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I am submitting herewith a dissertation written by Sandra Sue Osborne entitled "Directors of For-Profit Child Care Centers: Do Background Characteristics Predict Success?" I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Human Ecology.

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DIRECTORS OF FOR-PROFIT CHILD CARE CENTERS:  
DO BACKGROUND CHARACTERISTICS  
PREDICT SUCCESS?

A Dissertation  
Presented for the  
Doctor of Philosophy  
Degree  
The University of Tennessee, Knoxville

Sandra Sue Osborne  
August 1986

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In loving memory of my father,  
Thomas H. Osborne,  
who always believed in me and taught me to believe in myself.

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## ABSTRACT

The need for quality child care is a national concern of increasing interest to parents, child care providers, employers, and policy-makers. One of the newest entries in child care options available for consumers is for-profit daycare chains. As for-profit chains increase in both number and size, it is important to investigate which background characteristics of for-profit child care directors predict success.

The purpose of this research was to develop a profile that characterized directors of for-profit child care centers and to investigate whether background variables, particularly college major, predicted success. Child care directors employed during a three year period with a nation-wide daycare chain, Daybridge Learning Centers, Inc., were investigated. Three hundred sixty-two child care directors were divided into three groups: (1) voluntarily terminated, (2) involuntarily terminated, and (3) currently employed (employed at the conclusion of the study).

Examining the total sample, directors were characterized as white nonhispanic women having a bachelors degree in elementary education, with previous work experience in teaching, with a mean age of 30.98 years. A subgroup of current directors employed longer than two years had a profile consistent with the profile of the total sample.

Three null hypotheses investigating background, length of time as a director, and length of time the center was in operation yielded

nonsignificant results. Analyses on a subgroup of successful directors, current directors employed longer than two years, showed a slight interaction between director status and three background variables; highest educational level, previous work experience and region. Additional information on annual salary and reasons for termination were examined.

Practical implications for proprietary child care management, program planning for human ecology/home economics units and early childhood professionals are discussed. This study represents one of the first investigations regarding for-profit child care chains. There is a great need for future research.

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## CHAPTER 1

## INTRODUCTION

The need for quality child care is a national concern of increasing interest to parents, child care providers, employers, and policy-makers. Changing family structures, an increase of women in the labor force, and the emergence of female-headed households have all contributed to the increased demand for child care (Steiner, 1976). The number of married mothers with preschool children who participate in the labor force also has been rapidly increasing. In 1983, half of all mothers with children under age 6 were in the labor force (Waldman, 1983). Over three-fifths of all mothers are in the labor force and the majority (71%) are employed full time (U.S. Bureau of the Census, 1984). Forty-seven percent of women with children under age one and 60% with children aged 3-5 are in the labor force (Hayghe, 1984). As of March 1984, 6.3 million married women and 1.8 married women with children under 6 were in the labor force (Howell, 1985).

With the increased demand for child care has come an increase in the variety of services available to consumers. The U.S. Census Bureau indicates that 30.6% of parents arrange to have caregivers come to their homes, 40.2% send their children to friends' or family members' homes, 14.8% use a daycare center, 9.1% take their children to job-based centers and 5.3% make other arrangements (LeRoux, 1985). Many parents utilize a combination of services in the care of their

children. Seventeen percent of employed mothers in 1982 aged 18-44 used more than one type of child care arrangement for the youngest child under 5 years old (O'Connell & Rogers, 1983). Utilizing a variety of caretakers and environments throughout the course of a day or week to care for one's children is a strategy often used by families (Fox & Allen, in press).

The availability of child care is a national issue as supply lags far behind demand. There are 900,000 center-based enrollment slots available and 5.2 million slots available in family day care homes for the 10 million children under age 6 who have employed mothers (Divine-Hawkins, 1981). Infant and toddler care is even more difficult to find. The Children's Defense Fund (1982) reports only 122,000 licensed center slots available for the over 3 million children under age 3 with employed mothers.

### Quality Child Care

Defining quality child care is a complex task, as quality can be a nebulous concept (Lamb, 1984). The National Day Care Study investigated quality and cost in center-based day care for preschool children and, to a lesser extent, for infants and toddlers (Roupp, Travers, Glantz, & Coelen, 1979). Two important findings of this study related to classroom composition and caregiver qualifications. Smaller group size was consistently associated with better care, more socially active children and higher gains on two developmental tests (Roupp et al., 1979). A caregiver/child ratio of 1:5 to 1:10 was advocated. A

higher caregiver/child ratio (fewer children per caregiver) costs more and was the strongest determinant of difference in center costs. The qualifications of caregivers are of increasing interest as more and more parents seek child care outside the home. The National Academy of Early Childhood Programs as well as the National Day Care Study stressed the need for caregivers to have education and training relevant to young children.

The National Academy of Early Childhood Programs (NAECP) defined a high quality early childhood program as one which "meets the needs of and promotes the physical, social, emotional, and cognitive development of the children and adults--parents, staff, and administrators--who are involved in the program" (Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs, 1984, p. 7). Nine areas were outlined for assessment important to the Academy's definition: (1) interactions among staff and children, (2) curriculum, (3) staff-parent interaction, (4) staff qualifications and development, (5) administration, (6) staffing, (7) physical environment, (8) health and safety, and (9) nutrition and food service.

Examining the literature of the past twenty years of research in early childhood educational programming, Hohmann (1986) concluded seven elements essential to program quality for preschool, daycare centers, kindergartens, family daycare homes, and other settings where adults provide care for other people's children: (1) effective program management and monitoring, (2) significant parent involvement in children's education, (3) an adult teaching team of at least two

adults per classroom to provide children with overall support and individual attention, (4) a developmentally appropriate curriculum, (5) teachers trained in the curriculum, able to work together as a team under supervision, (6) a significant amount of time spent in child/adult interactions, and (7) ongoing evaluation emphasizing day-to-day quality maintenance. As more and more parents are selecting center-based or in-home child care, it is critical for the early childhood community to communicate findings of research based upon determinants of quality programming.

One of the newest entries in child care options is for-profit daycare chains. In little more than a decade, the nation's for-profit daycare chains have grown from financial toddlers to multimillion dollar businesses (Battiata, 1983). Educational programming and marketing that portray daycare as a positive social environment and learning experience are aimed at erasing the negative images that daycare possessed for a long time (LeRoux, 1985). For-profit daycare chains, including Kinder-Care Learning Centers, La Petite Academy, Children's World, Daybridge Learning Centers, are providing longer hours, flexible scheduling, before and after school care and infant and toddler care critical to the needs of today's dual career family.

Of the nine areas the NAECP identified for assessment, staff qualifications is of particular interest. For-profit chains often seek personnel with training in child development, family studies, home economics, education, human services or business administration to direct their centers. Because it is the center director who is

responsible for the quality of the program, the background characteristics of directors may be directly tied to successful programs. In developing the study it was thought that center directors with a college major directly related to child development may be more or less successful than those from other disciplines. As for-profit centers increase in both number and size, it is important to investigate whether background characteristics of for-profit child care directors predict success.

Although child care has been the focus of numerous studies, empirical literature on the phenomenon of for-profit child care is limited. Literature pertaining specifically to child care directors is also limited. As early childhood, child development and home economic units seek to develop curricula for the 1990s and beyond, for-profit child care must be viewed not only as a vital employment market of interest but a phenomenon for study.

#### Statement of the Problem

The purpose of this research was to develop a profile that characterized directors of for-profit child care centers and to investigate whether background variables, particularly the college major, predicted success. Permission was obtained to access employee records of Daybridge Learning Centers, Inc., a nation-wide child care chain. The variables of highest educational level, college major, national origin, previous work experience, and age of child care directors were investigated. A child care director's length of time employed as director and the length of time the center was in operation were also examined.

For purposes of analysis, the directors were divided into three groups: (1) voluntarily terminated, (2) involuntarily terminated, and (3) current (employed at some time during the study period). The "current" category was equated with success, while both terminated groups were viewed as not successful. As information was gathered, it became clear that the current category included many new directors; thus a further subgroup of current or successful directors employed longer than two years was also delineated.

The profile developed during the study may be used in future recruiting and hiring practices of Daybridge Learning Centers, Inc. Such a profile may enable management to identify characteristics associated with a successful for-profit child care director. Currently, District Managers (management) of Daybridge Learning Centers view successful directors as those who maintain adequate enrollment and control costs. Responsibilities include general center management, staff management, parent and community relationships, classroom/child development skills, and commitment (see Appendix, Figure A-4).

The profile may also be used to address curriculum development in colleges. Findings may suggest specific limitations or strengths in the academic preparation of child care directors.

### Rationale

In recent years the number of children needing child care in the United States has risen steadily because of the increased numbers of families in which both husband and wife work. As the number of women joining the work force continues to rise, the demand for care

exceeds the existing supply (Hill-Scott, 1979; Hofferth, 1979; Kagan & Glennon, 1982). The demand for child care may be elevated by a variety of forms of care. Many parents seek a center-based experience for their children but find there are not enough available enrollment slots, especially for infants and toddlers. Dual career families with greater financial capabilities may seek in-home care in the form of a nanny or full time housekeeper. The rise of Nanny Schools in the United States speaks to this interest in in-home care for children.

Although numerous studies have been conducted regarding the effects of daycare on children, few have focused on the administrator or director of the child care program. The child care administrator or director is a pivotal member of the staff. Many directors, however, reach their positions of authority by being promoted to director after having been good classroom teachers. They may suffer difficulties with their administrative role, lack of support, and loneliness (Raeburn, 1977; Rogolsky, 1979). Many directors have acquired their administrative or management competencies through on-the-job experience rather than academic preparation. As many of today's child care centers move beyond the part-time, church basement status to a multi-million dollar industry, the level of knowledge related to child care administration may require a need for systematic training and career development (Stearns, 1982). As child care continues to expand, the urgency of developing appropriate education for child care directors is critical. Competencies needed by child care administrators are the foundation for such educational programs (Decker & Decker, 1980;

Grossman & Keyes, 1985; Keyserling, 1972; Sciarra & Dorsey, 1979; Stearns, 1982).

Empirical studies and professional literature regarding the background and success of child care directors are few (Skinner, 1977; Stearns, 1982; Whitney, 1975). Many articles dealing with early childhood administration are based primarily on opinions and speculation rather than on empirical research. Findings of many studies also are not comparable because each study employed a different definition of daycare. Indeed, the lack of definition as well as lack of a systematic method for data collection on daycare and related child care services for families is compounded by the federal government's lack of a national data base through agencies such as the U.S. Bureau of the Census, National Center for Health Statistics and National Survey of Education (Fox & Allen, in press). In examining the available literature on child care managers, two groupings of variables important to this study emerged: background characteristics and management characteristics.

#### Manager Background Characteristics

Skinner (1977) surveyed 745 directors of licensed child care centers in Iowa. A profile of the directors based on educational background, teaching and administrative experience, level of professional involvement, and felt need for continuing education was developed. Over half of the responding directors were college graduates. Forty percent held valid Iowa teaching certificates, although only 11.5% held

endorsements for pre-kindergarten/kindergarten. Eighty percent of the directors had taught preschool children. Their administrative experience was less extensive. One conclusion reached was that because of directors' limited educational background in early childhood and short term of administrative experience, there was a need for further training for a majority of Iowa's child care center directors.

