areas including small business, professional issues, parent-provider relationships, child development, learning environments, meeting individual children's needs, and health and safety. Tables reflecting the percentage of responses for training in each knowledge area by family child care providers' level of education are located in Appendix E as follows: Table E-1 - Business Skills, Table E-2 - Professional Issues, Table E-3 - Parent-Provider Relationships, Table E-4 - Child Development, Table E-5 - Learning Environments, Table E-6 - Meeting Each Child's Needs, and Table E-7 - Health and Safety.

The data in Table E-1 reflects the responses of family child care providers by level of education to training obtained on topics related to small business skills. In analyzing the data, there does not seem to be a clear trend in the training among the different categories of education. However, family child care providers with some post-secondary education and a formal degree were more likely to have obtained training on small business skills than family child care providers with no post-secondary education. The three

topics with the highest number of responses by family child care providers with each level of education were bookkeeping, information about income taxes, and writing parent-provider agreements. The topics with the fewest number of responses by all family child care providers included information about small business loans and advertising for family child care.

Table E-2 shows the responses of family child care providers to training on professional issues by level of education. Again, there was not a clear trend in family child care providers' responses to training. Although, family child care providers with some post-secondary training and those with formal degrees did seem to have more training on topics dealing with professional issues. The topics in which more family child care providers had indicated training at all three level of education included current laws and regulations for family child care and community programs serving young children and families. The topic with the fewest number of responses by family child care providers with different levels of education included training about current legislative issues affecting young children and families.

Data reflecting responses to training on parent-provider relationships is shown in Table E-3. There does not seem to be any clear trend in training on parent-provider relationships by level of education. The topics with the highest number of responses included informing parents about children's daily activities and talking with parents about

children's negative experiences while in care. The topic that was least likely to be attended by family child care providers with different levels of education was training about including parents in the family child care program.

Table E-4 shows the percentage of responses by family child care providers to training in child development by level of education. There is a clear trend that indicates that family child care providers with a formal degree have obtained more training in child development than family child care providers with no post-secondary or some post-secondary education. The three topics with the highest number of responses by family child care providers with all three levels of education included positive guidance, how toddlers ages 1 and 1/2 to 3 grow and develop, and how infants birth to ages birth to 1 and 1/2 grow and develop. The topics with the fewest number of responses by all family child care providers included developing math skills with young children and developing reading and writing skills with young children.

The percentage of responses to training topics on learning environments are shown in Table E-5. Family child care providers with a formal degree have obtained more training on learning environments than family child care providers with no post-secondary or some post-secondary education. The topics with the highest number of responses for training by all family child care providers include the importance of play for young children, arranging the home for

family child care, and developmentally appropriate practices. The data showed that the least amount of training as reported by family child care providers with all levels of education included using learning centers with young children and preparing the learning program for young children.

Table E-6 shows the percentage of responses to training on meeting each child's needs by family child care providers by level of education. No clear trend is apparent from the data. However, more family child care providers regardless of education have obtained training on recognizing child abuse and neglect, encouraging self-esteem and independence, and reporting child abuse and neglect. The least amount of training for all family child care providers included how to refer a child for special services and cultural awareness.

The percentage of responses from family child care providers by level of education on the knowledge area of health and safety are reflected in Table E-7. Family child care providers with a formal degree obtained more training on health and safety than family child care providers with no post-secondary or some post-secondary education on every listed topic. Family child care providers with all three levels of education reported that they had obtained training most often on first aid and planning a nutritious meal. Family child care providers with all three levels of education were least likely to have obtained training on factors that influence the health of young children and factors that

influence the safety of young children.

Data in Appendix E reflected training in a variety of topics as reported by family child care providers in which family child care providers were asked to check all training topics that applied. For purposes of further analysis, the data was re-grouped and rated for each family child care provider in each knowledge area based on the following system. Family child care providers who reported that no training was obtained in a knowledge area were rated with a 0 for that area. Family child care providers who reported limited training (up to 1/3 of the total number of listed topics) were rated with a 1 for that area. Family child care providers who indicated that they attended between 1/3 and 2/3 of the number of listed topics were rated with a 2 for that area. Family child care providers who indicated that they obtained training on more than 2/3 of the total number of listed topics were rated with a 3 for that knowledge area. Data was reported by family child care providers' level of education. The mean and standard deviations were determined and the means were analyzed using the t-test. Results for all knowledge areas are reported in Table 5.

As indicated by Table 5, there were no statistically significant differences between family child care providers with different levels of education in the following four knowledge areas: Small Business Skills, Professional Issues, Parent-Provider Relationships and Meeting Each Child's Needs.

Table 5

Family Child Care Providers' Responses by Level of Education to Knowledge Area

Knowledge Area	No Post-Secondary	Some Post-Secondary	Formal Degree
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26
Business Skills			
\bar{X}	1.34	1.55	1.69
<u>SD</u>	1.00	1.08	1.01
Professional Issues			
\bar{X}	1.36	1.63	1.62
<u>SD</u>	1.01	1.15	1.06
Parent-Provider Relationships			
\bar{X}	1.20	1.29	1.50
<u>SD</u>	1.20	1.22	1.24
Child Development			
\bar{X}	1.64	1.71*	2.31**
<u>SD</u>	1.10	1.10	0.93

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

Table 5 Continued

Family Child Care Providers' Responses To Training by Level of Education and Knowledge Area

Knowledge Area	No-Post Secondary	Some Post-Secondary	Formal Degree
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26
	Learning Environment		
\bar{X}	1.50	1.49*	2.04*
<u>SD</u>	0.99	1.11	1.11
	Meeting Each Child's Needs		
\bar{X}	1.60	1.49	1.92
<u>SD</u>	1.05	1.18	1.13
	Health and Safety		
\bar{X}	2.42	2.47*	2.85*
<u>SD</u>	0.86	0.89	0.46

*p < .05.**p < .01.

Family child care providers with a formal education ($\bar{X} = 2.31$) were significantly more likely to have obtained more training on child development than family child care providers with no post-secondary education ($\bar{X} = 1.64$), $t(74) = 2.65$, $p < .01$ and family child care providers with some post-secondary education ($\bar{X} = 1.71$), $t(99) = 2.48$, $p < .05$. Family child care providers with a formal education ($\bar{X} = 2.04$) were also significantly more likely to have obtained more training on learning environments than family child care providers with no post-secondary education ($\bar{X} = 1.50$), $t(74) = 2.16$, $p < .05$ and family child care providers with some post-secondary education ($\bar{X} = 1.49$), $t(99) = 2.18$, $p < .05$. In addition, family child care providers with a formal education ($\bar{X} = 2.85$) were more likely to have obtained training on health and safety than family child care providers with no post-secondary education ($\bar{X} = 2.42$), $t(74) = 2.37$, $p < .05$ and family child care providers with some post-secondary education ($\bar{X} = 2.47$), $t(99) = 2.08$, $p < .05$.

The eighth hypothesis predicted that all family child care providers with different levels of education would have participated equally in training in each of the measured areas including small business, professional issues, parent-provider relationships, child development, learning environments, meeting individual children's needs, and health and safety. In analyzing the data tables in Appendix E and Table 5, family child care providers with a formal education were more likely

to attend training on three of the seven knowledge areas. However, no other significant differences were found.

Hypothesis 9

The ninth hypothesis stated that all categories of family child care providers would be professionally oriented in their business practices as measured on the questionnaire by items numbered 34, 37, 38, 39, 28, 29, 32, 33, and 20. The mean and standard deviation for each item are shown in Appendix F, Table F-1 by category of family child care home.

All categories of family child care providers agreed or somewhat agreed with all attitudes regarding business practices. A statistically significant difference was shown to exist between registered child care providers ($\bar{X} = 2.50$) and licensed group child care providers ($\bar{X} = 1.83$), $t(71) = 2.16$, $p < .05$ regarding the practice of hiring an assistant or substitute. In addition, licensed family child care providers ($\bar{X} = 1.03$) more likely to agree that parents should come to their home for a personal interview before enrolling their children than both licensed group child care providers ($\bar{X} = 1.22$), $t(99) = 2.53$, $p < .05$ and registered child care providers ($\bar{X} = 1.18$), $t(126) = 2.38$, $p < .05$. No statistically significant differences were found on the remaining seven items. Therefore, the hypothesis was accepted.

