Investigating Job Satisfaction among Early Childhood Teachers using Self-Determination
Theory

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Certification by the Candidate

I certify that the work in this thesis entitled "Investigating Job Satisfaction among Early Childhood Teachers using Self-Determination Theory" has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree to any other university or institution other than Macquarie University.

I also certify that the thesis is an original piece of research and it has been written by me. Any help and assistance that I have received in my research work and the preparation of the thesis itself have been appropriately acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

The research presented in this thesis was approved by the Macquarie University Ethics Committee (Human Research). Reference number: 5201500724 on 28th September 2015.

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Glossary of Terms

Australian Children's Education and Care Authority (ACECQA): is an independent statutory authority that was established in 2012 to support the implementation of the National Quality Framework (NQF).

Centre-Base Types: include the following,

Long Day Care (LDC): Providers of care for children from birth to school age. LDC's are open for at least 10 hours each day, five days a week and for at least 48 weeks per year.

Outside School Hours Care (OSHC): Care provided for primary school aged children either before or after school hours.

Preschool (or kindergarten): These services generally operate for six hours per day on school days and in school terms.

Early Childhood Teacher (EC teacher): A person who holds a teaching qualification that is recognised by ACECQA. This is generally a three or four year trained teacher or a graduate with a master's in teaching in early childhood education.

Education and Care Services National Regulations (National Regulations): Support the legislation (Education and Care Services National Law) and provides information on operational requirements for education and care settings.

Educator: A person working directly with the children in an early childhood education and care service. This person may have an early childhood qualification, or be actively working towards attaining one.

Formal Early Childhood Education and Care (ECEC) service types: Under the National Law and National Regulations the NQF covers centre based and family day care service types.

LDC Centre Types: Include a range of not-for-profit and for-profit based centres. For the purposes of this paper, the following definitions have been used:

Community based stand-alone: These centres are managed by a community-based organisation.

Not-for-profit large organisations: Various not-for-profit organisations, including KU Children's Services, Goodstart Early Learning and SDN Children's Services, operate many not-for-profit long day care centres under their affiliation.

For-profit stand-alone: Managed by a private individual, owning a single service.

Private chain: Centres managed and operated by an individual who owns several services. In this thesis, an owner franchise would also be classified under this definition.

Private large organisation: A for-profit organisation, operated by a corporate group who manages and operates several centres.

National Quality Framework (NQF): The NQF evolved as the result of an agreement between all Australian State and Territories to work together under one national approach. The aim of the NQF is to raise the quality in education and care services. It consists of a national legislative framework, including the Education and Care Services National Regulations, the National Quality Standard (NQS), a national rating system and the new national body to support the implementation, ACECQA.

National Quality Standard (NQS): The NQS sets a benchmark for quality within early childhood education and care services and is comprised of seven quality areas. Each service will be rated under the national quality rating and assessment process, based on the seven quality areas. Services will then receive one of the following ratings: Significant improvement needed, working towards, meeting, exceeding, or excellent.

Qualification requirements under the NQF: Qualification levels are being raised under the NQF with at least 50% of educators requiring a diploma level qualification or higher. The rest of the educators in the centre must have a certificate 3 qualification in early childhood education and care, or be actively working towards this. More information can be found in the *National Regulations*: Regulations 129–135.

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Abstract

It is widely understood that in Australia there are high levels of teacher turnover in the early childhood (EC) sector. However, what contributes to the job satisfaction of those early childhood teachers who remain committed to teaching in EC is less understood or researched. In particular there is a limited focus on understanding this effect qualitatively in the current Australian ECEC context. The aim of this study was to develop a deeper understanding of why some teachers felt satisfied in their role, what inspired them to remain in the sector and what was happening in their workplaces that supported their work. This study also tested the validity of Deci and Ryan's (1985) Self-Determination Theory as a theoretical framework for understanding teacher motivation and job satisfaction. Data occurred in two phases. An online survey was completed by, 229 EC teachers working in LDC centres across Australia, who held face-to-face teaching responsibilities. In phase 2, in-depth interviews were conducted with 10 of these teachers who reported high levels of job satisfaction and a low intention to turnover in the on-line survey. Of these teachers, two of their directors were also interviewed and artifacts, including centre philosophy documents were collected for analysis. An analysis of both quantitative and qualitative data resulted in the emergence of three key themes influencing teacher job satisfaction: 1) A culture of continual learning, 2) A living philosophy and 3) A meaningful experience at work. Findings from this study have implications for the early childhood sector at both policy and centre levels, with a particular focus on leadership and organisational strategies to enhance EC teacher job satisfaction.