A study of 37 child care administrators was designed to identify the competencies of administrators employed in alternative types of child care centers (Stearns, 1982). The study sought to describe the task performance of child care administrators as well as to explore possible differences by setting and program type. Child development knowledge, preferred child care approaches, and tasks consistently performed by a group of child care administrators from a north Texas metropolitan area were investigated. Hypotheses related to identifying significant differences between administrators in diverse setting and programs on administrative tasks consistently performed were not rejected. These findings suggested a commonality of administrative tasks regardless of program type.

Reporting on perceptual differences among eleven owners/operators of independent, profit-making, daycare centers and ten early childhood specialists in higher education, Somers (1983) investigated issues related to quality daycare and the financial basis of a center. Financial base is defined as the legal status of the center, profit or nonprofit. Analysis revealed that both groups felt the two most crucial elements in a quality center were staff and program, not the

financial basis of a center. Few in either group were familiar with or knowledgeable about daycare chains nor had a wide range of experience or familiarity with the various types of daycare centers.

The center communicates the leadership of its director through maintenance of the program schedule, educational goals and objectives, staff interaction patterns, and children's behavior (Bogue & Saunders, 1976). The center director is critical to center success and quality child care and the director's educational and other background variables are seen as crucial to center success.

#### Managers Management Characteristics

Principles of management necessary for successful operation in early childhood are similar to management skills necessary for success in business. Kostelnik (1982) stated that an early childhood director must be a capable supervisor, be able to budget, have good oral and written communication skills and good interpersonal skills, be able to plan, be flexible, and must be a good decision maker willing to initiate action. Hewes (1979) also suggested that management of a daycare center requires the same qualifications as management of any other enterprise. Specifically, directors should be proficient in the competencies necessary for working with children and families so that they can develop an understanding of the work being done by staff and volunteers (1979).

Common elements of management are often required whether a person manages an early childhood center or another type of business.

From the management literature, Barnard (1966) wrote that the fundamental managerial function is maintaining systems of cooperative efforts. Lazarfield (1963) believed that managers in all organizations are confronted by four major tasks: (1) to fulfill the goals of the organization, (2) make use of other people in fulfilling these goals in a manner that releases their initiative and creativity, (3) develop positive morale so that people will do better work under suitable conditions, and (4) build provisions into the organization for innovation, change and development. Blake and Mouton (1964), consistent with Lazarfield, emphasized the development of a culture promoting and sustaining efficient performance of the highest quality and quantity, including creativity, experimentation, innovation, and the pursuit of new challenges. Drucker succinctly stated that a manager is expected "to get the right things done" (1967, p. 1).

Reddin (1970) and Hersey (1984) discussed the interactional and situational aspects of management. Reddin proposed three necessary skills for optimum management: (1) situational sensitivity, (2) style flexibility and (3) situational management skill (1970). The situational framework suggested that the effective manager learns to judge the management environment in which he finds himself, to adapt his style to the type of people and the place, and to adjust the environment where possible (Bogue & Saunders, 1976). Hersey stated that management is "working with and through others to accomplish organizational goals" (1984, p. 16).

Campbell (1970), building on an earlier model by Maier (1955), developed a model to predict managerial behavior involving person, product and process. The model shows that in a manager's job behavior is a function of ability, motivation and opportunity as reflected in various situational or organizational circumstances. Discussing only personality traits leading to managerial success or the way good managers manage or only the results of good managing would be incomplete (Campbell, 1970). All three must be considered concurrently, and the effects and moderating influences of different organizational environments must be included as well (Campbell, 1970).

### Summary

Much of the management related literature in business or early childhood is based on personal experience or opinions about traits possessed by good managers or the skills needed to be an effective manager. Employing the model developed by Campbell (1970), managerial effectiveness may be seen as a function of complex interactions among ability, motivation, and opportunity variables and the nature of feedback, incentive, and reward systems developed by organizational policies and practices. Success is often an evaluative concept and may be assessed utilizing different criteria including internal as well as external criteria. Internal criteria would include an individual's aspirations and inner goals not visible to others. External criteria would be more readily measurable items such as accomplishment of tasks

(productivity) and salary level. Contextual variables of the organization also need to be considered.

The director of a child care center often functions as a pivot point for the success of the center and the quality of care provided to children and families. The literature supports the contention that management skills necessary in business should also be applicable and relevant to management of a child care center. A commonly held view is that if one possesses good management skills, such skills are transferable and one can manage anything. Management theory contends that managers are interested in operating a smoothly running and successful operation regardless of the particular structure of the organization or the people involved (Larwood, 1984). One controversy emerging in the early childhood community is whether successful child care administrators or directors should be business majors who are given additional training in child development and family relations, or child development and family studies scholars who are trained in management skills.

It may be argued that successful directors must have a substantive knowledge base in child development. Directors who are deficient in their management skills can readily receive training from workshops and seminars, whereas, child development knowledge cannot be as easily gained through these kind of short term educational experiences or on-the-job training. Hiring directors with a substantive knowledge base in child development and family studies may be superior to hiring a person competent in management.

Proposed Model of Background Characteristics  
and Director Status

A model of background variables and their relationship to director status is provided in Figure 1. Highest educational level achieved, college major, national origin, previous experience and age are viewed as predicting the success or nonsuccess of child care directors. Length of time employed as a child care director and length of time the center has been open are also viewed as predicting director status.

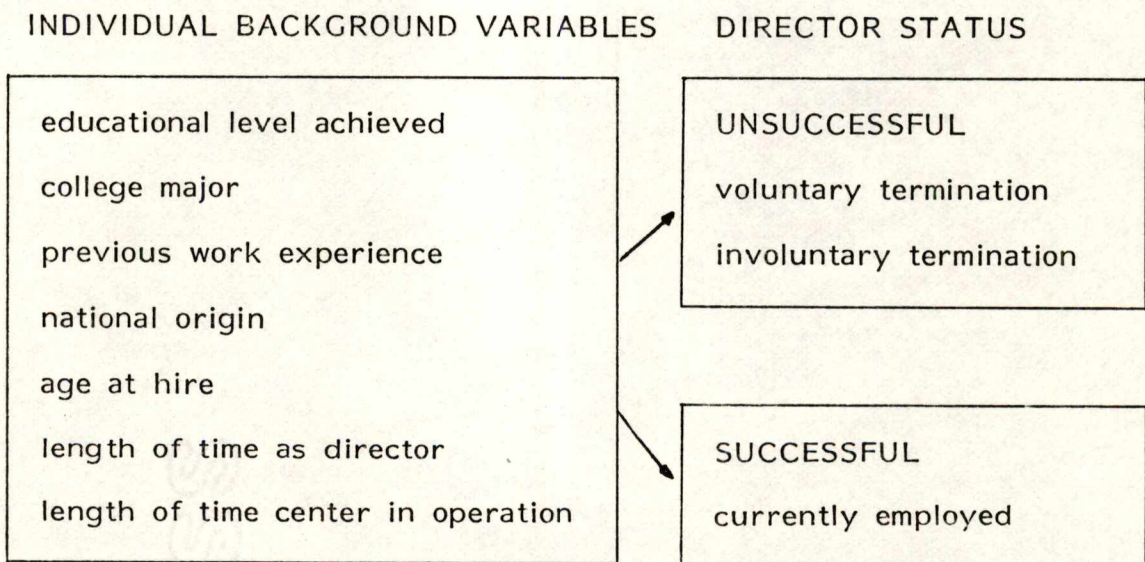


Figure 1. The relationship of background characteristics to director status.

### Nominal Definitions

Successful child care director (current director) is defined as a person who is retained as a current director with Daybridge Learning Centers, Inc. at the conclusion of the study period. The management of Daybridge Learning Centers states that directors must maintain enrollment and center costs as budgeted to remain employed (K. M. Albrecht, personal communication, November 12, 1985). For a child care director to maintain enrollment implies competence in general center management, staff management, parent and community relationships, classroom/child development skills, and commitment (see Appendix, Figure A-4).

Child care director is defined as the individual responsible for the personnel, financial and operational decisions of the child care center (Stearns, 1982).

Voluntary terminated director is defined as a child care director who leaves employment of her own free will due to lack of advancement, relocation or family demands, higher wages, medical reasons, scheduled hours, career change, retirement, education, or other.

Involuntary terminated director is defined as a child care director who leaves employment not of her own free will but due to poor performance, lack of hours, unexcused absence, tardiness, insubordination, or other.

For-profit child care centers, profitmaking centers or proprietary centers are used interchangeably and refer to any center whose legal

financial status is for profit. These terms include independent, chain, and franchise centers (Aikman, 1977).

Independent centers are defined as centers with sole proprietorship or partnership and are also commonly referred to as mom and pop centers.

Chain centers are defined as centers under common ownership.

Franchise centers are defined as operations whereby an investor buys the use of the name of the company and any instructional or play materials offered by the company and pays an annual percentage to the parent company (Kagan & Glennon, 1982).

Child care or daycare is defined as care away from home for all or part of a day or night on a regular basis.

Age is the age of a child care director at the date of hire.

The following terms are defined by the Daybridge Learning Centers, Inc., New Hire Payroll Notice and Payroll Change Notice forms (see Appendix, Figures A-1 and A-2):

Highest educational level is no high school, high school/GED, Child Development Associate Degree (CDA), college 1-2 years, college 3-4 years, Bachelor's degree, Master's degree, or Doctorate.

College major is early childhood, home economics/child development, elementary education, educational other, business, or other major.

National origin is white nonhispanic, black nonhispanic, hispanic, Asian or Pacific Islander, or American Indian or Alaskan native.

Previous work experience is child care, teaching, clerical, management, other or none.

### Hypotheses

Child care directors who were voluntarily terminated, involuntarily terminated and currently employed during the study period were compared utilizing three null hypotheses. Further analysis utilizing the same three null hypotheses was undertaken with a fourth group: child care directors who were currently employed at the termination of the study period and who had served as directors for a period of time equal to or greater than two years.

H<sub>O</sub>1. The background variables of child care directors will not differ significantly for successful and unsuccessful directors.

H<sub>O</sub>2. The length of time served as child care director will not differ significantly for successful or unsuccessful directors.

H<sub>O</sub>3. The length of time the center was in operation will not differ significantly for successful and unsuccessful directors.

No hypothesis regarding gender was investigated due to the small number (4) of male directors present in the sample.

## CHAPTER 2

## LITERATURE REVIEW

Although researchers have extensively examined daycare, there have been few attempts to investigate for-profit child care and more specifically characteristics of individuals who serve as directors or administrators. This review of literature focuses on for-profit daycare chains and the concept of success within the context of management of child care centers. The chapter begins with a historical perspective of daycare and a discussion of the emergence of profit daycare chains as a form of child care. A section on director success concludes the chapter.

Daycare in the United States

Caring for young children in a group context is not a new phenomenon. The lack of consistent nomenclature compounds the problem for discussion purposes. The distinction between nursery school (or preschool) and day care has historical origins. By definition the nursery school provided educational programs for children of the middle and upper classes, were half day professional programs for children 3 to 5 years of age, and privately operated on a tuition basis. Caregivers were often college trained and included many unemployed elementary teachers in their 30s. Daycare centers in contrast, were run by social welfare agencies to provide all day custodial care for children who fell within identified categories of need (Takanishi, 1977).