Hypothesis 10

The tenth hypothesis stated that all family child care

providers with different levels of education would be professionally oriented in their business practices as measured on the questionnaire by items numbered 34, 37, 38, 39, 28, 29, 32, 33, and 20. The results are shown in Appendix F, Table F-2.

All family child care providers regardless of level of education agreed or somewhat agreed with all items regarding business-related professional orientation. A statistically significant difference was found to exist between family child care providers with a bachelor degree ($\bar{X} = 1.22$) and family child care providers with a high school diploma ($\bar{X} = 1.04$), $t(66) = 2.03$, $p < .05$ about interviews with parents prior to enrolling their children. No other significant differences were found.

Hypothesis 11

The eleventh hypothesis stated that all categories of family child care providers would have similar professional attitudes as measured on the questionnaire by items, 18, 19, 21, and 25. The results of shown in Appendix G, Table G-1. Most family child care providers, regardless of category, were likely to agree that family child care providers are professionals and that a professional attitude helps them to be more successful in their job. Most family child care providers, regardless of category, were likely to somewhat agree that parents treat them like a professional. Most family child care providers, regardless of category, were more

likely to be neutral regarding their perception of other people seeing family child care providers as professionals. There were no significant differences found by category of family child care provider.

Hypothesis 12

The twelfth hypothesis stated that all family child care providers with different levels of education would have the similar professional attitudes as measured on the questionnaire by items numbered 18, 19, 21, and 25. The results are found in Appendix G, Table G-2.

All family child care providers, regardless of their level of education, were more likely to agree that family child care providers are professionals and that a professional attitude about their job helped them to be more successful. All family child care providers, regardless of their level of education, somewhat agree that parents treat them like a professional. Family child care providers with a bachelor degree ($\bar{X} = 3.74$) were significantly more likely to somewhat disagree with the statement that other people see family child care providers as professionals than family child care providers with a high school education ($\bar{X} = 2.73$), $t(66) = 3.07$, $p < .01$ and family child care providers who have obtained some post-secondary education ($\bar{X} = 3.11$), $t(91) = 2.29$, $p < .05$. Family child care providers with a high school education or some post-secondary education were more likely to be neutral about their perceptions that other people see

family child care providers as professionals. No significant differences were found on three of the four measured items about family child care providers' professional attitudes.

Hypothesis 13

The thirteenth hypothesis stated that all three categories of family child care providers would have similar attitudes toward training and education as measured on the questionnaire by items numbered 35, 36, and 37. Results are shown in Appendix H, Table H-1.

Family child care providers in all categories of family child care somewhat agreed with the statements that family child care providers need special training before they open their child care business and that formal education related to their career helps them perform their job in a more professional manner. Registered child care providers ($\bar{X} = 2.46$) were significantly less likely to somewhat agree that attending a variety of training opportunities, including business skills, is necessary than both licensed group child care providers ($\bar{X} = 1.87$), $t(71) = 2.31$, $p < .05$ and licensed family child care providers ($\bar{X} = 1.94$), $t(126) = 2.61$, $p < .05$. Overall, there were no significant differences found in two of the three measures for training and education.

Hypothesis 14

The fourteenth hypothesis stated that all family child care providers with different levels of education would have the same attitudes about training and formal education as

measured on the questionnaire by items marked 35, 36, and 37. The results are shown in Appendix H, Table H-2.

All family child care providers, regardless of their level of education, somewhat agree with the statements that family child care providers need special training before they open their child care business and that attending a variety of training opportunities, including business skills, is necessary. Family child care providers who have obtained a bachelor's degree ($\bar{X} = 1.65$) were significantly more likely to agree that formal education related to their career helps them perform their job in a more professional manner than family child care providers with a high school education ($\bar{X} = 2.64$), $t(66) = 3.03$, $p < .01$ and family child care providers with some post-secondary education ($\bar{X} = 2.46$), $t(91) = 2.86$, $p < .01$. No statistical significance was found to exist on two of the three items about training and education.

Hypothesis 15

The fifteenth hypothesis stated that all three categories of family child care providers would have the same attitudes toward their roles and responsibilities as measured on the questionnaire by items numbered 26, 27, 30, and 31. The results are shown in Appendix I, Table I-1.

All categories of family child care providers were found to agree or somewhat agree with the statements that they enjoy the caregiving aspects of being a family child care provider more than the teaching aspects and that they believe they are

more like a mother than a teacher to the children in their care. All categories of family child care providers were more likely to agree with the statement that their primary responsibility is to the children. All categories of family child care providers were found to be neutral or somewhat agree with the statement that their primary responsibility is to the parents. No statistically significant differences were found.

Hypothesis 16

The sixteenth hypothesis stated that all family child care providers with different levels of education would have the same attitudes about their roles and responsibilities as measured on the questionnaire by items number 26, 27, 30, and 31. The results are shown in Appendix I, Table I-2.

Most family child care providers, regardless of their level of education, agreed with the statement that their primary responsibility was to the children. Family child care providers with all levels of education were more likely to agree or somewhat agree that they perceive their role more like a mother than a teacher to the children in their care. Family child care providers, regardless of their level of education, were more likely to be neutral or somewhat agree that their primary responsibility was to the parents. Family child care providers with a high school education ($\bar{X} = 1.58$) were significantly more likely than family child care providers with some post-secondary education ($\bar{X} = 1.97$),

$t(113) = 2.12, p < .05$ and family child care providers with a bachelor's degree ($\bar{X} = 2.65$), $t(66) = 4.53, p < .01$ to agree that they enjoy the caregiving aspects of being a family child care provider more than the teaching aspects. Family child care providers with a bachelor's degree ($\bar{X} = 2.65$) were more likely to respond somewhat agree or neutral than both family child care providers with a high school education ($\bar{X} = 1.58$), $t(66) = 4.53, p < .01$ and family child care providers with some post-secondary education ($\bar{X} = 1.97$), $t(91) = 2.96, p < .01$ with the statement that they enjoy the caregiving aspects of being a family child care provider more than the teacher aspects. No significance was found on three of the four items measured.

Hypothesis 17

The seventeenth hypothesis stated that all three categories of family child care providers would have the same attitudes about motivation as measured on the questionnaire by items numbered 22, 23, and 24. The results are found in Appendix J, Table J-1.

Family child care providers from all categories were more likely to agree that family child care providers must be self-motivated. Family child care providers, regardless of category, responded that they agree or somewhat agree that they are in control of all decisions about their family child care business. Family child care providers, regardless of category, also responded somewhat agree with the statement

that too much is expected from family child care providers. No significant differences were found.

Hypothesis 18

The eighteenth hypothesis stated that family child care providers with different levels of education would have the same attitudes about motivation as measured on the questionnaire by items numbered 22, 23, and 24. The results are listed in Appendix J, Table J-2.

Family child care providers, regardless of their level of education, indicated that they were more likely to agree that family child care providers must be self-motivated. Family child care providers, regardless of their level or education, responded that they somewhat agree that too much is expected from family child care providers. Family child care providers with a bachelor's degree ($\bar{X} = 2.30$) were significantly more likely to respond between somewhat agree and neutral than family child care providers with some post-secondary education ($\bar{X} = 1.73$), $t(91) = 2.43$, $p < .05$ that they are in control of all decisions about their family child care home business. Family child care providers with a high school education and family child care providers with some post-secondary education responded that they somewhat agree that they are in control of all decisions about their family child care home business. No significant differences were found on two of the three items.

Hypothesis 19

The nineteenth hypothesis stated that all three

categories of family child care providers would have the same attitudes toward general job satisfaction as measured on the questionnaire by items numbered 40, 41, and 42. The results are listed in Appendix K, Table K-1.