Chapter 1. Introduction

1.1. Organisation of the Chapter

The main focus of this study was to investigate job satisfaction among current practitioners in Early Childhood Education and Care, and in doing so, determine what factors are either supporting or thwarting their workplace happiness. This chapter begins with an overview of the current Australian ECEC context and the issues the sector is experiencing, particularly in long day care centres, in both recruiting and retaining teachers. The scope of the study, the aims of the thesis and the research questions being investigated are then outlined. The significance of the study, including the need to understand job satisfaction in the current Australian ECEC climate, and the potential effects it could have on teacher retention levels are also outlined.

1.2. The Early Childhood Education and Care Context in Australia

Early Childhood Education and Care (ECEC) in Australia refers to formal services[1], including Long Day Care (LDC), Preschools, Out of School Hours Care (OSHC) and Vacation Care, Family Day Care (FDC) and mobile services. The National Early Childhood Education and Care Workforce Census (NECECWC) estimated over 153,000 staff were employed in the early childhood sector in 2013, with a predominately female workforce (94%) (Social Research Centre (SRC), 2014). The level of workforce qualifications[2] vary, from no qualifications (18%) to those holding a certificate or diploma level qualification (64%), and employees with a bachelor or master's degree in early childhood teaching (15%) (SRC,

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[1] Formal ECEC service types: Refer to the Glossary.
[2] Workforce qualification figures: Due to missing data, these percentages do not add up to 100% (SRC, 2014).

2014). The largest employers in the sector are LDC centres (49.4%), followed by preschools (17.6%), OSHC (11.8%), vacation care (10.3%) and FDC employing 9.2% (SRC, 2014). Within the LDC sector, there are various centre types[3], including private stand-alone centres and chains, corporate centres, not-for-profit stand alone and larger not-for-profit organisations.

Currently, the Australian ECEC sector is undergoing substantial growth and change (Productivity Commission (PC), 2014; Sims & Waniganayake, 2015). In the past decade (2003-2013), the number of approved EC services increased by 58%, with LDC services comprising just under half of this figure (PC, 2014). The introduction of the National Quality Framework (NQF)[4], has also seen an emphasis on increased educator qualifications[5] (Australian Children's Education and Care Authority (ACECQA), 2011). The expansion of services has subsequently increased the number of educator[6] positions; and the NQF regulations have increased the number of Early Childhood (EC) teachers[7] to meet the legislative requirements[8] (ACECQA, 2016a). This overall increase of EC teacher positions in the past decade has added further pressure to a sector already grappling with issues of retention and turnover (Bretherton, 2010); Organisation for Economic Cooperation and Development (OECD), Organisation for Economic Cooperation and Development (OECD) (2013).

Research has identified qualified teachers are one of the strongest predictors of quality in an EC setting, including impacting favorably on the educational outcomes for children

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[3] LDC centre types: Refer to the Glossary for definitions.
[4] NQF: The regulatory system for formal early childhood organisations within Australia.
[5] All educators must have or be working towards a Certificate 3 qualification.
[6] Educator: "Early childhood practitioners who work directly with children in early childhood settings" (Department of Education Employment and Workplace Relations (DEEWR), 2009, p. 5).
[7] Early Childhood teacher: A person who holds an approved early childhood teaching qualification is an early childhood teacher for the purposes of the Education and Care Services National Law and Regulations http://www.acecqa.gov.au/early-childhood-teaching-qualifications#sthash.yQ6NNbcH.dpuf.
[8] Legislative requirements for teachers under the NQF: See Glossary for Qualification requirements.