Daycare was tied to social reform issues. Characteristics of caregivers in daycare differed from that of nursery school. Daycare personnel generally were trained in the area of social welfare (Almy, 1982; Fein & Clarke-Stewart, 1973; Steinfels, 1973).

Today, however, public acceptance of a wider definition of daycare is occurring. Daycare generally implies all day, center based care for young children including infants and toddlers and is viewed as one option of child care available. Parents do not suffer the once negative social stigma of having children enrolled in daycare. Daycare is, therefore, viewed as a more acceptable occurrence and a necessity for today's dual career families.

The care of young children in the United States has historically been linked to societal, political or national crisis. Often when a crisis such as the Great Depression or World War II subsided, so did the availability of care for children (Fein & Clarke-Stewart, 1973; Somers, 1983; Takanishi, 1977). There have been several federal programs involving the care of young children.

The Works Project Administration (WPA) of the 1930s established nursery schools in response to the great depression. Employment opportunities were created for unemployed teachers, nurses, nutritionists, cooks, and janitors. Since the nursery schools were placed under the jurisdiction of the public school systems, a further intent of this federal program was to increase opportunities for public schools "to realize the value of nursery schools for adoption into the public system" (Takanishi, 1977, p. 149). When the program was terminated

in 1943, however, few nursery schools were integrated into the public system.

The impetus for the next federal program was World War II. Funds were allocated for the Lanham Child Care Centers to provide 24-hour child care so women could participate in defense related employment. Funding for this program was allocated in Title II: Defense Public Works of the 1941 Community Facilities Act (Lanham Act). Lanham centers cared for between 105,000 and 130,000 children at their peak in 1945 (Zigler & Goodman, 1982).

Poverty was viewed as a crisis in the 1960s. Project Head Start funded through the Economic Opportunity Act of 1964, was part of the War on Poverty. Head Start was an integral part of the Office of Economic Opportunity's community action strategy to reduce poverty. In addition to the educational components available in nursery school programs, Head Start provided comprehensive services to children and families including social services, health, nutrition, and parent involvement. Project Head Start significantly changed the field of child care by combining services of both daycare and nursery school within one agency (Takanishi, 1977).

A further goal of Head Start was a personnel career ladder that offered a means of employment and training for parents (Steinfels, 1973). Parents enrolled in Head Start were required to participate in the parent involvement component of the program by volunteering in the classroom, attending parent meetings, or making curriculum materials. Employment opportunities were also made available to parents,

who were often employed as classroom aides, cook's helpers, or in other areas of the program. Employment opportunities assisted Head Start parents and, through the years, also developed a population of paraprofessionals available for work in the child care industry.

In the late 1960s and 1970s child care was expanding in the United States. Campus child care centers appeared as increasing numbers of mothers returned to college (Fein & Clarke-Stewart, 1973; Roupp, Travers, Glantz, & Coelen, 1979). Child care in church settings also grew as the proportion of women working outside the home increased. The needs of working mothers regardless of class or marital status stimulated the expansion of child care outside the home.

Although daycare has become a reality today for many American families, previous research seemed preoccupied with the question of whether daycare was good or bad for the children. Although limited research is available in this area (Belsky & Steinberg, 1978) there appears to be a cultural lag. In spite of societal changes such as an increase in single parent families, dual career/earner families, and an increase in the types of child care available, many Americans still cling to the traditional view of mother remaining at home with young children as the best environment for children. Daycare, on the other hand, if not harmful, was viewed as alien to the traditional concept of what was best for children (Etaugh, 1980; Roupp & Travers, 1982).

In sum, daycare as we know it today has evolved from a variety of sources. Federal involvement with caring for young children has historically been tied to national crisis. Private nursery schools with

a clear educational focus and custodial day care services utilizing an intervention model with disadvantaged children, have blended to form a broader definition and view of child care.

### For-Profit Child Care

For-profit child care is divided into three types of ownership: chains, franchise operations and independently owned and managed (Kagan & Glennon, 1982). A report of a profile of daycare centers from 1976-77 (Coelen, Glantz, & Calore, 1984) indicated that 86% of for-profit child care centers were independently owned and managed. These centers are often referred to as "mom and pop operations." Franchise operations are a declining option while daycare chains are rapidly expanding (Battiata, 1983). Information regarding proprietary daycare generally focused on chains and was found in the popular business literature.

Many independent mom and pop operations were begun years ago primarily because of satisfaction received from caring for children. Providing a family service, a desire for independence and financial rewards were also given as part of the reasons for developing independent daycare centers (Somers, 1983). The financial incentive however may be on the wane (Neugebauer, 1981). Small operators faced with inflation, rising insurance costs and demands by consumers for additional services such as 18-hour care, after school care, transportation to and from school to the center, are leaving the marketplace. In a survey of operators nationwide, small, independent, for-profit

centers are declining due to rising costs and their economic disadvantages compared to the large chains (Neugebauer, 1981). Kagan and Glennon (1982) argued that a combination of inflation and mandatory minimum wages may make mom and pop centers an "endangered species" (p. 405).

Through the franchise option, an investor buys the name of the company and any instructional or play materials offered by the company (Kagan & Glennon, 1982). Many national child care chains once featured this option, but without tight fiscal control, many franchises were not successful. Perry Mendel, founder and president of Kinder-Care Learning Centers, Inc., found that "the people who thought they would love to be in the daycare business--an ex-teacher or a minister who loves to take care of children--knew nothing about getting a building into existence, or finance" (Smith, 1979, p. 67). The number of franchises has been decreasing and new growth is not expected (Ling, 1978).

Sixteen years ago a small group of entrepreneurs with a futuristic outlook noted the rising demand for child care, foresaw the market for child care chains and the industry began. The new venture became controversial almost immediately. Many early childhood educators and child advocates have spent much time and money to build a case against for-profit daycare chains. Professionals have argued that by their very nature, for-profit daycare cannot be as good for children as nonprofit daycare (Featherstone, 1970; Goldman, 1975; Provence, Naylor, & Patterson, 1977). Many professionals opposed to profit child

care thought that titles like "The Daycare Business: Which Comes First, the Child or the Dollar" (Lake, 1970), "Kentucky Fried Children" (Featherstone, 1970), or "From the Folks Who Brought You Fast Food, Nursing Homes, and Minigolf . . . Vacuum-Packed Day Care" (Goldman, 1975) followed by discussions about the lack of quality available in for-profit centers would help stop the growth of proprietary centers.

Empirical literature that viewed proprietary daycare in a negative light included a doctoral dissertation from 1975 (Whitney) investigating the Machiavellianism of day care center directors in the St. Louis Metropolitan area. Whitney hypothesized that since directors of daycare centers are administrators, they work with many people (children, parents and staff) and therefore are in a position to exhibit Machiavellian characteristics in their relationship with people. Machiavellianism is defined as an orientation toward manipulating other people (Whitney, 1975). Whitney argues that her results suggested that the Machiavellianism of directors of proprietary day care centers exceeded that of directors of nonprofit day care centers and that the variance in the Machiavellian scores was due to the type of center.

The professional view during the late 1960s and through the 1970s appeared to be that where there was profit there was an inherent reduction of standards in program, staff qualifications, and facility. The background variables of a child care director such as highest education achieved and college major as a measure of staff qualifications were not investigated.

For-profit chains include Kinder-Care Learning Center, Inc., La Petite Academy, Inc., Daybridge Learning Centers, Inc., Children's World Learning Centers, and Gerber Children's Centers (What's Happening, 1985). Kinder-Care, the largest of the chains, operates 1,040 centers in 40 states and 2 Canadian provinces (Kinder-Care Annual Report, 1985). Although daycare chains are frequently featured in the popular literature, they currently account for only 6% of the child care market. Other profit-making facilities (individual centers, smaller businesses, child-care homes) represent another 35%, and nonprofit facilities run by churches, individuals, Head Start, etc., account for 59% (Fenn, 1983).

In sum, the number of child care centers in profit chains continues to grow. The early childhood community is becoming more accepting of for-profit daycare chains as a viable child care experience. Literature available on profit daycare is small and limited primarily to discussions and opinions in the popular press. There is a need for early childhood educators to promote empirical research on profit child care chains; of particular interest is research on director characteristics related to center success.

### Director Success

The success of a manager or director is a dynamic process requiring a multipurpose approach to study. Factors interacting within the organization as well as the individual determine success. Success is often viewed as an evaluative concept requiring judges and a

criterion against which an outcome can be assessed (Jaskolka, Beyer, & Trice, 1985).

Judgments of success may be from internal as well as external criteria. If success is to be judged reliably by others, criteria must be objective and visible to others. Conversely, when individuals are judging their own success, internalized goals and aspirations not visible to others may form the criteria (Jaskolka, Beyer, & Trice, 1985).

Objective and visible indicators of success include tenure in the organization (Waddell, 1983), work-related recognition (Howes, 1981) and salary level (Crites, 1969). The measurement of individual criteria is more subjective and includes items such as job satisfaction (Howes, 1981).

In a review of major research studies defining personal characteristics related to effective management, Campbell, Dunnette, Lawler and Weick (1970) found that some indicators of effectiveness reflect personal success more than effectiveness for the employing organization. According to Campbell et al. (1970) contextual variables such as role characteristics, structural properties of organizations, organizational climate and industry properties have been largely ignored and should also be investigated as predictors of managerial effectiveness (Jaskolka, Beyer, & Trice, 1985). Campbell and Cellini (1981) in discussing contextual variables suggested that inappropriate job requirements, deficiencies in the organizational structure, and an inadequate reward system may lower workers' job performance.

In sum, director success should be viewed as an evaluative process involving both internal and external criteria. The determination

of success of a director is dynamic and includes contextual variables inherent in the organization as well as individual personal characteristics. One visible indicator of success is tenure in the organization. The investigation of the impact of background variables on continued employment is an important part of the picture of success of a child care center.

## CHAPTER 3

## METHODS

The purpose of this study was to develop a profile that characterizes directors of for-profit daycare chains and to investigate whether background variables, particularly college major, predicted success. Child care directors who were voluntarily terminated, involuntarily terminated or currently employed were compared to substantiate or reject the contention that successful directors can be predicted on selected background variables, in particular, college major.

Sample

Child care directors employed with Daybridge Learning Centers, Inc., during a three year period (October 1982-September 1985) were investigated. Not all directors worked for the full three years. Three hundred sixty-two child care directors were employed by Daybridge Learning Centers during this study period. Directors were divided into three groups: (1) voluntarily terminated, (2) involuntarily terminated, and (3) currently employed (employed at the conclusion of the study). Directors' background characteristics were drawn from New Hire Payroll Notice and Payroll Change Notice forms as well as other payroll information on file with Daybridge Learning Centers headquarters in Houston, Texas.

Although all child care centers were within the same company, the sample was heterogeneous in terms of geographic area and size of

center. Although none of the centers was in a rural area, some were situated near relatively isolated smaller cities, while others were in major metropolitan centers. Some locations were situated downtown, others in the suburbs. States included in the sample are listed in Appendix Figure A-4.

Daybridge Learning Center, Inc., is a wholly owned subsidiary of ARA Services, an international diversified management company that provides services for business, industry and government, including food and refreshments, health care, child care, transportation, periodical distribution, textile rental, maintenance and laundry. Daybridge Learning Centers presently operate in 11 states with 155 centers servicing 26,000 children. Daybridge is undertaking an aggressive expansion program to nearly double the number of centers from the present 155 to 300 by 1988.