All family child care providers, regardless of their category, responded that they agree or somewhat agree that their career provides challenging work and that they are satisfied with their career as a family child care provider. Licensed group child care providers ($\bar{X} = 1.09$) were significantly more likely to agree that their career provides interesting work than both licensed family child care providers ($\bar{X} = 1.63$), $t(99) = 2.89$, $p < .01$ and registered child care providers ($\bar{X} = 1.64$), $t(71) = 3.52$, $p < .01$. No significant differences were found on two of the three measures.

Hypothesis 20

The twentieth hypothesis stated that all family child care providers with all levels of education would have the same attitudes toward general job satisfaction as measured on the questionnaire by items numbered 40, 41, and 42. The results are found in Appendix K, Table K-2.

All family child care providers, regardless of their level of education, responded that they agree or somewhat agree that their career provides challenging work and that they are satisfied with their career as a family child care provider. Family child care providers with a high school

education ($\bar{X} = 1.31$) were significantly more likely to agree that their career provides interesting work than both family child care providers with some post-secondary education ($\bar{X} = 1.73$), $t(113) = 2.78$, $p < .01$ and family child care providers with a bachelor's degree ($\bar{X} = 1.70$), $t(66) = 2.25$, $p < .05$. No significant differences were found on two of the three items.

Summary

The purpose of this study was to gather information about family child care providers in Kansas. Specifically, the study focused on the family child care providers' perceived job role, satisfaction with their profession as a business, professional orientation and training by family child care category (licensed group child care provider, licensed family child care provider, and registered child care provider) and level of education (high school or GED, some college including one year certificates, and family child care providers completing associate or bachelor degree programs).

A total of 151 completed questionnaires of the 500 questionnaires mailed were returned or 30.2% (23 or 15.2% licensed group child care providers, 78 or 51.7% licensed family child care providers, and 50 or 33.1% registered child care providers).

Twenty hypothesis were tested. Seventeen of the hypothesis were accepted. The results of this study failed to accept the hypothesis in three cases. Family child care

providers with different levels of education did not provide child care services for the same length of time. Family child care providers from the different categories of family child care were not similar in their memberships in professional associations. Family child care providers from the different categories of family child care did not obtain similar training.

CHAPTER 5

Discussion

Three categories of family child care homes are regulated in the state of Kansas including licensed group child care, licensed family child care, and registered child care. The Kansas Department of Health and Environment (KDHE), which regulates child care facilities, does not require a minimum level of education of family child care providers. However, family child care providers must obtain initial and on-going training in order to be licensed group child care providers or licensed family child care providers (KDHE, 1990a, 1990b). Other than training in first aid, registered child care providers are not required to obtain training (KDHE, 1990c).

Education and training have been found to be associated with the quality of teacher behaviors (Arnett, 1989; Berk, 1985; Bloom & Sheerer, 1992; Nelson, 1989; Pence & Goelman, 1991; Rosenthal, 1991). Whitebrook, Howes & Phillips (1989) found that experience alone did not predict teacher behavior in child care centers. In addition, more education and experience tends to increase job satisfaction. Although Bollin (1993) found that more training tended to decrease job satisfaction in family child care homes. Webb and Lowther (1990) found that caregivers in child care centers without specialized training were more committed than those with specialized training in child care.

Pence & Goelman (1991) found that higher quality

caregivers in family child care homes were more likely to see their work as their profession. In fact, most child caregivers in centers and homes perceive their work as a career or profession (Bollin, 1989; Jorde-Bloom, 1988, 1989; Lindsay & Lindsay, 1987; Phillips, Howes & Whitebrook, 1991). Yet, many research studies indicated that caregiver behaviors did not necessarily reflect their perception as professionals (Atkinson, 1993; Bollin, 1989; DeBord, 1991; Eheart & Leavitt, 1986; Jorde-Bloom, 1988; Jorde-Bloom, 1989; Powell & Stremmel, 1989). Caregivers with moderate to high level of training and experience were more likely to engage in professional activities (Powell & Stremmel, 1989). Education was also found to be positively correlated with family child care providers with less than five years of experience (Bollin, 1989). Powell and Stremmel (1989) found that increased experience alone was not an indicator of professional orientation.

Most family child care providers perceive that they are small business owners (Bollin, 1989; Pence & Goelman, 1991). Although operating a small business does not necessarily make one a professional, small business owners exhibit many professional practices and skills.

The purpose of this study was to gather information about family child care providers in Kansas. Specifically, the study focused on family child care providers' perceived job role, satisfaction with their profession as a business,

and professional orientation and training. Data was grouped by family child care category (licensed group child care providers, licensed family child care providers, and registered child care providers) for analysis. In addition, data was grouped by the family child care providers' level of education (high school or GED, some college including one year certificates, and completed associate or bachelor degree programs) for further analysis. However, the reader is cautioned that the response rate was 30%. Therefore, not enough questionnaires were returned in order to generalize the results of this study to the entire population of family child care providers in Kansas.

Conclusions

In a national study of early education and care in 1990, Kisker, Hofferth, Phillips, and Farguhar found that only 11% of family child care providers had completed a college degree, 44% had some formal schooling beyond high school, 34% had a high school diploma but no additional education and 11% had not graduated from high school. The family child care providers in this study had obtained slightly higher levels of education. Only 17% of the family child care providers had completed an associate or bachelor degree program, 50% of the family child care providers had attended some post-secondary education but had not completed a formal degree program. Thirty-three percent (33%) of the family child care providers had some high school education, graduated high school, or had

obtained a General Equivalency Diploma (GED).

Family child care providers had been providing child care services for a mean of 6.13 years. The results indicated that family child care providers with a high school education or GED provided child care services for a significantly longer number of years than family child care providers with some post-secondary education and family child care providers with formal degrees. The length of time that family child care providers had been providing child care services did not vary by category of family child care home.

Registered child care providers were less likely to belong to professional associations as compared to licensed group child care providers and licensed family child care providers. Family child care providers' membership in an association was not statistically associated with level of education.

The most often used sources of information about child care as reported by family child care providers were the child care food program, books, videos, magazines, other child care providers, and parents. Although the order of use varied among categories of family child care providers and family child care providers with different levels of education, the same five sources were consistently cited. As reported in previous research (Atkinson, 1993; DeBord, 1991; Eheart & Leavitt, 1986), family child care providers did not rely on professional sources of information to help them with their

jobs.

Family child care providers from the different categories of child care homes (licensed group child care providers, licensed family child care providers, and registered child care providers) reported significant differences in obtained training. Registered child care providers were less likely to attend training on topics related to small business skills than licensed family child care providers. Registered child care providers were also less likely to attend training on parent-provider relationships than both licensed group child care providers and licensed family child care providers. Further, registered child care providers were significantly less likely to attend training on child development than licensed group child care providers. Licensed group child care providers were significantly more likely to attend training about learning environments than both licensed family child care providers and registered child care providers. Registered child care providers were less likely to attend training about health and safety than licensed family child care providers. The differences in training between licensed and registered providers can probably be attributed to Kansas laws and regulations pertaining to family child care homes. Regulations of licensed family child care homes and licensed group child care homes in Kansas require these family child care providers to obtain training. Registered child care providers are not required to obtain training other than in

first aid. No significant differences were found among the three categories of family child care providers in the knowledge areas of professional issues and meeting each child's needs.

There were no statistically significant differences among family child care providers with different levels of education in four of the seven knowledge areas. However, family child care providers with a formal education were significantly more likely to have obtained more training on child development, learning environment, and health and safety topics than family child care providers with a high school education and family child care providers with no post-secondary education. This finding, particularly regarding training on child development, can probably be attributed to the fact that child or human development is usually a general education requirement in a typical liberal arts degree program.