(Burchinal, Howes, & Kontos, 2002; Huntsman, 2008; McCartney, 2002; Sumsion, 2007; Warren & Haisken-DeNew, 2014). Additionally, a significant body of research recognises the benefits of teacher stability (low staff turnover) for children's learning and development (Love et al., 2003; Melhuish, 2004; Press, Wong, & Gibson, 2015; Whitebook & Sakai, 2003). Moreover, previous research provides evidence to suggest that high turnover rates are often influenced by high levels of stress and low levels of job satisfaction (Fenech, 2006; Kwong, Wang, & Clifton, 2010; MacFarlane & Noble, 2005; Manlove & Guzell, 1997; Pillay, Goddard, & Wilss, 2005; SRC, 2014).

The EC sector has unique features, not necessarily found in more formal school settings (Dockett & Perry, 2006) and warrants further research to understand the nuances on job satisfaction of teachers in these settings. Firstly, teachers usually work with other educators who vary in experience and qualification level within a single classroom, which requires developing shared understandings between employees who have a high variation in training (ACECQA, 2011). Secondly, educators have frequent face-to-face contact with families with current practice placing high expectations on the development of strong partnerships (ACECQA, 2011; Department of Education Employment and Workplace Relations (DEEWR), 2009; Dockett & Perry, 2006). Thirdly, educators work with a learning framework rather than a syllabus document, which has implications for pedagogical practices[9], including choice and flexibility of curriculum content.

The following two sections provide a brief summary of early childhood teachers in LDC centres within Australia. This includes the retention issues facing this specific cohort, including reasons for dissatisfaction and leaving the sector. Chapter two will unpack this in

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[9] Pedagogical practices: "EC educator's professional practice, especially those aspects that involve building and nurturing relationships, curriculum decisions, teaching and learning" (Fleet, Hoing, Robinson, Semann, & Shepherd, 2011, p. 6).

more detail, by examining the gaps within the literature on job satisfaction and turnover in the Australian EC context.

1.3. Retention of Early Childhood Teachers in Australia

This study focused on early childhood teachers within LDC centres in Australia. As stated earlier, LDC centres are now the most common form of service delivery for early childhood education as they have a strong educational focus, as well as catering to the needs of working families, in terms of longer hours (Australian Bureau of Statistics (ABS), 2011). However, whilst researchers, such as Huntsman (2008) and Burchinal and colleagues (2002) recognise the importance of having trained teachers in LDC centres, there are substantial retention issues facing this sector.

Staff turnover and retention rates for the Australian ECEC sector are contradictory. Some studies report between 30-50% staff turnover rates annually for LDC centres (DEEWR, 2013; Fenech, Sumsion, & Goodfellow, 2005; Huntsman, 2008; Rosier & Lloyd-Smith, 1996). Whereas, the PC (2014) reported staff turnover as only slightly higher in ECEC (15.7%) than other workplaces (13.1%). In the same report, however, the authors identified the shortage of qualified staff, in particular teachers, as a major issue in the sector. Interestingly, the figures reported in the PC report are based on intention to turnover rates, not actual turnover (SRC, 2014).

Additionally, national figures from ACECQA reported 5% of services were operating with a temporary waiver as they were unable to meet their staffing requirements or the physical environment was unsuitable (ACECQA, 2015). Moreover, the PC was provided with substantial evidence from several submissions describing the recruitment and retention difficulties of teachers. For example, the City of Sydney reported they "often needed to run three to four recruitment rounds, sometimes resulting in positions being vacant for up to a

year, before finding suitable staff" (PC, 2014, p. 327). While it is difficult to attain exact numbers of teacher waivers under the *Education and Care Services National La*w, it appears that there are more positions to be filled than teachers willing or available to work. Coupled with the differing calculations on turnover within the ECEC sector it is therefore difficult to ascertain accurate turnover and retention figures.