The program philosophy of Daybridge Learning Center focuses on a self-directed learning process whereby children select the activities that appeal to them the most. This self-directed learning process is accomplished through the use of different "discovery" centers that allow children to progress at their own speed and learn as much as they can from each activity. A small group of four to six children uses each center at one time, thus encouraging independent decision making.

#### Procedure

Permission was acquired from the Vice President for Program Development and Training, Daybridge Learning Centers, Inc., to conduct

the study. Arrangements were made with management to access records at corporate headquarters in Houston. Some data were available on a computerized system as well as on individual records. Since the period of study spanned three years, some files needed for study were retrieved from storage. Some data were accessed with the assistance of the computer programmer of Daybridge Learning Centers, Inc., while other information was manually obtained by the researcher with the assistance of the Head Payroll Clerk and her staff.

#### Measurement

The New Hire Payroll Notice form (see Figure A-1, Appendix) was used to acquire data on highest educational level achieved, college major if college degreed, national origin and previous work experience. The Payroll Change Notice form (see Figure A-2, Appendix) was used to access data on the status of child care directors; voluntary termination and involuntary termination. Computerized as well as individual employee payroll files were also utilized.

#### Data Reduction and Transformation

The data gathered from corporate headquarters were transferred to coding sheets by the investigator and one trained coder. Then, the data were entered directly into a magnetic computer and stored on disk. A printout of the data entered was verified to the code sheets by a trained coder. The accuracy rate was 100% for 10% of the data verified. Each printout was labeled and a code book was developed

for use with the Statistical Analysis System (SAS User's Guide: Basics, 1985). Frequencies were calculated for all the variables.

### Plan of Analysis

The basic plan for the study was descriptive analysis. Frequency tables and calculated percentages were used to describe the collected data. In addition, contingency tables (crosstabulation analysis), a joint frequency distribution of cases according to two or more classificatory variables, were calculated (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975). The chi-square statistic was used to determine whether a systematic relationship existed between variables (Huck, Cormier, Bounds, 1975). This model was analyzed for the effects of highest educational level achieved, college major, previous work experience, national origin. The continuous variables of age, length of time served as a child care director and length of time child care centers were in operation were placed into quartile categories for purposes of analysis. In that way, all variables could be compared by calculated percentages and a chi-square statistic. Because of the exploratory nature of the model, .10 was used as the level of significance for reporting all results.

Analysis of data for this study was undertaken on information already on file at Daybridge Learning Centers, Inc. The data therefore were not originally gathered with the intent of this research study in mind. Secondary data analysis presents a unique set of problems but perhaps the most important one is that often data crucial

to the study are not collected. This research was undertaken with two assumptions common to secondary analysis: the data were still relevant, that is to say, not out of date; original earlier methodology of Daybridge produced highly reliable and valid data (Williamson, Karp, & Dalphin, 1977).

## CHAPTER 4

## RESULTS

The background variables of highest educational level achieved, college major, previous work experience, age and national origin of child care directors who were voluntarily terminated, involuntarily terminated or currently employed were examined in this study. The length of time an individual served as a child care director, the length of time the center was in operation, salary and geographic region were also investigated.

Profile

Using a total sample ( $N = 362$ ), the profile in Table 1 summarizes the typical child care director employed by the Daybridge Learning Centers, Inc., for the period of study. Further analysis with a subset of current directors who had been employed longer than 2 years ( $N = 73$ ) yielded data consistent with the profile for the total sample (see Tables 2 and 3).

Principle Data AnalysisHypothesis I

The first hypothesis predicted that the independent background variables of unsuccessful and successful child care directors would differ significantly. Highest educational level achieved, college major, previous work experience, age and national origin were investigated

Table 1

Profile of Directors (N = 362)

|                                       |                      |             |
|---------------------------------------|----------------------|-------------|
| Highest Educational Level             | bachelors degree     | 56%         |
| College Major                         | elementary education | 29%         |
| Previous Experience                   | teaching             | 40%         |
| National Origin                       | white nonhispanic    | 93%         |
| Age at Hire                           | mode                 | 21.13 years |
|                                       | median               | 30.43       |
|                                       | mean                 | 30.98       |
|                                       | (range 16-52)        |             |
| Length of Time as Director            | mode                 | .23 years   |
|                                       | median               | 1.61        |
|                                       | mean                 | 2.51        |
|                                       | (range 0-14)         |             |
| Length of Time Center<br>in Operation | mode                 | 1.80 years  |
|                                       | median               | 4.77        |
|                                       | mean                 | 5.62        |
|                                       | (range 0-15)         |             |
| Annual Salary                         | mode                 | \$15,600    |
|                                       | median               | 15,600      |
|                                       | mean                 | 15,239      |
|                                       | (range 6,000-23,500) |             |

Table 2

Profile of Successful Directors (Current Directors Longer than 2.0 Years) (N = 73)

|                                       |                      |             |
|---------------------------------------|----------------------|-------------|
| Highest Educational Level             | bachelors degree     | 51%         |
| College Major                         | elementary education | 38%         |
| Previous Experience                   | teaching             | 37%         |
| National Origin                       | white nonhispanic    | 96%         |
| Age at Hire                           | mode                 | 33.86 years |
|                                       | median               | 30.26       |
|                                       | mean                 | 30.72       |
|                                       | (range 21-45)        |             |
| Length of Time as Director            | mode                 | 2.05 years  |
|                                       | median               | 3.79        |
|                                       | mean                 | 4.68        |
|                                       | (range 2-14)         |             |
| Length of Time Center<br>in Operation | mode                 | 2.80 years  |
|                                       | median               | 5.00        |
|                                       | mean                 | 5.71        |
|                                       | (range 0-15)         |             |
| Annual Salary                         | mode                 | \$15,600    |
|                                       | median               | 15,600      |
|                                       | mean                 | 15,505      |
|                                       | (range 8,400-22,200) |             |

Table 3

Percentage Distribution of Background Variables of Current Director Status, Employed Longer than Two Years (N = 73)

| Variable                               | Adjusted % <sup>a</sup> | N  |
|----------------------------------------|-------------------------|----|
| Highest Educational Level              |                         |    |
| undetermined                           | 0                       | 3  |
| no high school                         | 0                       | 0  |
| high school/GED                        | 13                      | 9  |
| CDA                                    | 0                       | 0  |
| College 1-2 years                      | 23                      | 16 |
| College 3-4 years                      | 7                       | 5  |
| Bachelors degree                       | 51                      | 36 |
| Masters degree                         | 4                       | 3  |
| Doctorate                              | 1                       | 1  |
| X <sup>2</sup> = 21.657    p = .0014** | 100                     | 73 |
| Previous Experience                    |                         |    |
| undetermined                           | 0                       | 3  |
| child care                             | 20                      | 14 |
| teaching                               | 37                      | 26 |
| clerical                               | 7                       | 5  |
| management                             | 23                      | 16 |
| other                                  | 9                       | 6  |
| none                                   | 4                       | 3  |
| X <sup>2</sup> = 12.788    p = .0254** | 100                     | 73 |
| Region                                 |                         |    |
| 1 Houston                              | 7                       | 5  |
| 2 Dallas, Oklahoma, Colorado           | 44                      | 32 |
| 3 Memphis, Atlanta, Virginia           | 30                      | 22 |
| 4 St. Louis, Chicago, Kansas City      | 14                      | 10 |
| 5 Phoenix, Minneapolis                 | 5                       | 4  |
| X <sup>2</sup> = 15.952    p = .0031   | 100                     | 73 |
| College Major                          |                         |    |
| undetermined                           | 0                       | 26 |
| early childhood                        | 13                      | 6  |
| home economics/child development       | 19                      | 9  |
| elementary education                   | 38                      | 16 |
| educational other                      | 15                      | 7  |
| business                               | 4                       | 2  |
| other major                            | 15                      | 7  |
| X <sup>2</sup> = 4.773    p = .442     | 100                     | 73 |
| National Origin                        |                         |    |
| undetermined                           | 0                       | 3  |
| white nonhispanic                      | 96                      | 67 |
| black nonhispanic                      | 1                       | 1  |
| hispanic                               | 1                       | 1  |
| Asia or Pacific Islander               | 1                       | 1  |
| American Indian or Alaskan Native      | 0                       | 0  |
| X <sup>2</sup> = 4.717    p = .1937**  | 100                     | 73 |

<sup>a</sup>Percentage adjusted to exclude missing values.

\*\*Over 20% of the cells have expected counts less than 5. Table is so sparse that chi-square may not be a valid test.

(see Tables 4-8). Over 20% of the cells of some variables have expected counts of less than 5, so the chi-square statistic may not be a valid test. The probability of background variables predicting director status is not statistically significant at the following levels: highest educational level, .2224 (see Table 4), college major, .3222 (see Table 5), previous experience, .2381 (see Table 6), age at hire, .2510 (see Table 7), national origin, .3743 (see Table 8), years center in operation, .1268 (see Table 9), time spent as director, .4764 (see Table 10). Because of the low cell frequency and the small number of significant relationships revealed, the null Hypothesis I was not rejected and the background variables of directors do not differ.

Utilizing the same data and collapsing individual variables within the category of highest educational achieved, the predictive capacity of degreed (bachelors, masters and doctorate) to nondegreed child care directors was examined. Comparing nondegreed and degreed to director status there was no significance. The chi-square statistic was 1.703 with a probability of .4268.

Comparing college majors of education (elementary education, early childhood education and education other) and home economics/child development to director status there was a tendency toward association with a chi-square statistic of 4.686 and a probability of .0961. Examining the observed frequencies of the cells, there was a higher percentage of current directors from the home economics/child development major (57%) than from education majors (40%).

Table 4

Percentage Distribution of Director Status by Education (N = 313)

| Director status | Education                 |                         |                |                         |                         |                        |                     |
|-----------------|---------------------------|-------------------------|----------------|-------------------------|-------------------------|------------------------|---------------------|
|                 | No high school<br>(N = 0) | High school<br>(N = 23) | CDA<br>(N = 2) | College 1-2<br>(N = 36) | College 3-4<br>(N = 21) | Bachelors<br>(N = 174) | Masters<br>(N = 53) |
| Voluntary       | 0(0)                      | 7(10)                   | 1(2)           | 5(7)                    | 7(10)                   | 58(79)                 | 20(27)              |
| Involuntary     | 0(0)                      | 6(2)                    | 0(0)           | 14(5)                   | 9(3)                    | 49(17)                 | 20(7)               |
| Current         | 0(0)                      | 8(11)                   | 0(0)           | 17(24)                  | 6(8)                    | 55(78)                 | 13(19)              |
|                 |                           |                         |                |                         |                         |                        | 1(1)                |
|                 |                           |                         |                |                         |                         |                        | 0(5)                |
|                 |                           |                         |                |                         |                         |                        | 0(35)               |
|                 |                           |                         |                |                         |                         |                        | 1(2)                |
|                 |                           |                         |                |                         |                         |                        | 3(1)                |
|                 |                           |                         |                |                         |                         |                        | 0(9)                |
|                 |                           |                         |                |                         |                         |                        | 100(137)            |
|                 |                           |                         |                |                         |                         |                        | 100(35)             |
|                 |                           |                         |                |                         |                         |                        | 100(141)            |

 $\chi^2 = 15.358; p = .2224.$ 

Note. Over 20% of the cells have expected counts less than 5. Table is so sparse that chi-square may not be a valid test.