All family child care providers, regardless of the category of their family child care home or their level of education, were professionally oriented in their business practices. Very few significant differences were found. However, registered child care providers were less likely to agree than licensed group child care providers that hiring an assistant or substitute was necessary. This may be due to the maximum number of children allowed to be enrolled in the program due to regulation. Registered child care providers may care for up to six children. Licensed family child care

providers may care for up to ten children and licensed group child care providers may care for up to twelve children depending on the ages of the children enrolled. Since registered child care providers can only enroll a maximum of six children, they are also likely to receive less income than both licensed group child care providers and licensed family child care providers. Licensed family child care providers were more likely to agree that parents should come to their home for a personal interview before enrolling their children than both licensed group child care providers and registered child care providers. Further, family child care providers with a high school diploma were more likely to agree that parents should come to their home for a personal interview before enrolling their children than family child care providers with a bachelor's degree.

All family child care providers, regardless of category or level of education, held similar professional attitudes. More specifically, all family child care providers agreed that they were professionals. Family child care providers with a bachelor's degree were significantly more likely to disagree with the statement that other people see family child care providers as professionals than family child care providers with a high school education or family child care providers with some post-secondary education.

All family child care providers, regardless of category or level of education, held similar attitudes regarding

training and education. However, registered child care providers were less likely to somewhat agree that attending a variety of training opportunities, including business skills, was necessary than both licensed group child care providers and licensed family child care providers. Family child care providers with a bachelor's degree were more likely to agree that formal education related to their career helped them perform their job in a more professional manner than family child care providers with a high school diploma and family child care providers with some post-secondary education.

All family child care providers, regardless of category or level of education, held similar attitudes regarding their roles and responsibilities. Family child care providers with a high school education were more likely than family child care providers with some post-secondary education and family child care providers with a bachelor's degree to agree that they enjoyed the caregiving aspects of being a family child care provider more than the teaching aspects. This finding may indicate that family child care providers with a high school education may believe that mothers and teachers assume more separated roles. Therefore, these family child care providers may not see that mothers can be teachers too. Family child care providers with a bachelor's degree were more likely to respond somewhat agree or neutral to the same item than both other categories of family child care providers.

Family child care providers, regardless of category or

level of education held similar attitudes regarding motivation. Although family child care providers with a bachelor's degree were more likely to respond between somewhat agree and neutral than family child care providers with some post-secondary education that they are in control of all decisions about their family child care business.

All family child care providers, regardless of category or level of education held similar attitudes about their job satisfaction. However, licensed group child care providers were more likely to agree that their career provides interesting work than both licensed family child care providers and registered child care providers. Family child care providers with a high school education were also more likely to agree that their career provides interesting work than family child care providers with some post-secondary education and family child care providers with a bachelor's degree which may relate to the finding that they stay in the profession longer than the more educated family child care providers. However, such a relationship was not indicated between licensed group child care providers and length of time in the field.

More significant differences were found in this study regarding registered child care providers. Registered child care providers were less likely to belong to a professional association, less likely to attend training, and less likely to agree that a variety of training is necessary to be a

family child care provider. In addition, registered child care providers were less likely to agree than licensed group child care providers that it is good business practice to hire a substitute or assistant to care for the children while they took care of personal business. Registered child care providers were more likely to agree that parents should come to their home for an interview before enrolling their children.

Possible explanations for these differences include the Kansas Department of Health and Environment's regulations which do not require registered child care providers to obtain neither initial training nor on-going training. Registered child care providers are also allowed to enroll the fewest number of children or six children compared to ten children for licensed family child care providers and twelve children for licensed group child care providers. Therefore, registered child care providers probably have a lower income which may inhibit their ability to attend training or professional association functions.

Other statistically significant findings were found with family child care providers with different levels of education. Family child care providers with a high school education had provided child care for a significantly longer time. They were more likely to agree that they enjoy the caregiving aspects more than the teaching aspects of family child care. In addition, family child care providers with a

high school education were more likely to agree that their work is interesting. One possible explanation for these findings may be that family child care providers with a high school education have different expectations of the family child care provider's role.

In addition, family child care providers with a more formal education were significantly more likely to attend training on child development, learning environments, and health and safety, and more likely to agree that a formal education helps them perform their job in a more professional manner. These findings may be linked to a perception that a formal education is valued, and as stated previously, were likely to have attended a human or child development course as part of a liberal arts program. Family child care providers with a more formal education were also more likely to somewhat disagree that other people see family child care providers as professionals and more likely to be neutral that they are in control of all decisions about their family child care home. While not statistically significant, a trend was apparent that family child care providers with more education were more likely to be neutral or somewhat disagree with the statement that they enjoy the caregiving aspects of family child care more than the teaching aspects. One possible explanation for these findings may again be linked to the family child care providers' perception of the roles of family child care provider, mother and teacher. Family child care providers

with a more formal education may also have higher expectations of the term "profession" and may be more sensitive to the perceptions of other people regarding family child care providers.

Recommendations

One of the statistically significant findings was the difference in responses to the statement that family child care providers enjoyed the caregiving aspects of being a family child care provider more than the teaching aspects among family child care providers with different levels of education. Further research to determine specific role perceptions of family child care providers is recommended.

In addition, licensed group child care providers and family child care providers with a high school education were significantly more likely to agree that their career provides interesting work. Further research to determine specific role perceptions of family child care providers may also help to define "interesting work" more clearly.

Registered child care providers were also found to attend less training on small business skills, parent provider relationships, child development, learning environments, and health and safety, and were less likely to belong to a professional association. While the quality of the different family child care homes was not assessed in this study, prior research suggests that education, training, and support networks are linked to the quality of the child care program.

Further research which assesses training, education, membership in an association, and the quality of different categories of family child care homes in Kansas is recommended to determine if a difference or relationship may exist.

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APPENDIX A

Approval of Human Subjects Research



EMPORIA STATE UNIVERSITY

1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/341-5351

RESEARCH AND GRANTS CENTER - BOX 48

May 28, 1993

Janet Nutter
634 Washington
Emporia, KS 66801

Dear Ms. Nutter:

The Institutional Review Board for Treatment of Human Subjects has evaluated your application for approval of human subject research entitled, "Family Child Care Providers in Kansas: A Descriptive Analysis of Training, Job Role and Satisfaction." The review board approved your application which will allow you to begin your research with subjects as outlined in your application materials.

Best of luck in your proposed research project. If the review board can help you in any other way, don't hesitate to contact us.

Sincerely,

Faye N. Vowell

Faye N. Vowell, Dean
Office of Graduate Studies
and Research

FV:pf

cc: Eileen Hogan

APPENDIX B

Letter to Providers

July 6, 1993

Dear Family Child Care Provider:

As a graduate student in the Division of Early Childhood at Emporia State University, I am conducting research in the field of family child care. As a former family child care provider for eight years in Kansas, I know that the service you provide is important and beneficial to the children in your care and to your community. In order to help others understand family child care more fully, I am asking you to participate in this research study. In order for the results to have significance for the state of Kansas, eighty percent of the questionnaires must be returned. You are an important part of this study! I hope that you will choose to participate.

Enclosed you will find a questionnaire designed specifically for family child care providers in order to obtain information about job role, training, and providers' professional attitude towards their business. There are no right or wrong answers. Please answer the questions honestly from your point-of-view. All results will be reported as a group total; no individual results will be released. The questionnaire can be completed in approximately 15 minutes. Please complete the questionnaire and return it in the envelop enclosed **BY JULY 23, 1993**.

Again, I hope that you will choose to participate in this study. If you have any questions, please feel free to contact me at the address and phone number listed below. A copy of the results will be made available to you upon request.

Sincerely,

Janet Nutter
634 Washington
Emporia, KS 66801

(316) 343-3856

Eileen Hogan, Ph.D.
Emporia State University
Division of Early Childhood
Chair, Thesis Committee

YOUR PARTICIPATION IS APPRECIATED!

APPENDIX C
Questionnaire

FAMILY CHILD CARE PROVIDER SURVEY

Please respond to the following questions and statements as honestly as possible, FROM YOUR POINT OF VIEW. Fill in the blank or circle your selection.

My county of residence is _____.