In terms of why educators wanted to leave the sector, the National Early Childhood Education and Care Workforce Census, conducted by the SRC found that 30.2% wished to seek employment outside the sector and of this number, 28.5% were dissatisfied with pay and conditions, 20.5% felt the job was too stressful, and 22.4% wanted to return to study or leave for a variety of family reasons (SRC, 2014). Other studies reported reasons for wanting to leave included dissatisfaction with pay and working conditions, lack of public recognition of the educator's professional status and high levels of stress (Bretherton, 2010; Jovanovic, 2013; PC, 2011).

Extrinsic factors, such as pay and working conditions, are often the focus of research on a teacher's decision to leave the sector, or to move centres (Whitebook & Sakai, 2003). For instance Dowling and O'Malley (2009) noted that teachers in LDC centres worked longer hours, had less holidays (4 weeks as opposed to 12 weeks which school teachers receive), and were paid less than those in preschools and schools (sometimes up to 40% less). Another extrinsic factor, often reported in the literature, is the undervalued position and lack of professional recognition afforded to teachers in prior to school settings (Fleer, 2002; Independent Education Union (IEU), 2013; SRC, 2014). Traditionally, teachers in prior to school settings within Australia receive less professional recognition than their primary or high school counterparts. This is particularly prevalent in LDC centres, which historically evolved in response to the needs of working parents, where the emphasis was on care rather

than education and were not required to employ EC teachers in most states[10]. In contrast to this, EC teachers working in preschools are generally afforded higher professional status, as preschools were historically designed for educational purposes and their job conditions often mirror the school sector in terms of holidays and pay (PC, 2011).

The professional status of the ECEC sector has been widely discussed. One aim of the National Quality Framework (NQF), which came into effect in 2012, was to raise the qualification levels of educators across the board in response to a growing body of research on quality which included the link to highly qualified teachers and high quality settings (Council of Australian Governments (COAG), n.d.). Currently both LDC and preschool services are under the same regulatory body (ACECQA) and all services are assessed according to a national rating system[11] that has a combined care and education focus. Nonetheless, historical attitudes towards the roles of LDC centres and preschools continue to exist within the larger community, regardless of actual changes to the sector (Brennan & Fenech, 2014; Elliott, 2006; Sims, 2014). Fleer's (2002) earlier research, and others since, such as Andrew (2014), Cheeseman (2007), and Nupponen (2006), found there was a perception that the status of the sector was still extremely low. This perception still has currency with only 52.7% of educators in the workplace census stating that their job had a high status or was viewed positively within the community (SRC, 2014). This figure, along with recent research findings, suggest little has changed in community perceptions (Sims, 2014; Sims, Forrest, Semann, & Slattery, 2014).

Lack of professional status, lower pay compared to teacher counterparts, working conditions and stress have all been reported as causing significant problems for recruitment

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[10] The introduction of the NQF resulted in changes to legislation regarding the employment of teachers in LDC centres. These came into effect in January 2014. Prior to this, only some states required an ECT such as NSW.
[11] The national quality rating system is called the National Quality Standards (NQS). This document sets a national benchmark for the quality of education and care services (ACECQA, 2011).

and turnover within ECEC (Brennan & Fenech, 2014). Subsequently, many early childhood graduates are choosing to work in schools, rather than prior to school settings (Thorpe, Boyd, Ailwood, & Brownlee, 2011; Watson, 2006). Investigating job satisfaction of teachers in LDC centres was the primary focus of this thesis. The current study focused on teachers in LDC settings to deepen understandings of intrinsic and extrinsic motivational factors influencing job satisfaction in this complex, often misunderstood, and undervalued role.