Table 5

Percentage Distribution of Director Status by College Major (N = 256)

| Director status           | College major                    |                             |                   |                             |                                                 |                      |
|---------------------------|----------------------------------|-----------------------------|-------------------|-----------------------------|-------------------------------------------------|----------------------|
|                           | Elementary education<br>(N = 74) | Early childhood<br>(N = 55) | Other<br>(N = 38) | Education Other<br>(N = 39) | Home economics<br>child development<br>(N = 37) | Business<br>(N = 13) |
| Undetermined<br>(N = 106) |                                  |                             |                   |                             |                                                 |                      |
| Voluntary                 | 29(35)                           | 24(28)                      | 15(18)            | 14(17)                      | 13(15)                                          | 5(6)                 |
| Involuntary               | 17(5)                            | 24(7)                       | 21(6)             | 28(8)                       | 3(1)                                            | 7(2)                 |
| Current                   | 31(34)                           | 19(20)                      | 13(14)            | 13(14)                      | 19(21)                                          | 5(5)                 |

 $\chi^2 = 11.469$ ;  $p = .3222$ .

Note. Over 20% of the cells have expected counts less than 5. Table is so sparse that chi-square may not be a valid test.



Table 7

Percentage Distribution of Director Status by Age at Hire (N = 362)

| Director status | Age at hire         |                      |                      |
|-----------------|---------------------|----------------------|----------------------|
|                 | 15 - 25<br>(N = 70) | 26 - 30<br>(N = 103) | 30 - 35<br>(N = 106) |
| Voluntary       | 21(36)              | 28(49)               | 33(57)               |
| Involuntary     | 16(7)               | 23(10)               | 30(13)               |
| Current         | 18(27)              | 30(44)               | 25(36)               |
|                 |                     |                      | 17(30)               |
|                 |                     |                      | 32(14)               |
|                 |                     |                      | 27(39)               |
|                 |                     |                      | 100(172)             |
|                 |                     |                      | 100(44)              |
|                 |                     |                      | 100(146)             |

$X^2 = 7.827$ ;  $p = .2510$ .

Table 8

Percentage Distribution of Director Status by National Origin (N = 313)

| Director status | National origin                |                               |                     |                                     |                                              |
|-----------------|--------------------------------|-------------------------------|---------------------|-------------------------------------|----------------------------------------------|
|                 | White nonhispanic<br>(N = 291) | Black nonhispanic<br>(N = 12) | Hispanic<br>(N = 7) | Asia or Pacific islander<br>(N = 3) | American Indian or Alaskan native<br>(N = 0) |
| Voluntary       | 92(126)                        | 5(7)                          | 3(4)                | 0(0)                                | 0(0)                                         |
| Involuntary     | 92(32)                         | 6(2)                          | 3(1)                | 0(0)                                | 0(0)                                         |
| Current         | 94(133)                        | 2(3)                          | 1(2)                | 0(0)                                | 0(0)                                         |
|                 |                                |                               |                     |                                     | Undetermined<br>(N = 49)                     |
|                 |                                |                               |                     |                                     | 0(35)                                        |
|                 |                                |                               |                     |                                     | 100(137)                                     |
|                 |                                |                               |                     |                                     | 0(9)                                         |
|                 |                                |                               |                     |                                     | 100(35)                                      |
|                 |                                |                               |                     |                                     | 0(5)                                         |
|                 |                                |                               |                     |                                     | 100(141)                                     |

 $\chi^2 = 6.454$ ;  $p = .3743$ .Note. Over 20% of the cells have expected counts less than 5. Table is so sparse that chi-square may not be a valid test.

Table 9

Means and Standard Deviations of Director Status by Age at Hire, Length of Time as Director, Length of Time Center in Operation, and Salary (N = 362)

| Director status                  | Age at hire (years) |      | Length of time as director (years) |      | Length of time center in operation (years) |      | Salary   |       |
|----------------------------------|---------------------|------|------------------------------------|------|--------------------------------------------|------|----------|-------|
|                                  | Mean                | SD   | Mean                               | SD   | Mean                                       | SD   | Mean     | SD    |
| Voluntary<br>(N = 172)           | 30.49               | 6.39 | 2.34                               | 2.46 | 6.10                                       | 3.91 | \$14,178 | 3,706 |
| Involuntary<br>(N = 44)          | 32.33               | 7.46 | 2.32                               | 2.35 | 5.39                                       | 3.30 | 14,097   | 3,306 |
| Current<br>(N = 146)             | 31.13               | 6.16 | 2.77                               | 2.86 | 5.14                                       | 3.74 | 16,192   | 2,163 |
| Current<br>2.0 years<br>(N = 72) | 30.72               | 5.86 | 4.68                               | 2.97 | 5.71                                       | 3.71 | 15,505   | 1,773 |

Table 10

Percentage Distribution of Director Status by Time Spent as Director (N = 362)

| Director status | Less than 1.0 years<br>(N = 111) | 1.0 - 2.1 years<br>(N = 106) | More than 2.1 years<br>(N = 145) |
|-----------------|----------------------------------|------------------------------|----------------------------------|
| Voluntary       | 34(59)                           | 30(52)                       | 35(61)                           |
| Involuntary     | 30(13)                           | 30(13)                       | 41(18)                           |
| Current         | 27(39)                           | 28(41)                       | 45(66)                           |

 $\chi^2 = 3.509$ ;  $p = .4764$ .

For purposes of analysis, the continuous variable age at hire was divided into four categories: less than 25 years of age, 25-30, 30-35, greater than 35 years. Chi-square analysis yielded no significance. The chi-square statistic was .7827 with a probability of .2510 (see Table 7).

The background variables of a subset of successful directors (current status) who had worked longer than two years, were investigated (see Table 3). Highest educational level achieved (.0014), previous experience (.0254) and region (.0031) were significant. In the eight educational categories available, the strongest association between success and education is in the college 1-2 years category. Successful directors in the educational category of 1-2 years of college, comprised 57% of the category while 43% were terminated. Successful directors with the educational category of bachelors degree comprised a smaller proportion with only 27% while 73% were unsuccessful. Examining previous work experience and successful directors, it was noted that the interaction in the clerical category was in the opposite direction compared to the rest of the categories in the table. Within the clerical category, 56% of directors were successful. Comparing the five administrative regions and successful directors, the direction remained the same in the cells, but there were wider discrepancies in percentages in Regions 1 and 5. Region 1 (Houston) had 8% successful directors and 91% terminated directors. Region 5 (Minneapolis, Phoenix) had 15% successful directors and 85% terminated directors. College major (.4442) and national origin (.1937) were not significant.

### Hypothesis II

The second null hypothesis proposed that the length of time served as child care director would not differ significantly between unsuccessful and successful directors. The mean length of time served as a child care director for the total sample was 2.51 years (see Table 9). Mean length of time served as child care director for the three categories did not differ significantly; voluntarily terminated 2.34; involuntarily terminated 2.32; and current 2.77 (see Table 9). Current directors employed longer than two years had a mean of 4.68 which is approximately two years longer than the mean length of time served as child care directors for director status (voluntary, involuntary and current).

For purposes of further analysis, the variable time spent as director, was grouped into three categories: less than 1.0 years, 1.0-2.1 years, and longer than 2.1 years. Of particular interest were those directors who had been employed longer than 2 years as time is viewed as an indirect measure of success. Analysis yielded a chi-square statistic of 3.509 and  $p = .4764$  (see Table 10).

Therefore, in investigating the length of time employed as a child care director in relation to director status, the results did not reject the second null hypothesis. The hypothesis is accepted, the length of time employed as a child care director does not differ significantly for unsuccessful or successful directors.

### Hypothesis III

The third hypothesis proposed that the length of time the child care center was in operation would not differ significantly for unsuccessful or successful directors. Mean length of time the center was in operation for the three categories of director status did not differ significantly: voluntary termination, 6.10 years, involuntary termination, 5.39; current 5.14 (see Table 9). For current director employed greater than 2.0 years, the center's had been in operation 5.71 years.

The length of time a center was in operation was grouped into three categories (less than 2.5 years, 2.5-8 years, and 8-15 years). Of interest was whether an older, more established center would have more successful directors than a new center recently opened. The analysis yielded a chi-square statistic of 7.177 and  $p = .1268$  (see Table 11).

During the period of study there were 160 centers in operation. The range of time centers had been in operation was 0.58 to 15.29 years. The number of centers fluctuated due to a change in ownership as well as corporate management. In December 1980, ARA Services acquired National Child Care Center, Inc. Fourteen centers from Educare were acquired in January 1982. With a management change in 1983, some centers of National Child Care Center, Inc., as well as Educare were closed. In October 1984, the company's name was changed from National Child Care, Inc. to Daybridge Learning Center, Inc., to more broadly reflect a developmental rather than a custodial approach to child care.

Table 11  
 Percentage Distribution of Director Status by Number of Years a Center in Operation (N = 360)

| Director status | Number of years center in operation |                      |                    |
|-----------------|-------------------------------------|----------------------|--------------------|
|                 | 0 - 2.5<br>(N = 90)                 | 2.5 - 8<br>(N = 183) | 8 - 15<br>(N = 87) |
| Voluntary       | 20(34)                              | 52(89)               | 28(48)             |
| Involuntary     | 23(10)                              | 52(23)               | 25(11)             |
| Current         | 32(46)                              | 49(71)               | 19(28)             |

$$\chi^2 = 7.177; p = .1268.$$

The third null hypothesis investigating the length of time the child care center was in operation in relation to director status was accepted. The length of time the center was in operation does not differ significantly for unsuccessful or successful directors.

### Further Analysis

Other questions that do not address the three null hypotheses were investigated. The particular reason a child care director stated for termination was investigated. Geographic region and annual salary were also examined.

The reasons given by the child care directors for voluntary termination were examined (see Table 12). Thirty-eight percent of directors voluntarily terminated listed "other" as the reason for termination. Subsequently, payroll records were examined for additional information for directors who listed "other." The information obtained was further delineated into new categories which yielded the following: blank, 45%; resigned, 41%; miscellaneous 14% (see Table 13).

The reasons stated by the child care directors and District Managers for their involuntary termination were examined (see Table 14). Sixty-six percent of directors were involuntary terminated for poor performance; 30% listed "other." Payroll records were examined for additional information for directors who listed "other," but no further delineation was deemed necessary.