1. My child care home is:

Licensed Group Licensed Family Registered

2. I have been a family child care provider for _____ years.

3. Please place an X next to the category which indicates your last completed grade in school.

___ some high school

___ graduated high school or GED

___ some community college, vo-tech or university classes

___ completed one-year certificate in early childhood or _____

___ completed associates degree in early childhood or _____

___ completed bachelor degree in early childhood or _____

___ completed masters degree in early childhood or _____

___ other, please describe _____

4. I belong to the following associations: (Check all that apply.)

___ Local Child Care Association

___ Child Care Providers Coalition of Kansas

___ Kansas Association for the Education of Young Children

___ Kansas Child Care Training Organization, Inc.

___ National Association for Family Day Care

___ National Association for the Education of Young Children

___ Other _____

5. I provide care for children in the following age groups: (Check all that apply.)

___ Infant (Birth to 18 months)

___ Toddler (18 to 36 months)

Preschooler (3 years - school age)

School Age (Kindergarten and above)

6. The average length of stay for the children enrolled in my child care home is:

0 to 1 year

1 to 2 years

2 to 3 years

3 to 4 years

4 to 5 years

5 or more years

7. I get information that helps me as a child care provider from: (May check more than one).

Books

Local child care organizations

Magazines

State child care organizations

Professional Journals

National child care organizations

Videos

Child care food program

Other child care providers

Community organizations

Parents of the children in my care

Local vo-tech or community college

University program

Kansas Child Care Training Opportunities, Inc.

County extension office

Other _____

County health department

8. I spend the following number of hours **PER WEEK** on the different aspects of my job. For activities occurring less often than weekly, please estimate the time on a weekly basis: (Please complete all that apply).

Planning activities

Carrying out activities with the children and/or their families (including field trips).

- ___ Set-up/clean-up for activities
- ___ Behavior management
- ___ Indoor and Outdoor supervision
- ___ Transporting children
- ___ Snack-meal preparation
- ___ Parent communication and discussions about children and/or program
- ___ Community relationships (including marketing, advertising)
- ___ Shopping for supplies/groceries
- ___ Overall cleaning/disinfections (including laundering associated with your business)
- ___ Clerical (bookkeeping, food program and other paperwork)
- ___ Administration (organizing your program, space, supervision of employees, decision-making)
- ___ Scheduling (time management, children's schedules)
- ___ Budget (includes setting fees schedules)
- ___ Activities associated with meeting state laws and regulations
- ___ Enrollment and/or interviews
- ___ Training/education (including reading, attending conferences, etc.)
- ___ Support system activities (including other providers, associations, etc. related to your business activity)
- ___ Meeting your own needs (such as stress management)
- ___ Professional activities such as presentations, writing for newsletters or journals, committees (responsibilities not intended for personal education but which are business related)
- ___ Advocacy efforts (writing or speaking)

9. I have obtained training in small business skills in the following areas: (Check all that apply.)

- How to write parent-provider agreements.
- How to record income and expenses (bookkeeping).
- How to figure the cost of providing your child care services (how to set your fee schedule).
- Information about income tax reporting or preparation for family child care providers.
- Financial management and/or setting budgets for family child care.
- Legal and/or liability issues for family child care providers, including insurance.
- Employer/employee relationships and related taxes.
- Small business laws and regulations affecting family child care homes (such as the American Disabilities Act).
- Information about small business loans.
- Advertising or marketing ideas for family child care homes.

10. I have received information on professional issues in the following areas: (Check all that apply.)

- Current legislative issues affecting young children and families.
- Current legislative issues affecting family child care.
- Current laws and regulations for family child care providers.
- Community programs serving young children and families.
- Your family's relationship with your family child care home.
- Stress management for family child care providers.
- Time management for family child care providers.

11. I have attended training about parent-provider relationships in the following areas: (Check all that apply.)

- Helping parents understand their child's growth and development.
- How to include parents in your family child care program.
- Ways to inform parents about their child's daily activities while they attend

your family child care program.

- Ideas for talking with parents about their child's negative experiences (if any) in your child care home.
- Ideas for handling business relationships with parents (such as hours of operation, fees, etc.)
- Successful parent-provider relationships.

12. I have received training about child development in the following areas: (Check all that apply.)

- How infants ages birth to 1 1/2 grow and develop.
- How toddlers ages 1 1/2 to 3 grow and develop.
- How preschoolers ages 3 to 5 grow and develop.
- How school age children ages 5 to 8 grow and develop.
- Language development in young children birth to age 8.
- How young children ages birth to age 8 learn.
- Theories of child development.
- Positive guidance techniques (behavior management) with young children.

13. I have attended training about curriculum in the following areas: (Check all that apply).

- Activities for school age children ages 5 to 8.
- Activities for infants ages birth to 1 1/2.
- Activities for toddlers ages 1 1/2 to 3.
- Activities for preschoolers ages 3 to 5.
- How to teach young children ages birth to age 8.
- Developing math skills in young children birth to age 8.
- Developing reading and writing skills in young children birth to age 8.
- Developing social skills in young children birth to age 8.
- Art activities for young children birth to age 8.
- Music for young children birth to age 8.
- Games and physical fitness for young children birth to age 8.
- Gross motor activities for young children birth to age 8.

- Fine motor activities for young children birth to age 8.
- How to choose appropriate toys for young children birth to age 8.

14. I have obtained information about young children's learning environment in the following areas: (Check all that apply.)

- Developmentally appropriate practices.
- How to prepare a learning program for young children birth to age 8.
- How to arrange my home for child care.
- How to use learning centers with young children birth to age 8.
- The importance of play for young children.

15. I have received training about how to meet each child's needs in the following areas: (Check all that apply.)

- How to observe children's play.
- How to record children's growth and development.
- When to refer a child for special services.
- How to recognize child abuse and neglect.
- How to report child abuse and neglect.
- Cultural awareness for young children birth to age 8.
- Encouraging self-esteem and helping young children learn skills that encourage independence.

16. I have obtained training about health and safety for young children on the following topics: (Check all that apply.)

- Factors that influence the health of young children.
- How to plan a nutritious menu.
- How to prepare and serve food safely.
- First aid training for young children birth to age 8.
- Symptoms of illness in young children birth to age 8.
- Factors that influence the safety of young children birth to age 8.
- Fire safety.

For the following questions, please circle the number which best indicates how you feel or believe about each statement.

17. I believe that my child care home is a business.
 1 2 3 4 5
 agree somewhat agree neutral somewhat disagree disagree
18. I believe family child care providers are professionals.
 1 2 3 4 5
 agree somewhat agree neutral somewhat disagree disagree
19. I feel that parents treat me like a professional.
 1 2 3 4 5
 agree somewhat agree neutral somewhat disagree disagree
20. I am satisfied with my career because I operate my own business.
 1 2 3 4 5
 agree somewhat agree neutral somewhat disagree disagree
21. I believe that a professional attitude about my job helps me to be more successful in my family child care business.
 1 2 3 4 5
 agree somewhat agree neutral somewhat disagree disagree
22. I believe that I am in control of all decisions about my family child care home business.
 1 2 3 4 5
 agree somewhat agree neutral somewhat disagree disagree
23. I believe that too much is expected from family child care providers.
 1 2 3 4 5
 agree somewhat agree neutral somewhat disagree disagree
24. I believe that family child care providers must be self-motivated.
 1 2 3 4 5
 agree somewhat agree neutral somewhat disagree disagree
25. I believe that other people see family child care providers as professionals.
 1 2 3 4 5
 agree somewhat agree neutral somewhat disagree disagree
26. I believe that I am more like a mother than a teacher to the children in my care.
 1 2 3 4 5
 agree somewhat agree neutral somewhat disagree disagree

27. I enjoy the caregiving aspects of being a family child care provider more than the teaching aspects.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
28. I believe that the business aspect of family child care should be emphasized to parents.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
29. I feel that it is important to be able to tell parents exactly what services I offer for the young children in my care.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
30. I believe that my primary responsibility is to the children.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
31. I believe that my primary responsibility is to the parents.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
32. I believe that parents should come to my home for a personal interview before they enroll their child(ren).
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
33. I believe that written parent-provider agreements help establish long-term, consistent parent relationships.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
34. I believe that it is good business practice to hire an assistant or substitute on a part-time basis so that I can take care of my personal needs.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
35. I feel that family child care providers need special training before they open their child care business.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |

36. I believe that attending a variety of training opportunities, including business skills, is necessary.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
37. I believe that formal education that is related to my career helps me perform my job in a more professional manner.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
38. I believe that I should take time to reflect upon my family child care business practices and make necessary changes to be more effective in my job.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
39. I feel that I should set goals to improve my family child care business.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
40. I believe that my career provides interesting work.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
41. I believe that my career provides challenging work.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |
42. I am satisfied with my career as a family child care provider.
- | | | | | |
|-------|----------------|---------|-------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| agree | somewhat agree | neutral | somewhat disagree | disagree |

APPENDIX D
Family Child Care Provider Training By Category

Table D-1

Family Child Care Providers by Category And Training Attended
in Business Skills

Skill	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
Writing				
Agreements	69.6	56.4	38.0	52.3
Bookkeeping	73.9	79.5	56.0	70.9
Cost of				
Services	52.2	51.3	40.0	47.7
Income Taxes	60.9	73.1	54.0	64.9
Finances	43.5	34.6	24.0	32.5
Legal Issues	56.5	44.9	34.0	43.0
Employer/				
Employees	26.1	24.4	18.0	22.5
Business Law	26.1	25.6	20.0	23.8
Business				
Loans	13.0	11.5	8.0	10.6
Marketing	30.4	24.4	10.0	20.5

Table D-2

Family Child Care Providers by Category And Training Attended
in Professional Issues

Skill	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
Family				
Legislation	52.2	26.9	28.0	31.1
Child Care				
Legislation	43.5	28.2	38.0	33.8
Child Care				
Regulation	65.2	56.4	66.0	60.9
Community				
Programs	56.5	61.5	40.0	53.6
Own Family				
& Child Care	52.2	26.9	24.0	29.8
Managing				
Stress	52.2	38.5	32.0	38.4
Managing				
Time	56.5	29.5	30.0	33.8

Table D-3

Family Child Care Providers by Category And Training Attended
in Parent-Provider Relationships

Skill	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
Parents &				
Child Dev.	56.5	35.9	18.0	33.1
Parent				
Involvement	52.2	38.5	18.0	33.8
Parent				
Communication	78.3	44.9	32.0	45.7
Negative				
Communication	56.5	39.7	34.0	40.4
Parent Business				
Relationships	52.2	41.0	28.0	38.4
Successful				
Relationships	56.5	42.3	22.0	37.7

Table D-4

Family Child Care Providers by Category And Training Attended
in Child Development

Skill	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
Infant Dev.	60.9	66.7	62.0	64.2
Toddler Dev.	65.2	62.8	70.0	65.6
Preschool-age Development	73.9	61.5	64.0	64.2
School-age Development	69.6	55.1	52.0	56.3
Language Dev.	65.2	46.2	38.0	46.4
Young Child Learning	69.6	48.7	38.0	48.3
Theories of Development	56.5	46.2	30.0	42.4
Positive Guidance	87.0	67.9	60.0	68.2

Table D-4 Continued

Family Child Care Providers by Category And Training Attended
in Child Development

Skill	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
School-Age				
Activities	65.2	51.3	34.0	47.7
Infant				
Activities	52.2	42.3	38.0	42.4
Toddler				
Activities	60.9	52.6	46.0	51.7
Preschool-age				
Activities	69.6	56.4	40.0	53.0
Teaching Young				
Children	56.5	33.3	30.0	35.8
Developing				
Math Skills	30.4	17.9	20.0	20.5
Developing				
Literacy	43.5	25.6	24.0	27.8

Table D-4 Continued

Family Child Care Providers by Category And Training Attended
in Child Development

Skill	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
Developing				
Social Skills	47.8	33.3	38.0	37.1
Art Activities	73.9	53.8	32.0	49.7
Music				
Activities	52.2	39.7	22.0	35.8
Games/Physical				
Activities	69.6	44.9	32.0	44.4
Gross Motor				
Development	69.6	38.5	32.0	41.1
Fine Motor				
Development	69.6	33.3	30.0	37.7
Choosing Toys	73.9	56.4	34.0	51.7

Table D-5

Family Child Care Providers by Category And Training Attended
in Learning Environments

Skill	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
Developmentally Appropriate Practices	60.9	41.0	44.0	45.0
Learning Programs	47.8	23.1	32.0	29.8
Arranging the Home for care	82.6	66.7	58.0	66.2
Using learning centers	47.8	23.1	26.0	27.8
Play	87.0	74.4	66.0	73.5

Table D-6

Family Child Care Providers by Category And Training Attended
in Meeting Each Child's Needs

Skill	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
Observing	65.2	39.7	36.0	42.4
Recording				
Development	39.1	16.7	20.0	21.2
Referring for				
Services	43.5	30.8	30.0	32.5
Recognizing				
Abuse	73.9	69.2	50.0	63.6
Reporting				
Abuse	69.6	64.1	48.0	59.6
Cultural				
Awareness	34.8	19.2	16.0	20.5
Encouraging				
Independence/ Self Esteem	69.6	59.0	58.0	60.3

Table D-7

Family Child Care Providers by Category And Training Attended
in Health and Safety

Skill	Licensed Group (%)	Licensed Family (%)	Registered (%)	Total (%)
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50	<u>N</u> = 151
Health				
Factors	69.6	57.7	42.0	54.3
Nutrition	91.3	91.0	84.0	88.7
Preparing				
Food Safely	91.3	85.9	76.0	83.4
First Aid	87.0	92.3	86.0	89.4
Symptoms of				
Illness	78.3	74.4	54.0	68.2
Safety				
Factors	65.2	65.4	42.0	57.6
Fire Safety	91.3	89.7	72.0	84.1

APPENDIX E

Family Child Care Training by Level of Education

Table E-1

Family Child Care Providers by Level of Education and Training
Attended in Business Skills

Skill	No-Post Secondary (%)	Some Post- Secondary (%)	Formal Degree (%)	Total (%)
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26	<u>N</u> = 151
Writing				
Agreements	52.0	50.7	57.7	52.3
Bookkeeping	64.0	72.0	80.7	70.9
Cost of				
Services	52.0	46.7	42.3	47.7
Income Taxes	54.0	66.7	80.7	64.9
Finances	32.0	33.3	30.8	32.5
Legal Issues	38.0	46.7	42.3	43.0
Employer/				
Employees	14.0	26.7	26.9	22.5
Business Law	14.0	32.0	19.2	23.8
Business				
Loans	6.0	13.3	11.5	10.6
Marketing	12.0	25.3	23.1	20.5

Table E-2

Family Child Care Providers by Level of Education And Training
Attended in Professional Issues

Skill	No Post- Secondary (%)	Some Post- Secondary (%)	Formal Degree (%)	Total (%)
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26	<u>N</u> = 151
Family				
Legislation	24.0	37.3	26.9	31.1
Child Care				
Legislation	28.0	41.3	23.1	33.8
Child Care				
Regulation	56.0	62.7	65.4	60.9
Community				
Programs	46.0	57.3	57.7	53.6
Own Family				
& Child Care	26.0	34.7	23.1	29.8
Managing				
Stress	28.0	42.7	46.2	38.4
Managing				
Time	22.0	40.0	38.5	33.8

Table E-3

Family Child Care Providers by Level of Education And Training
Attended in Parent-Provider Relationships

Skill	No Post- Secondary (%)	Some Post- Secondary (%)	Formal Degree (%)	Total (%)
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26	<u>N</u> = 151
Parents & Child Dev.	26.0	36.0	38.5	33.1
Parent Involvement	32.0	37.3	26.9	33.8
Parent Communication	42.0	45.3	53.8	45.7
Negative Communication	36.0	41.3	46.2	40.4
Parent Business Relationships	32.0	37.3	53.8	38.4
Successful Relationships	38.0	40.0	30.8	37.7

Table E-4

Family Child Care Providers by Level of Education And Training
Attended in Child Development