1.4. A Theoretical Framework for Understanding Job Satisfaction in Early Childhood Teachers

There are several theories popular in educational literature, which examine and attempt to provide an understanding of the complex area of teacher job satisfaction. These include Bloom's teacher job satisfaction framework (Bloom, 1986, 2010); Maslow's Hierarchy of Human Need's Theory (Maslow, 1943); Herzberg's Two Factor Theory (Herzberg, 1959); the Job Characteristics Model (Hackman & Oldham, 1976); and Self-Determination Theory (Deci & Ryan, 1985b). For this study Self Determination Theory (SDT) (which will be discussed in more detail in Chapter 2) was applied for the following reasons:

1) SDT provides a theoretical framework to understand the influence of both intrinsic and extrinsic motivators that impact teacher job satisfaction. Other theories, such as Hertzberg's theory delineate between the two, stating that extrinsic factors cannot motivate employees (Herzberg, 1959, 1966, 1972; Stello, 2011).

2) While other theories, such as Maslow's Hierarchy of Needs (1943) have been scrutinised as being ethnocentric, a body of research has proven the culturally inclusive nature of SDT (Chirkov, Ryan, Kim, & Kaplan, 2003; Deci et al., 2001b). This is an important consideration for Australian early childhood settings, as

employees come from a diverse range of cultures[12]

3) SDT has a strong focus on the impact of relationships on job satisfaction, mirroring the prior research on job satisfaction in the ECEC sector (Bloom, 1986, 1988, 2010; Fenech, Harrison, Press, & Sumsion, 2010; Kilgallon, Maloney, & Lock, 2008).

Both phases of the current study aimed to examine the applicability of SDT as a relevant theoretical frame for understanding and enhancing teacher job satisfaction.

1.5. Scope and Aims of the Study

The aims of this research study were:

1. To determine factors which enhanced job satisfaction among early childhood teachers in long day care centres;

2. To investigate self-determination theory (Deci & Ryan, 1985b, 2014; R. Ryan & Deci, 2000, 2002) as a framework for understanding how both intrinsic and extrinsic motivational factors influenced teacher job satisfaction, and intention to turnover; and

3. To provide practical implications for leaders and managers of long day care centres, so as to develop workplaces which enhance job satisfaction.

Based on these aims, the hypotheses and research questions were:

Phase 1:

Hypothesis 1: Teachers with higher job satisfaction ratings will have a lower intention to turnover.

Hypothesis 2: Teachers with higher scores on the Workplace Basic Psychological Needs Scale[13] (W-BNS) will have higher job satisfaction ratings.

Phase 2:

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[12] According to the Australian Bureau of Statistics (ABS), 28.2% of the Australian population was born overseas (Australian Bureau of Statistics (ABS), 2015).

[13] W-BNS: The instrument used to assess the extent to which an employee's basic psychological needs are being met in the workplace (Van den Broek, Vansteenkiste, Witte, Soenens, & Lens, 2010).

RQ1: What factors influence the job satisfaction of teachers in 10 long day care centres?

RQ2: How are these factors supported and enabled at the centre level and who and what influences this?

The current study focused on the unique educational context of early childhood in Australia, and aimed to develop a clearer understanding of the extrinsic and intrinsic factors influencing the job satisfaction of teachers. The particular focus on LDC centres was necessary as these services have been experiencing difficulty in both the recruitment and retention of teachers as discussed above. Data collection consisted of two phases, using a mixed methods approach (Creswell & Plano-Clark, 2011). Firstly, a quantitative online survey identified job satisfaction ratings, intention to turnover rates, motivational factors for teachers, and facets of job satisfaction and dissatisfaction. Secondly, semi-structured interviews with 10 highly satisfied teachers were conducted to gain a deeper understanding of why these factors influenced job satisfaction, and what influenced these factors.

1.6. Significance of the Study

This research is important for leaders, managers and policy makers within the EC sector. It is envisaged that the findings from this research could provide a clearer understanding of teacher job satisfaction, and potentially influence the development of more effective policies, procedures, and working environments. There is sufficient evidence (discussed in section 2.4) to suggest satisfied employees are more inclined to stay in their current workplaces. Section 1.2 described the positive impact of teacher stability on the promotion of high quality educational outcomes for children. Additionally, higher retention rates of EC teachers have the potential to reduce costs to services due to less time spent on recruitment, induction, and training of new staff. Thus, improving the job satisfaction of teachers in LDC centres has the potential to improve the quality of centres and reduce

operating costs associated with recruitment.