Director status was investigated by five regions established by Daybridge Learning Centers, Inc., for purposes of management. Of

Table 12

Percentage Distribution of Voluntary Termination Status by Reason for Termination (N = 172)

|                          | Reason for termination |                           |                                             |                                    |                         |                       |                               |                    |                      |
|--------------------------|------------------------|---------------------------|---------------------------------------------|------------------------------------|-------------------------|-----------------------|-------------------------------|--------------------|----------------------|
|                          | Other<br>(N = 66)      | Career change<br>(N = 40) | Relocation or<br>family demands<br>(N = 30) | Lack of<br>advancement<br>(N = 12) | Higher wages<br>(N = 9) | Retirement<br>(N = 5) | Scheduled<br>hours<br>(N = 4) | Medical<br>(N = 4) | Education<br>(N = 2) |
| Voluntary<br>termination | 38(66)                 | 23(40)                    | 17(30)                                      | 7(12)                              | 5(9)                    | 3(5)                  | 2(4)                          | 2(4)               | 2(12)                |
|                          |                        |                           |                                             |                                    |                         |                       |                               |                    | 100(172)             |

Table 13  
Percentage Distribution of Voluntary Termination Status in the Category of "Other" by Reason for Termination (N = 66)

|                                | Reason for termination |                      |                          |
|--------------------------------|------------------------|----------------------|--------------------------|
|                                | Blank<br>(N = 30)      | Resigned<br>(N = 27) | Miscellaneous<br>(N = 9) |
| Other<br>voluntary termination | 45(30)                 | 41(27)               | 14(9)                    |
|                                |                        |                      | 100(66)                  |

Table 14

Percentage Distribution of Involuntary Termination Status by Reason for Termination (N = 44)

|                            | Reason for termination          |                   |                            |                          |                                  |                      |
|----------------------------|---------------------------------|-------------------|----------------------------|--------------------------|----------------------------------|----------------------|
|                            | Poor<br>performance<br>(N = 30) | Other<br>(N = 12) | Insubordination<br>(N = 2) | Lack of hours<br>(N = 0) | Unexcused<br>absences<br>(N = 0) | Tardiness<br>(N = 0) |
| Involuntary<br>termination | 66(30)                          | 30(12)            | 5(2)                       | 0(0)                     | 0(0)                             | 0(0)                 |

interest was whether directors in a particular region, perhaps those closest to corporate headquarters, would be more successful than those further away. The largest percentage of directors in the study were located in Region 1 (Dallas-Fort Worth, Oklahoma and Colorado) (see Table 15). Region 1 is the region closest to the corporate headquarters in Houston. The chi-square statistic was 12.841 with a tendency toward significance with a probability of .1174.

The annual salary of child care directors was investigated in relation to director status. Salaries ranged from \$6,000 to 23,500 with an overall mean of \$15,239 (see Table 1, p. 34). The mean salary for director status was 14,178 for voluntary, 14,097 for involuntary and 16,192 for current (see Table 9, p. 43). Grouping salary into four categories (0-14,440, 14,441-15,600, 15,601-16,800, 16,800-23,500) analysis yielded a chi-square statistic of 33.121 and was statistically significant with a probability of .0001 (see Table 16). Directors in the highest salary category were the largest percentage of the current directors (63%). Percentages for the lower salary categories were greater for the unsuccessful, terminated directors.

### Summary

Analyses of background variables yielded the following significant findings:

1. Comparing two groupings of college major, education (early childhood education, elementary education and education other) and



Table 16

Percentage Distribution of Director Status by Salary (N = 362)

| Director status | Salary                  |                              |                             |                             |
|-----------------|-------------------------|------------------------------|-----------------------------|-----------------------------|
|                 | 0 - 14,400<br>(N = 113) | 14,401 - 15,600<br>(N = 119) | 15,601 - 16,800<br>(N = 58) | 16,800 - 23,500<br>(N = 72) |
| Voluntary       | 39(67)                  | 34(59)                       | 13(23)                      | 13(23)                      |
| Involuntary     | 45(20)                  | 34(15)                       | 11(5)                       | 9(4)                        |
| Current         | 18(26)                  | 31(45)                       | 21(30)                      | 31(45)                      |

 $\chi^2 = 33.121$ ;  $p = .0001$ .

home economics/child development and director status disclosed a tendency toward association at the .10 level.

2. Comparing the subset of current directors who had worked longer than two years and background variables, three background variables were significant: highest educational level, .0014; previous experience, .0254; region, .0031.

3. The mean length of time employed as a child care director for the total sample was 2.51 and 4.68 for current directors employed longer than two years.

4. The annual salary of child care directors compared with director status were significant at .0001.

Three null hypotheses were tested using the chi-square statistic. Hypothesis I explored relationships between background variables and director status (unsuccessful or successful). Hypothesis II explored the relationship between length of time employed as a child care director and director status. Hypothesis III explored the relationship between the length of time a child care center was in operation to director status. An alpha level of .10 was established.

Analysis of director status and background variables revealed few significant findings. Because of the low number of significant findings and because of the possible statistical distortion due to low cell frequency, none of the null hypotheses could be rejected.

## CHAPTER 5

## CONCLUSIONS AND DISCUSSION

The purpose of this study was to develop a profile of successful directors of for-profit child care centers and to investigate whether background variables, particularly college major, predicted success. In addition, several hypotheses were generated to investigate whether background variables of child care directors predicted the status (success) of directors. The length of time a director was employed and the length of time the child care center was in operation were also investigated. The results of these analyses were presented in Chapter 4 and implications are discussed in this chapter.

Discussion of the ResultsProfile

Due to the limited literature available, the researcher was unable to predict the profile developed from the study. The preconceived notions of the researcher and available literature regarding the importance of background variables led one to believe that successful child care directors would be in mid to late 20s, have a bachelors degree with a college major of child development/home economics and previous teaching experience. Furthermore, it was believed that unsuccessful directors would be characterized by some years of college, but no degree, with a college major of business or "other" and with previous experience of "clerical." The data did not support either forecast.

Examining the total sample (N = 362), directors were characterized as white nonhispanic women having a bachelors degree in elementary education, with previous work experience in teaching, and a mean age of hire of 30.98 years. They had been employed as a child care director for 2.51 years (mean) with an annual salary of \$15,239 (mean). The mean length of time the center was in operation was 5.62 years.

Analyses of a subset of current child care directors who were employed longer than two years yielded results consistent with the total sample. There was one exception: current directors employed longer than two years had a longer mean length of employment (4.68) then the total sample (2.1) by approximately two years. This finding is not surprising as one would expect successful directors to have been employed longer than unsuccessful directors, but it also may indicate that once directors get beyond the first several years, their chances of success are greatly improved.

#### Previous Experience

"Teaching" was the most frequent response (40%) of the variable previous work experience. This is consistent with Skinner (1977) who surveyed 745 directors of licensed child care centers in Iowa and found that 80% had taught preschool children prior to being a director. Skinner also found that 44% held valid Iowa teaching certificates. Completing a bachelors degree with a college major in elementary education usually includes the acquisition of a teaching certificate.

Hence, the finding of this study that 56% of child care directors had elementary education as a college major is consistent with findings reported in the literature.

### College Major

The acquisition of knowledge of a specific discipline, i.e., child development or business administration, is assumed by the decision to major in a particular college major or discipline. Therefore a child care director who had selected a college major of child development is assumed to possess knowledge of child development.

The importance of knowledge of child development for directors of child care facilities is supported by Stearns (1982). Reporting on a study of 37 child care administrators, she found that knowledge of child development provided the widest discrepancies between administrators from profit/nonprofit settings across various program types.

Directors who had majored in elementary education were the largest group represented in this study (56%). The mean age of directors was 30.98. Assuming that the majority of directors went to college right after completing high school, many of the Daybridge directors were probably in college in the early 1970s. During this period of history, idealism was spurred by the momentum of the memory of a young President Kennedy who helped to establish War of Poverty programs, such as the Peace Corps, VISTA, and Project Head Start. Education was one of the most popular college majors on campuses throughout the United States in the late 60s and early 70s. Education

conferred the largest percentage of bachelor's degrees in 1970-71 and 1974-75 (see Table 17).

Table 17

Selected Bachelor's Degrees Conferred by Discipline Division: 1970-71 and 1974-75 (Ott & Baker, 1977)

| Discipline division   | 1970-71 |                   | 1974-75 |                   |
|-----------------------|---------|-------------------|---------|-------------------|
|                       | Number  | % of total number | Number  | % of total number |
| Education             | 177,638 | 21.0              | 168,749 | 18.1              |
| Social sciences       | 156,698 | 18.5              | 136,773 | 14.7              |
| Business & management | 116,709 | 13.8              | 135,455 | 14.5              |
| Home economics        | 11,271  | 1.3               | 16,873  | 1.8               |
| Total                 | 846,110 | 100.0             | 931,663 | 100.0             |

Education graduates found decreasing opportunities for employment in elementary and secondary school teaching (Ott & Baker, 1977). Many graduates with a bachelors degree in elementary education, primarily women, unable to find employment in the public schools, may have "retired" to raise families. Upon re-entering the work force many chose child care related employment. As mothers with young children, one key reason they may have chosen to work with child care either as a family day care provider or in a center-based program was the flexibility of work schedules available.

Examining the total sample, only 14% of the child care directors had a college major of home economics/child development. The

researcher assumed that specific coursework, student teaching and field placement opportunities available with a home economics/child development program were superior in preparing bachelor degree recipients for employment as child care directors. In this study, the unique perspective of home economics/human ecology of studying the child in the context of the family did not prove to be superior to that of other college majors in preparing graduates for the responsibilities of directing a for-profit child care center. The largest percentage of directors both for the total sample and the subset of successful directors employed longer than two years, was the college major of elementary education. Implications for curriculum planning for home economics units is further discussed in the practical implications section of this chapter.

### Hypotheses

Three null hypothesis investigating background variables of child care directors, the length of time employed as a child care director and the length of time the child care center was in operation, were accepted yielding no differences between successful and unsuccessful directors. There were however, five specific analyses that yielded a tendency toward or significant results.

Further analysis of two groupings of college major, education (early childhood education, elementary education and education other) and home economics/child development and director disclosed a tendency toward association at the .10 level. Examining the observed

frequencies of the cells, there were a higher percentage of current directors from the home economics/child development major (57%), than education (40%). Directors majoring in education had a greater tendency toward voluntary termination (48%) than home economics/child development majors (41%). Education majors also were more likely to be involuntarily terminated (12%) compared to home economics/child development majors (3%). The implications are that education majors although more often hired, are less likely to be current (successful) directors and more likely to be voluntarily or involuntarily terminated. Not all education majors are specifically trained for the multidimensional role of child care administration and therefore may not succeed. In addition, education majors may use the position of child care director as a temporary job versus the home economics/child development major who views the position as a career.

Annual salaries ranging from \$6,000 to \$23,500 were grouped into four categories for investigation and found significant at the .0001 level when compared with director status. Lower salary directors had a higher percentage of termination. Directors in the highest salary category (greater than 16,800) comprised the largest percentage (63%) of the current directors. One would expect currently employed directors retained with the corporation to have greater salaries than those employees terminated. An additional possibility, is that if child care directors are paid a higher annual salary they are more likely to remain with the corporation.

A subset of current director's who had worked longer than two years was investigated and three background variables were significant: highest educational level achieved (.0014), previous experience (.0254), and region (.0031).

In the eight educational categories available, the strongest association between success and education fell in the college 1-2 years category. Successful directors in the educational category, college 1-2 years, comprised 57%, while 43% of the group with college 1-2 were unsuccessful (terminated). Successful directors with bachelors degrees were a smaller proportion of the subgroup (27%) than the unsuccessful (73%). Therefore, in examining highest education achieved, those directors with 1 or 2 years of college are the most successful directors. It may be that those directors who have more college education are not as satisfied with the duties of a child care director and are using the job as a filler or springboard to other opportunities. It may also be that the job of child care director meets the expectations of the successful directors with 1 or 2 years of college.