Skill	No Post- Secondary (%)	Some Post- Secondary (%)	Formal Degree (%)	Total (%)
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26	<u>N</u> = 151
Infant Dev.	62.0	58.7	84.6	64.2
Toddler Dev.	66.0	57.3	88.5	65.6
Preschool-age Development	60.0	58.7	88.5	64.2
School-age Development	52.0	48.0	88.5	56.3
Language Dev.	36.0	44.0	73.1	46.4
Young Child Learning	40.0	42.7	80.8	48.3
Theories of Development	30.0	41.3	69.2	42.4
Positive Guidance	68.0	62.7	84.6	68.2

Table E-4 Continued

Family Child Care Providers by Level of Education And Training
Attended in Child Development

Skill	No Post- Secondary (%)	Some Post- Secondary (%)	Formal Degree (%)	Total (%)
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26	<u>N</u> = 151
School-Age				
Activities	42.0	46.7	61.5	47.7
Infant				
Activities	42.0	38.7	53.8	42.4
Toddler				
Activities	50.0	50.7	57.7	51.7
Preschool-age				
Activities	44.0	54.7	65.4	53.0
Teaching Young				
Children	32.0	32.0	53.8	35.8
Developing				
Math Skills	4.0	24.0	42.3	20.5
Developing				
Literacy	14.0	29.3	50.0	27.8

Table E-4 Continued

Family Child Care Providers by Level of Education And Training
Attended in Child Development

Skill	No Post- Secondary (%)	Some Post- Secondary (%)	Formal Degree (%)	Total (%)
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26	<u>N</u> = 151
Developing				
Social Skills	30.0	33.3	61.5	37.1
Art Activities	42.0	49.3	65.4	49.7
Music				
Activities	32.0	33.3	50.0	35.8
Games/Physical				
Activities	36.0	42.7	65.4	44.4
Gross Motor				
Development	32.0	40.0	61.5	41.1
Fine Motor				
Development	34.0	33.3	57.7	37.7
Choosing Toys	44.0	53.3	61.5	51.7

Table E-5

Family Child Care Providers by Level of Education And Training
Attended in Learning Environments

Skill	No Post- Secondary (%)	Some Post - Secondary (%)	Formal Degree (%)	Total (%)
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26	<u>N</u> = 151
Developmentally Appropriate Practices	40.0	41.3	65.4	45.0
Learning Programs	22.0	26.7	53.8	29.8
Arranging the Home for care	74.0	60.0	69.2	66.2
Using learning centers	26.0	28.0	30.8	27.8
Play	76.0	69.3	80.8	73.5

Table E-6

Family Child Care Providers by Level of Education And Training
Attended in Meeting Each Child's Needs

Skill	No Post- Secondary (%)	Some Post- Secondary (%)	Formal Degree (%)	Total (%)
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26	<u>N</u> = 151
Observing	40.0	40.0	53.8	42.4
Recording				
Development	12.0	22.7	34.6	21.2
Referring for				
Services	30.0	34.7	30.8	32.5
Recognizing				
Abuse	70.0	57.3	69.2	63.6
Reporting				
Abuse	62.0	54.7	69.2	59.6
Cultural				
Awareness	12.0	20.0	38.5	20.5
Encouraging				
Independence/ Self Esteem	62.0	54.7	73.1	60.3

Table E-7

Family Child Care Providers by Level of Education And Training
Attended in Health and Safety

Skill	No Post- Secondary (%)	Some Post- Secondary (%)	Formal Degree (%)	Total (%)
	<u>n</u> = 50	<u>n</u> = 75	<u>n</u> = 26	<u>N</u> = 151
Health				
Factors	40.0	56.0	76.9	54.3
Nutrition	88.0	86.7	96.2	88.7
Preparing				
Food Safely	84.0	78.7	96.2	83.4
First Aid	86.0	89.3	96.2	89.4
Symptoms of				
Illness	66.0	66.7	76.9	68.2
Safety				
Factors	44.0	57.3	84.6	57.6
Fire Safety	78.0	82.7	100.0	84.1

APPENDIX F

Family Child Care Providers' Responses to
Business-Related Attitudes

Table F-1

Family Child Care Providers' Responses To Business-Related Attitudes By Category

	Licensed Group	Licensed Family	Registered
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50
I believe that my child care homes is a business.			
\bar{X}	1.57	1.28	1.46
<u>SD</u>	1.08	0.60	1.01
I believe that I should take time to reflect upon my family child care business practices and make necessary changes to be more effective in my job.			
\bar{X}	1.48	1.60	1.62
<u>SD</u>	0.90	0.92	0.92
I feel that I should set goals to improve my family child care business.			
\bar{X}	1.52	1.55	1.55
<u>SD</u>	0.79	1.03	1.03

*p < .05.

**p < .01.

Table F-1 Continued

Family Child Care Providers' Responses To Business-Related Attitudes By Category

	Licensed Group	Licensed Family	Registered
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50
I believe that it is good business practice to hire an assistant or substitute on a part-time basis so that I can take care of my personal needs.			
\bar{X}	1.83	2.80	2.50*
<u>SD</u>	1.15	1.38	1.27
I believe the business aspects of family child care should be emphasized to parents.			
\bar{X}	2.00	1.83	1.96
<u>SD</u>	1.35	1.01	1.03
I believe that written parent-provider agreements help establish long-term, consistent parent relationships.			
\bar{X}	.87	1.49	1.86
<u>SD</u>	1.14	0.95	1.26

*p < .05.

**p < .01.

Table F-1 Continued

Family Child Care Providers' Responses To Business-Related Attitudes By Category

	Licensed Group	Licensed Family	Registered
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50
I believe that parents should come to my home for a personal interview before they enroll their children.			
\bar{X}	1.22*	1.03*	1.18
<u>SD</u>	0.52	0.23	0.48
I feel that it is important to be able to tell parents exactly what services I offer for the young children in my care.			
\bar{X}	1.26	1.12	1.14
<u>SD</u>	0.54	.043	0.45
I am satisfied with my career because I operate my own business.			
\bar{X}	1.39	1.55	1.76
<u>SD</u>	0.72	0.86	0.94

*p < .05.

**p < .01.

Table F-2

Family Child Care Providers' Responses To Business-Related Attitudes By Level of Education

	High School	Some Post-Secondary	Bachelor's Degree
	$n = 45$	$n = 70$	$n = 23$
I believe that my child care homes is a business.			
\bar{X}	1.38	1.41	1.30
SD	0.98	0.79	0.70
I believe that I should take time to reflect upon my family child care business practices and make necessary changes to be more effective in my job.			
\bar{X}	1.67	1.61	1.52
SD	1.19	0.80	0.73
I feel that I should set goals to improve my family child care business.			
\bar{X}	1.71	1.60	1.39
SD	1.18	0.89	0.78

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

Table F-2 Continued

Family Child Care Providers' Responses To Business-Related Attitudes By Level of Education

	High School	No Post-Secondary	Bachelor Degree
	$\underline{n} = 45$	$\underline{n} = 70$	$\underline{n} = 23$
I believe that it is good business practice to hire an assistant or substitute on a part-time basis so that I can take care of my personal needs.			
\bar{X}	2.31	2.21	2.61
\underline{SD}	1.40	1.29	1.31
I believe the business aspects of family child care should be emphasized to parents.			
\bar{X}	1.84	1.80	2.00
\underline{SD}	1.13	0.96	0.85
I believe that written parent-provider agreements help establish long-term, consistent parent relationships.			
\bar{X}	1.80	1.57	1.65
\underline{SD}	1.27	1.08	0.89

* $p < .05$.

Table F-2 Continued

Family Child Care Providers' Responses To Business-Related Attitudes By Level of Education

	High School	Some Post-Secondary	Bachelor Degree
	$\underline{n} = 45$	$\underline{n} = 70$	$\underline{n} = 23$
I believe that parents should come to my home for a personal interview before they enroll their children.			
\bar{X}	1.04	1.11	1.22*
\underline{SD}	0.21	0.44	0.52
I feel that it is important to be able to tell parents exactly what services I offer for the young children in my care.			
\bar{X}	1.07	1.19	1.22
\underline{SD}	0.39	.052	0.42
I am satisfied with my career because I operate my own business.			
\bar{X}	1.47	1.76	1.61
\underline{SD}	0.89	0.89	0.84

* $p < .05$.