1.7. Organisation of the Thesis

This thesis is presented in six chapters. Chapter one has provided an introduction to the study, highlighting both the value of teachers in ECEC centres, and the difficulties in recruiting and retaining staff in the current EC climate. It also began to highlight the relationship between job satisfaction and retention. Chapter two presents a critical review of national and international job satisfaction research in both the wider workforce and in the ECEC sector. Following this, SDT is described and a case for applying this motivational theory as a vehicle for understanding and enhancing job satisfaction both in the general workplace and in the early childhood sector is provided. Chapter two also draws attention to gaps in the current research on EC job satisfaction. Chapter three presents the methods used, including the data tools and analysis methods. Chapter four presents the key findings of both phases of the study, whilst chapter five discusses these findings in light of current literature on job satisfaction, and SDT. The final chapter provides practical implications for teachers, leaders and upper management to enhance job satisfaction among teachers in LDC centres, and concludes with the limitations of this current study and recommendations for future research.

1.8. Chapter Summary

This chapter has discussed the EC context and current issues on the retention of EC teachers in LDC. SDT is positioned as a theoretical framework to understand whether a person's basic psychological needs are being supported or thwarted and the impact this has on job satisfaction. The next chapter outlines the literature and current gaps.

Chapter 2. Literature Review

2.1. Overview of Chapter

This chapter begins by defining job satisfaction and then provides a brief examination of approaches used within organisational contexts to understand and support job satisfaction. A synthesis and analysis of job satisfaction research within educational contexts is also presented, with the links between job satisfaction, burnout, intention to turnover, retention, and leadership examined. Justification for the application of SDT and investigating its potential as a theoretical framework for job satisfaction for LDC centres is also outlined. Popular research methods in job satisfaction are then explored, as well as gaps in current methodologies within the area of early childhood. The chapter concludes with a rationale for using a mixed methods approach for this current study.

2.2. Job Satisfaction

Job satisfaction is a highly researched area within various disciplines, including organisational psychology, general psychology, economics, and sociology (Cabrita & Perista, 2006; Judge & Church, 2000). This research interest is due to the belief that job satisfaction influences many work aspects, including productivity and work effort, level of absenteeism, staff turnover, and well-being (Cabrita & Perista, 2006).

Locke (1969) first defined job satisfaction in simple terms as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (p. 316). Spector (1997) also defined job satisfaction based on feelings, stating job satisfaction is "… how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike

(dissatisfaction) their jobs" (p. 2). For this study, job satisfaction is defined as how satisfied a teacher is in their current workplace, and how happy they are in the overall ECEC profession.

2.3. Approaches to Understanding Job Satisfaction

Many theoretical approaches have been used to study job satisfaction and most of these theories examine personal attributes and environmental factors (Mudor & Tooksoon, 2011; Saif, Nawaz, Jan, & Khan, 2012). In terms of theoretical frameworks, researchers have often based their studies of job satisfaction on motivational content or process theories. Content theories aim to explain what is motivating people and are concerned with needs (Mullins, 2002). These theorists, such as Maslow, Hertzberg, and Self-Determination theorists, believe people are motivated either intrinsically (internal factors, e.g. personal interest) or extrinsically (external factors, e.g. rewards). In contrast, process theories, such as the Job Characteristics Model (JCM) describe 'how' motivation occurs, and how behaviour is sustained and enhanced (Mullins, 2002). These theorists believe people can be motivated by external events and focus on goal setting, rewards and accomplishments perceived as valuable by the employee (Hackman & Oldham, 1976; Locke & Latham, 2002). Both content and process theorists propose a close relationship between motivation and job satisfaction (Kian, Yusoff, & Rajah, 2014; Mullins, 2002). Understanding what motivates people and why provides information on how people feel about their jobs and therefore their level of job satisfaction.