Examining previous work experience and successful directors, it was noted that the interaction in the clerical category was the opposite direction to the rest of the categories. Within the clerical group, 56% of directors were successful. The administrative paperwork inherent in the position of child care directors may be familiar to directors with previous clerical work experience and therefore they were more successful at submitting required documentation, reporting on time, comprehensiveness, and accuracy. Those directors trained in education

with previous experience in child care may lack the administrative skills necessary for greater success.

Comparing the five administrative regions and successful directors, the direction was the same in the cells, but there were wider discrepancies in percentages in regions 1 and 5. Region 1 (Houston) had 8% successful directors and 91% terminated directors. Region 5 (Minneapolis, Phoenix) had 15% successful directors and 85% terminated directors. The task of successful directors in Region 1 and Region 5 can perhaps be attributed to the geographic proximity to or distance from corporate headquarters in Houston. Directors in Region 1 (Houston) may have more opportunities for interactions with corporate management and may feel their performance is under more frequent and closer scrutiny. Directors in Region 1 may terminate their employment in order to seek employment where they do not feel so closely supervised. Directors in Region 5 (Minneapolis, Phoenix) are more isolated from their fellow directors and corporate headquarters and therefore may not interact as frequently with corporate management. They may also feel more isolated psychologically from the camaraderie of their fellow directors and not as committed to the goals of the corporation.

Since the variables selected for study generally were not significant, alternate variables need to be studied. This is discussed further in the research implications section of this chapter.

#### Limitations of the Study

This study focused on the relationship between background variables (highest educational level achieved, college major, previous work

experience, national origin, age, length of time employed, length of time center in operation, salary and region) and the status of a child care director (unsuccessful/successful). Several factors may have influenced the findings of this study, including the nature of the sample, secondary analysis of existing data and a change in management of Daybridge Learning Centers, Inc. The possible limitations of the study include:

1. The data utilized were obtained from individual payroll files and computer tapes at corporate headquarters. Data were not originally collected with the research study in mind. Important background information may not be on the form. The data may be inaccurate due to reporting by child care directors and district managers.

2. Child care directors' responses were dependent on participant willingness to provide accurate answers. There is a tendency to provide answers that reflect conventional norms of society. Avoidance of revealing exact reasons for terminations may have taken place, as evidenced by the large number of directors who responded "other" as the reason for termination. Thus, socially desirable responses may affect the quality of this data.

3. A change in management occurred at Daybridge Learning Centers, Inc., during the period of study. Some centers deemed structurally or geographically unsound were sold. Some personnel acquired by the purchase of Educare, a smaller chain, did not wish to remain with a larger child care chain and resigned. One aspect of the new management was to emphasize a more developmental rather than custodial approach to child care, combined with marketing. Some Daybridge

Learning Center personnel not in agreement with the new management left the organization.

### Practical Implications

Implications of the study are of interest to: (1) proprietary child care management, (2) program planners in schools of home economics/human ecology, and (3) early childhood professionals.

#### Proprietary Child Care Management

Proprietary child care management should gather accurate data on all employees and recognize the value of corporate or industry-wide utilization of data for research. Specifically, accurate data regarding background variables of employees must be gathered during both an entrance and exit interview. Corporate management should develop and train supervisory personnel such as center directors, district managers and regional managers in procedures to maximize accuracy in all data gathering processes. Supervisory personnel may also need to be convinced by management and the early childhood community of the benefits to their organization and staff performance from the research process.

Great care and thought towards clarity must go into the designing of all personnel/employee forms. For example an employee intake form such as Daybridge's New Hire Payroll Notice Form (see Appendix A) must be redesigned to gather more specific information, such as previous work experience. Presently a new employee is able to check only one item, (i.e., teaching, clerical) regarding experience. Many child

care directors in the study may have had management, teaching, and clerical experience, but were only able to select one option due to the design of the form.

Included in the exit interview process is a need for consistency in coding the reasons given for termination. Thirty-nine percent of voluntarily terminated employees listed "other" as the reason for termination. By redesigning the termination categories available and eliminating the "other" category, a forced choice would occur. The entrance and exit interviews of director and district manager should be viewed as a collaborative data gathering process.

The salaries offered for child care managers are not consistent with other positions of comparable personnel and fiscal responsibility. Comparing salary and responsibilities for child care directors to management positions with similar responsibilities is illustrative. For example, a typical child care center with Daybridge with an enrollment of 100 children, would have an annual budget of \$100,000, and the director would be supervising a teaching staff of 10 (K. M. Albrecht, personal communication, April 18, 1986). Examining the number of children in a center, annual budget, and number of staff, some positions with similar academic preparation and responsibilities would include hospital administrator, elementary school principal, and casework supervisor in social work (see Table 18).

In describing who is caring for children, one finds that the overwhelming majority of child care workers are women: Child Care

Table 18

Selected Administrative Positions and Mean Salaries (Wright, 1982)

| Position               | Number<br>of clients | Mean salary |
|------------------------|----------------------|-------------|
| Child care director    | 100                  | \$15,239    |
| Hospital administrator | 100                  | 36,500      |
| Hospital administrator | 300                  | 46,100      |
| Elementary principal   | na                   | 29,369      |
| Casework supervisor    | na                   | 17,628      |

Worker, Private Household, 97%; Child Care Worker, Educational and Social Services, 95%, Teacher, Prekindergarten and Kindergarten, 99% (In whose hands?, 1985). Supervisory personnel in child care are also predominantly female, therefore, primarily women supervise women child care directors who, in turn, supervise women teachers all of whom are in a particular stage of adult development. Many of these women, all in different echelons of job duties, are forced to choose between career and family responsibilities. Seventeen percent of the directors voluntarily terminated listed relocation or family demands as the reason for termination. Okun advocates a systems approach to studying adult development integrating family, career and individual systems (1984). Child care management in initiating employee program planning, such as in-service teacher training, must be aware of the interdependent systems model proposed by Okun.

Proprietary child care management as well as program planners in schools of home economics/human ecology need to be aware of the

issues and tasks characteristic of early, middle, and late adulthood (Okun, 1984). Individual variations in the tasks are influenced by social and cultural expectations, changes and chance opportunities as well as age or biological factors. The diversity of issues and tasks characterized in the adult life cycle may effect employment opportunities or performance of child care directors as well as district managers.

#### Program Planning for Home Economics/ Human Ecology Units

Results of this study are of interest and have potential importance to program planning for home economics/human ecology units. The preparation of home economics undergraduates should be examined given the profile found in the study. Home economic units generally offer undergraduates opportunities for student teaching in an early childhood classroom. Preparation such as this is consistent with findings of this study: 40% of all child care directors had previous teaching experience. The majority of child care directors in this study however, did not major in home economic/child development. Directors who had a college major of elementary education or early childhood education comprised a greater percentage of child care directors than those who had majored in home economics/child development or business. Home economics units must begin to prepare graduates for careers in child care administration. The following suggestions are offered for strengthening an undergraduate program.

Home economics/child development curricula generally include coursework in child development and family studies. Undergraduates

most often complete the required sequence of courses for a particular major but lack the opportunity to step back and engage in critical thinking about how the various courses fit together. By initiating a cumulative experience such as a senior project or thesis, students would have an opportunity to integrate concepts learned through coursework to address a particular trend or problem.

Undergraduate students presently have opportunities for interacting with young children through course work and student teaching experiences. What is lacking is opportunities for experience in supervision and administration. Universities must provide opportunities for students to gain experience in classroom supervision as well as administration. Teachers need experience supervising other teachers, aides, and volunteers. In addition, administrative internships to work with center directors or family day care providers would give students insights into the administrative challenges in child development and family studies careers.

#### Early Childhood Professionals

There is a need for consciousness raising for the early childhood education community regarding the phenomenon of proprietary child care chains. Somers (1983) found that some daycare operators were unfamiliar with the term proprietary and were unaware that profit-making in child care was an issue or that chains the size of Kinder Care existed. When child care chains first entered the market, they initially bore the brunt of discrimination by many of the early childhood community who felt that the mass production aspect of child

care would diminish the ability to adequately care for children. The chains have continued to grow and prosper. It is time for the early childhood community to view child care chains as a viable alternative for families and to begin to generate findings on the performance of chains through research.

### Research Implications

Because this study represents one of the first investigations regarding for-profit child care chains, it suggests a great need for future research. The sample for this study consisted of child care directors with a particular nation-wide child care chain. It would be of interest to replicate the same study of background variables of child care directors with different national child care chains such as Kinder Care or La Petite Academy to see if child care directors for these chains have background variables similar to those of the study and if college major or another characteristic was associated with success as a director.

Future research could also benefit from examining the same background variables (highest education level, college major, previous work experience, national origin, and age) of child care center directors with a different financial base of operation such as Head Start directors, licensed child care directors, and family day care home providers. Of interest would be the particular background variables of highest educational level and college major in relation to the financial base of a center.

A number of existing mechanisms could facilitate this comparison such as the National Head Start Directors Association, as well as state or regional Project Head Start Directors Associations, state affiliates of the National Association for the Education of Young Children (NAEYC), and the individual state offices responsible for day care center licensing, such as Health and Human Services. Many of these organizations offer annual conferences which could be utilized for data gathering in addition to membership rosters.

Further analysis of the 72 current directors identified in this study who were employed for more than two years could be undertaken. Working with district managers, additional data could be gathered regarding successful directors. It is suggested that data gathering be in the form of questionnaires as well as structured interviews. The purpose would be to seek additional information to answer the research question; because background variables do not account for differences in success of child care directors, what does?

Data to be gathered might include what criteria for success the 15 district managers are utilizing in addition to the measurable factors such as maintaining enrollments and meeting center costs as budgeted. Questionnaires in conjunction with structured interviews would generate data for qualitative as well as quantitative analysis. One of the purposes of qualitative analysis is to generate further hypothesis. The process of data collection, data analysis and hypothesis formulation are more simultaneously performed in the field than in a survey. Therefore the fieldworker could gather data on whatever seems important in the setting rather than limiting herself to hypotheses developed

beforehand (Orenstein & Phillips, 1978). Content analysis of the response would generate common threads toward alternate variables to measure success. Alternate variables for further research might include knowledge and skills in interpersonal communication, management, child development, leadership styles and personality factors.