APPENDIX G

Family Child Care Providers' Responses to
Professional Attitudes

Table G-1

Family Child Care Providers' Responses To Professional Attitudes By Category

	Licensed Group	Licensed Family	Registered
	$n = 23$	$n = 78$	$n = 50$
I believe family child care providers are professionals.			
\bar{X}	1.35	1.29	1.44
SD	0.78	0.63	0.76
I believe that a professional attitude about my job helps me to be more successful in my family child care business.			
\bar{X}	1.39	1.40	1.60
SD	0.94	0.81	0.81
I feel that parents treat me like a professional.			
\bar{X}	2.13	2.22	2.08
SD	1.18	1.17	1.10
I believe that other people see family child care providers as professionals.			
\bar{X}	2.78	3.13	2.98
SD	1.35	1.33	1.22

Table G-2

Family Child Care Providers' Responses To Professional Attitudes By Level of Education

	High School	Some Post-Secondary	Bachelor's Degree
	$n = 45$	$n = 70$	$n = 23$
I believe family child care providers are professionals.			
\bar{X}	1.33	1.40	1.35
SD	0.74	0.73	0.65
I believe that a professional attitude about my job helps me to be more successful in my family child care business.			
\bar{X}	1.38	1.53	1.39
SD	0.68	0.91	0.58
I feel that parents treat me like a professional.			
\bar{X}	2.27	2.29	1.83
SD	1.40	1.05	0.78
I believe that other people see family child care providers as professionals.			
\bar{X}	2.73	3.11*	3.74**
SD	1.45	1.22	0.86

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

APPENDIX H

Family Child Care Providers' Responses to
Training and Education Attitudes

Table H-1

Family Child Care Providers' Responses To Training and Education By Category

	Licensed Group	Licensed Family	Registered
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50
I feel that family child care providers need special training before they open their child care business.			
\bar{X}	1.87	2.19	2.20
<u>SD</u>	1.10	1.20	1.12
I believe that attending a variety of training opportunities, including business skills, is necessary.			
\bar{X}	1.87	1.94*	2.46*
<u>SD</u>	0.92	1.13	1.05
I feel that formal education that is related to my career helps me perform my job in a more professional manner.			
\bar{X}	2.09	2.35	2.38
<u>SD</u>	1.04	1.34	1.24

*p < .05

Table H-2

Family Child Care Providers' Responses To Training and Education By Level of Education

	High School	Some Post-Secondary	Bachelor's Degree
	$\underline{n} = 45$	$\underline{n} = 70$	$\underline{n} = 23$
I feel that family child care providers need special training before they open their child care business.			
\bar{X}	2.31	2.03	2.09
\underline{SD}	1.15	1.05	1.00
I believe that attending a variety of training opportunities, including business skills, is necessary.			
\bar{X}	2.31	2.03	2.09
\underline{SD}	1.15	1.05	1.00
I believe that formal education that is related to my career helps me perform my job in a more professional manner.			
\bar{X}	2.64	2.46**	1.65**
\underline{SD}	1.35	1.20	1.11

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

APPENDIX I

Family Child Care Providers' Responses to
Attitudes About Role and Responsibilities

Table I-1

Family Child Care Providers' Responses To Attitudes About Role and Responsibilities By Category

	Licensed Group	Licensed Family	Registered
	$n = 23$	$n = 78$	$n = 50$
I enjoy the caregiving aspects of being a family child care provider more than the teaching aspects.			
\bar{X}	2.20	1.85	1.94
<u>SD</u>	1.04	0.97	1.04
I believe that I am more like a mother than a teacher to the children in my care.			
\bar{X}	1.83	1.60	1.76
<u>SD</u>	0.89	0.96	0.89
I believe that my primary responsibility is to the children.			
\bar{X}	1.09	1.04	1.08
<u>SD</u>	0.29	0.25	0.34
I believe that my primary responsibility is to the parents.			
\bar{X}	2.43	2.58	2.40
<u>SD</u>	1.08	1.11	1.14

Table I-2

Family Child Care Providers' Responses To Attitudes Toward
Role and Responsibilities By Level of Education

	High School	Some Post- Secondary	Bachelor's Degree
	<u>n</u> = 45	<u>n</u> = 70	<u>n</u> = 23
I enjoy the caregiving aspects of being a family child care provider more than the teaching aspects.			
\bar{X}	1.58*	1.97**	2.65**
<u>SD</u>	0.94	0.98	0.88
I believe that I am more like a mother than a teacher to the children in my care.			
\bar{X}	1.56	1.71	2.00
<u>SD</u>	0.92	0.90	1.04
I believe that my primary responsibility is to the children.			
\bar{X}	1.02	1.09	1.04
<u>SD</u>	0.15	0.37	0.21
I believe that my primary responsibility is to the parents.			
\bar{X}	2.29	2.56	2.74
<u>SD</u>	1.25	1.15	0.92

*p < .05.**p < .01.

APPENDIX J

Family Child Care Providers' Responses to
Attitudes About Motivation

Table J-1

Family Child Care Providers' Responses To Attitudes About
Motivation By Category

	Licensed Group	Licensed Family	Registered
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50
I believe that I am in control of all decisions about my family child care home business.			
\bar{X}	2.00	1.88	1.68
<u>SD</u>	1.17	1.13	0.89
I believe that family child care providers must be self-motivated.			
\bar{X}	1.13	1.12	1.12
<u>SD</u>	0.46	0.41	0.44
I believe that too much is expected from family child care providers.			
\bar{X}	2.43	2.38	2.18
<u>SD</u>	1.44	1.34	1.10

*p < .05

Table J-2

Family Child Care Providers' Responses To Attitudes Toward
Motivation By Level of Education

	High School	Some Post- Secondary	Bachelor's Degree
	<u>n</u> = 45	<u>n</u> = 70	<u>n</u> = 23
I believe that I am in control of all decisions about my family child care home business.			
\bar{X}	1.80	1.73*	2.30
<u>SD</u>	1.16	0.90	1.18
I believe that family child care providers must be self-motivated.			
\bar{X}	1.09	1.13	1.13
<u>SD</u>	0.47	0.41	1.34
I believe that too much is expected from family child care providers.			
\bar{X}	2.18	2.33	2.70
<u>SD</u>	1.27	1.27	1.36

*p < .05.

APPENDIX K

Family Child Care Providers' Responses to
General Job Satisfaction

Table K-1

Family Child Care Providers' Responses To Job Satisfaction By Category

	Licensed Group	Licensed Family	Registered
	<u>n</u> = 23	<u>n</u> = 78	<u>n</u> = 50
I believe that my career providers interesting work.			
\bar{X}	1.09**	1.63	1.64**
<u>SD</u>	0.29	0.88	0.72
I believe that my career provides challenging work.			
\bar{X}	1.04	1.23	1.32
<u>SD</u>	0.21	0.53	0.68
I am satisfied with my career as a family child care provider.			
\bar{X}	1.26	1.67	1.50
<u>SD</u>	0.54	1.00	0.86

*p < .05 **p < .01

Table K-2

Family Child Care Providers' Responses To Job Satisfaction By Level of Education

	High School	Some Post-Secondary	Bachelor's Degree
	<u>n</u> = 45	<u>n</u> = 70	<u>n</u> = 23
I believe that my career provides interesting work.			
\bar{X}	1.31**	1.73	1.70*
<u>SD</u>	0.63	0.88	1.76
I believe that my career provides challenging work.			
\bar{X}	1.16	1.29	1.30
<u>SD</u>	0.42	0.68	1.47
I am satisfied with my career as a family child care provider.			
\bar{X}	1.38	1.66	1.74
<u>SD</u>	0.75	0.90	1.29

*p < .05.**p < .01

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