The JCM developed by Hackman and Oldham (1976) is a common process theory used to understand and support high satisfaction. It focuses on the internal motivation of employees and aims for autonomous motivation. The JCM lists five core job characteristics 1) task identity 2) task significance 3) skill variety 4) autonomy and 5) feedback. These core

dimensions, in turn, influence three basic psychological states: 1) experiencing meaningfulness of the work, 2) experiencing responsibility for the outcome of the work and 3) experiencing knowledge of the actual results of the work (see Appendix A for more detail). A criticism of the JCM is the lack of differentiation between internal motivation types. SDT provides a continuum of external and internal motivation types which allows for greater understanding of employee behavior (see section 2.5.1, figure 1) (Gagne & Deci, 2005).

Maslow's (1943) Hierarchy of Needs and Hertzberg's Two-Factor (1959) Theory (see Appendix A for more information on these models) are content theories used to understand motivation and job satisfaction. Additionally, SDT, developed in the 1980s is also becoming a popular theory for understanding motivation and job satisfaction in organisational settings (Gagne & Deci, 2014). While only some studies have been applied to educational workplace settings (Fernet, Austin, Trépanier, & Dussault, 2013; Fernet, Guay, & Senécal, 2004; Fernet, Guay, Senécal, & Austin, 2012; Wagner & French, 2010), SDT has been chosen as the theoretical framework for this study. Section 2.5 presents a critical analysis and justification for this decision.

2.4. Job Satisfaction in Early Childhood

Of the early childhood job satisfaction researchers, Bloom is arguably the most notable. In 1986 Bloom developed the Early Childhood Job Satisfaction Survey (ECJSS) through a rigorous review of literature and interviews with early childhood workers[14] in the USA. Through this study, five facets of early childhood work were identified as impacting on job satisfaction. These were 1) co-worker relations 2) supervisor support 3) the nature of the work itself 4) pay and opportunities for promotion and 5) general working conditions (Bloom, 1988). These five facets include both intrinsic and extrinsic motivational factors. The ECJSS

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[14] Early childhood worker: At this time in the USA, this term included directors, supervisors, teachers, and assistants.

also measures the congruence between an employee's current job and their ideal job.

In 1988, Bloom used the ECJSS to measure and discuss findings of job satisfaction and organisational commitment[15], based on the five work facets. The study involved a large sample (n=629) of early childhood workers from 65 centres, in 25 states, across the USA. Findings supported the five identified facets. Moreover, the two open–ended questions within the ECJSS, where workers were asked to name their top two satisfying and frustrating work aspects, mirrored each facet. Results also illustrated the bipolar nature of these facets. For example, 'the work itself' aspect was both the leading source of satisfaction (70%) and frustration (41%). Additionally, Bloom found overall job satisfaction was strongly associated with organisational commitment. Findings also indicated that when organisational commitment was high, there tended to be greater congruence between current and ideal working conditions.

Several studies conducted after Bloom's (1988) study have demonstrated the link between organisational commitment and teacher job satisfaction (Bullough, Hall-Kenyon, & MacKay, 2012; Stremmel, 1991). Bullough and colleagues (2012) conducted a mixed methods study of Head Start teachers[16] in the USA. The initial phase was a questionnaire completed by 64 teachers. Results from this phase found all respondents had relatively high levels of job satisfaction. Despite these figures, 58% said they had thought of leaving, with the top two reasons being, dissatisfaction with pay and financial concerns. In Phase 2 of the study these employee attitudes were investigated more thoroughly. They conducted interviews with 25 teachers from the initial phase, and found the greatest motivator was their "deep service ethic" (p. 323). This illustrated the strong influence of organisational commitment, for retaining teachers in this workplace. With such high intention to leave

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[15] Organisational commitment measures the relative strength of an individual's identification with and involvement in a particular organisation (Bloom, 1988, p. 109).