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## REFERENCES

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## APPENDIX

**DAYBRIDGE LEARNING CENTERS, INC.**  
**NEW HIRE PAYROLL NOTICE**

DBG 1002 (R 7/84)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |              |                                 |                                                                                                                                                                                                                                              |                                                                                       |                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Requested By                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              | Approved By                     |                                                                                                                                                                                                                                              | Center Number                                                                         |                                                                                                      |
| Social Security Number                                                                                                                                                                                                                                                                                                                                                                                                                                           |              | Employee Name (Last, First, MI) |                                                                                                                                                                                                                                              |                                                                                       |                                                                                                      |
| Date of Birth                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Date of Hire | Normal Hrs. Worked per Week     | <input type="checkbox"/> H <input type="checkbox"/> S<br>H <input type="checkbox"/> S                                                                                                                                                        | <input type="checkbox"/> S <input type="checkbox"/> S<br>S <input type="checkbox"/> S | SEX<br><input type="checkbox"/> M <input type="checkbox"/> F                                         |
| Group Insurance Requested or Denied (Check All Applicable Boxes and Initials)<br><input type="checkbox"/> Self <input type="checkbox"/> Spouse<br><input type="checkbox"/> Children <input type="checkbox"/> None    Employee's Initials _____<br>INSURANCE CARD MUST BE ATTACHED                                                                                                                                                                                |              |                                 | <b>JOB CLASSIFICATION</b><br><input type="checkbox"/> Full Time Employee (Works at least 30 hours per week)<br><input type="checkbox"/> Part Time Employee (Works less than 30 hours per week)<br><input type="checkbox"/> Seasonal Employee |                                                                                       | Is employee using discounted child-care?<br><input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>JOB POSITION (Check One Only)</b><br><input type="checkbox"/> 01 Director <input type="checkbox"/> 03 Sr. Teacher <input type="checkbox"/> 05 Teacher <input type="checkbox"/> 07 Food Preparer <input type="checkbox"/> 09 Other <input type="checkbox"/> 10 Corporate Staff<br><input type="checkbox"/> 02 Asst. Director <input type="checkbox"/> 04 Advanced Teacher <input type="checkbox"/> 06 Assistant Teacher <input type="checkbox"/> 08 Bus Driver |              |                                 |                                                                                                                                                                                                                                              |                                                                                       |                                                                                                      |
| <b>HIGHEST EDUCATIONAL LEVEL ACHIEVED (Check One Only)</b><br><input type="checkbox"/> 01 No High School <input type="checkbox"/> 03 CDA <input type="checkbox"/> 05 College 3-4 Years <input type="checkbox"/> 07 Masters Degree<br><input type="checkbox"/> 02 High School/GED <input type="checkbox"/> 04 College 1-2 Years <input type="checkbox"/> 06 Bachelors Degree <input type="checkbox"/> 08 Doctorate                                                |              |                                 |                                                                                                                                                                                                                                              |                                                                                       |                                                                                                      |
| <b>IF COLLEGE DEGREE (Check Major)</b><br><input type="checkbox"/> 01 Early Childhood <input type="checkbox"/> 02 Home Economics/Child Development <input type="checkbox"/> 03 Elementary Education <input type="checkbox"/> 04 Educational Other <input type="checkbox"/> 05 Business <input type="checkbox"/> 06 Other Major                                                                                                                                   |              |                                 |                                                                                                                                                                                                                                              |                                                                                       |                                                                                                      |
| <b>I CHOSE THIS POSITION MOSTLY BECAUSE OF</b><br><input type="checkbox"/> 01 Convenient Location <input type="checkbox"/> 02 Convenient Hours <input type="checkbox"/> 03 Enjoy Children <input type="checkbox"/> 04 Availability <input type="checkbox"/> 05 Company Reputation                                                                                                                                                                                |              |                                 |                                                                                                                                                                                                                                              |                                                                                       |                                                                                                      |
| <b>NATIONAL ORIGIN (Check One)</b><br><input type="checkbox"/> 01 White Non-Hispanic <input type="checkbox"/> 02 Black Non-Hispanic <input type="checkbox"/> 03 Hispanic <input type="checkbox"/> 04 Asia or Pacific Islander <input type="checkbox"/> 05 American Indian or Alaskan Native                                                                                                                                                                      |              |                                 |                                                                                                                                                                                                                                              |                                                                                       |                                                                                                      |
| <b>PREVIOUS WORK EXPERIENCE/S</b><br><input type="checkbox"/> 01 Child Care <input type="checkbox"/> 02 Teaching <input type="checkbox"/> 03 Clerical <input type="checkbox"/> 04 Management <input type="checkbox"/> 05 Other <input type="checkbox"/> 06 None                                                                                                                                                                                                  |              |                                 |                                                                                                                                                                                                                                              |                                                                                       |                                                                                                      |

I have reviewed this information and it is complete and legible \_\_\_\_\_

Directors Initials

|                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------|
| Form <b>W-4</b><br>(Rev. January 1994)                                                                                                                                                                                      |  | Department of the Treasury - INTERNAL REVENUE SERVICE<br><b>Employee's Withholding Allowance Certificate</b>                                                                                                                                                                                                                                                                                                                                                                                 |  | OMB No. 1545-0010                 |
| 1. Type or Print Your Full Name                                                                                                                                                                                             |  | 2. Your Social Security Number                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                   |
| Home Address (Number and Street or Rural Route)                                                                                                                                                                             |  | 3. Marital Status<br><input type="checkbox"/> Single <input type="checkbox"/> Married<br><input type="checkbox"/> Married, but withholding at higher single rate.<br>Note: If married, but legally separated, or spouse is a non-resident alien, check the single box.                                                                                                                                                                                                                       |  |                                   |
| City or Town, State, and Zip Code                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                   |
| 4. Total number of allowances you are claiming (From Line F of the Worksheet on Page 2)                                                                                                                                     |  | 5. Additional amount, if any, you want deducted from each pay<br>\$ _____                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                   |
| 6. I claim exemption from withholding because (See Instructions and Check Boxes Below That Apply)                                                                                                                           |  | a <input type="checkbox"/> Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND<br>b <input type="checkbox"/> This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here. Year _____<br>c If you entered "EXEMPT" on line 6b, are you full-time student? <input type="checkbox"/> Yes <input type="checkbox"/> No |  |                                   |
| Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status. |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                   |
| EMPLOYEE'S SIGNATURE _____                                                                                                                                                                                                  |  | DATE _____, 19__                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                   |
| 7. Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS)                                                                                                                                      |  | 8. Office Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | 9. Employer identification number |

Figure A-1. New hire payroll notice.

**PAYROLL CHANGE NOTICE**

DGB 1003 (R 9/84)

Center No. 

|                                     |                          |
|-------------------------------------|--------------------------|
| Employee Name (Last, First, MI)     |                          |
| Soc. Security Number                | Effective Date of Change |
| <b>PROMOTION (Old/New Position)</b> |                          |

- |                                            |                                              |                                               |                                             |
|--------------------------------------------|----------------------------------------------|-----------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> 01 Director       | <input type="checkbox"/> 04 Advanced Teacher | <input type="checkbox"/> 07 Food Preparer     | <input type="checkbox"/> 10 Corporate Staff |
| <input type="checkbox"/> 02 Asst. Director | <input type="checkbox"/> 05 Teacher          | <input type="checkbox"/> 08 Bus Driver, _____ |                                             |
| <input type="checkbox"/> 03 Sr. Teacher    | <input type="checkbox"/> 06 Asst. Teacher    | <input type="checkbox"/> 09 Other _____       |                                             |

|                                        |                             |
|----------------------------------------|-----------------------------|
| <b>PAY RATE</b>                        |                             |
| From<br>\$                             | To<br>\$                    |
| <b>CENTER TRANSFERS OR HOUR CHANGE</b> |                             |
| Old Center Number/Old Hours            | New Center Number/New Hours |
| <b>INVOLUNTARY TERMINATIONS</b>        |                             |

- |                                               |                                             |
|-----------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> 01 Lack of Hours     | <input type="checkbox"/> 04 Tardiness       |
| <input type="checkbox"/> 02 Poor Performance  | <input type="checkbox"/> 05 Insubordination |
| <input type="checkbox"/> 03 Unexcused Absence | <input type="checkbox"/> 06 Other _____     |

|                                                 |                                             |                                         |
|-------------------------------------------------|---------------------------------------------|-----------------------------------------|
| <b>VOLUNTARY TERMINATIONS</b>                   |                                             |                                         |
| <input type="checkbox"/> 01 Lack of Advancement | <input type="checkbox"/> 04 Medical         | <input type="checkbox"/> 07 Retirement  |
| <input type="checkbox"/> 02 Relocation          | <input type="checkbox"/> 05 Scheduled Hours | <input type="checkbox"/> 08 Education   |
| <input type="checkbox"/> 03 Higher Wages        | <input type="checkbox"/> 06 Career Change   | <input type="checkbox"/> 09 Other _____ |

|                         |           |       |
|-------------------------|-----------|-------|
| <b>LEAVE OF ABSENCE</b> |           |       |
| Reason                  | Date From | Until |

|                 |            |
|-----------------|------------|
| <b>APPROVAL</b> |            |
| By _____        | Date _____ |

|          |            |
|----------|------------|
| By _____ | Date _____ |
|----------|------------|

Figure A-2. Payroll change notice.

# FACTS ON DAYBRIDGE LEARNING CENTERS, INC.

|                                   |                                  |
|-----------------------------------|----------------------------------|
| Number of centers .....           | 153                              |
| Areas of operations. ....         | 11 states:                       |
|                                   | Texas, Oklahoma,                 |
|                                   | Colorado, Illinois,              |
|                                   | Minnesota, Arizona,              |
|                                   | Georgia, Virginia,               |
|                                   | Tennessee, Kansas and            |
|                                   | Missouri.                        |
| Child Enrollment .....            | 23,000                           |
| Staff size .....                  | 2,550                            |
| Average care cost per child ..... | Varies according to market from  |
|                                   | \$45 a week up to \$67 a week.   |
| Target parent group .....         | Dual-career families.            |
| Five-year growth plan.....        | Daybridge intends to double the  |
|                                   | number of centers to 250 by 1988 |
|                                   | through expansion in existing    |
|                                   | markets and entry into new       |
|                                   | ones. A total of 38,000 children |
|                                   | can be served in the expanded    |
|                                   | facilities with a total staff of |
|                                   | 4,000.                           |

Figure A-3. Facts on Daybridge Learning Centers, Inc.

MANAGEMENT RESPONSIBILITIES  
DAYBRIDGE LEARNING CENTERS, INC.

**General Center Management**

Be familiar with and demonstrate the ability to prioritize according to the demands of the business:

- Marketing
- Profit and expense control
- Employee relations
- Administrative demands

**Staff Management**

Have the ability to:

- Recruit and hire staff
- Train and develop staff
- Set clear expectations for staff
- Coach and counsel
- Confront difficult issues
- Communicate well

**Parent and Community Relationships**

Have the ability to:

- Communicate an understanding of children's needs and your ability to meet those needs
- Generate enrollment through effective marketing and sales techniques
- Establish relationships with key community and business groups

**Classroom/Child Development Skills**

Must be able to:

- Understand basic child development
- Implement a developmental approach to learning
- Communicate the plans and program to parents
- Create and maintain a clean, safe, attractive environment

**Commitment**

Demonstrate the willingness to:

- Seek solutions to problems and generate new ideas
- Make decisions and accept responsibility for them
- To take reasonable risks to achieve results
- To build a team and exercise leadership

Figure A-4. Management responsibilities.

## VITA

Sandra Sue Osborne was born in Indianapolis, Indiana, on October 27, 1950. She attended schools in Kansas, Missouri and California and was graduated from Acalanes High School, Lafayette, California, in June 1968. The following September she entered Lewis and Clark College in Portland, Oregon, and in June 1972 she received a Bachelor of Arts degree in Theatre.

During the next ten years, she worked at Peninsula Community College in Port Angeles, Washington, and with Clallam-Jefferson Community Action Council as Director of a two-county Head Start project. She received her Master's degree in Family Studies from Washington State University, Pullman, in 1980. She received the Doctor of Philosophy degree with a major in Human Ecology from the University of Tennessee, Knoxville, in August 1986. While at the University of Tennessee she was elected to Omicron Nu, a national honor society and received numerous awards including recognition as the Outstanding Graduate Student of the College of Human Ecology.

The author is a member of the National Association for the Education of Young Children, American Home Economics Association, National Council of Family Relations, and the Association for Childhood Education International.