[16] Head Start Teachers: Included classroom aides, classroom assistants, and head teachers.

figures, however, the need to examine both extrinsic and intrinsic motivational factors is recommended (Bloom, 1988; Stremmel, 1991). The Childcare Workplace census in Australia revealed less than half (48.9%) of educators were satisfied with their pay and conditions (SRC, 2014). This is a concern given the plethora of studies finding higher wages and better working conditions influences job satisfaction (Bloom, 1988; Huntsman, 2008; Stremmel, Benson, & Powell, 1993; Whitebook & Sakai, 2003). What is clear is that there is a high level of dissatisfaction with pay and working conditions across the EC sector. Moreover, current figures reporting educators experiencing workplace stress are disturbingly high, with over half of educators (51.3%) reporting their job was stressful (SRC, 2014). There is sufficient research within the sector to establish associations between poor working conditions, job satisfaction, burnout, and therefore turnover (Goelman & Guo, 1998; Manlove, 1993; Stremmel, 1991).

Burnout, as described by Manlove (1993) is "an outgrowth of chronic stress and low job satisfaction" (p. 500). While these studies are somewhat dated, they are important to consider due to current workplace stress figures in the Australian EC sector, particularly given the lack of more recent studies in this area. Manlove's (1993) quantitative study of 188 child-care workers in the USA was seminal as it measured the environmental factors (extrinsic variables), after personality of the individual was taken into account. Results found almost 50% of factors effecting burnout were extrinsic. These variables included the aforementioned pay, but also included work role conflict and work role ambiguity. Recent research by Nuttall and Thomas (2014) in Australia, confirmed issues around work role conflict and ambiguity, and time. They found that time was commonly affecting how teachers felt about their workplace roles. For instance, teachers often commented on the formal inclusion of the

educational leader role[17] and how a lack of time caused role conflict for the individual, and sometimes conflict within the group. In this way, time is considered a working condition, an extrinsic factor impacting on job satisfaction. Findings from other studies concur; extrinsic variables are crucial to developing an understanding of job satisfaction and/or burnout (Bloom, 1988, 2010; Manlove, 1993). Nonetheless, intrinsic motivators also need to be investigated.

Other intrinsic variables found to impact teacher job satisfaction include greater autonomy (Bloom, 1988; Fenech et al., 2010), teacher efficacy[18] (Perrachione, Peterson, & Rosser, 2008), and working with children (Bloom, 1988; Perrachione et al., 2008). For example, Perrachione and colleagues (2008) conducted a study of 201 primary school teachers in Missouri, USA. Participants completed a survey that examined overall career job satisfaction, current job satisfaction, and intention to leave. They found that the impact of intrinsic and extrinsic variables differed for the two types of job satisfaction. Intrinsic factors, such as personal efficacy, the joy of working with the children, and seeing their growth, were strongly associated with career satisfaction. Whereas, extrinsic variables such as a positive school environment and smaller class sizes, were associated with current job satisfaction. This finding implies extrinsic factors at a school level were the greater influence impacting on retention levels.

While the above study was conducted in a school setting, studies in the EC sector, by Lyons (1997) and Rosier and Lloyd-Smith (1996) support this finding. Lyons' (1997) job satisfaction study of 141 educators, across 60 LDC centres in Sydney and Melbourne found conflicting results. For instance, over 80% of participants in his study said they were satisfied

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[17]Educational leader: A suitably qualified and experienced educator, co-ordinator or other individual to lead the development and implementation of educational programs in the service (Ministerial Council for Education, 2011, p. 133).

[18] Teacher efficacy: The belief teachers have in their ability to impact student learning (Epstein & Willhite, 2015, p. 189).

in their position, but 40% still reported they frequently thought about quitting. Lyons argued that the extrinsic factors. such as pay and working conditions "need to match the intrinsic rewards that the early childhood profession already offers" (1997, p. 43). Rosier and Lloyd-Smith (1996) in their childcare workforce attrition report, concurred with Lyons stating "attrition and turnover will be reduced if staff find it easier to do the job they enjoy" (p. 4). These studies highlight the need for good working conditions to support intrinsic motivators.

Whilst these studies suggest extrinsic variables do in fact impact on intrinsic factors, it is proposed further research in the Australian context, with a mixed methods approach is needed. This type of methodology is often used when one data source is insufficient in understanding the research problem (Creswell & Plano-Clark, 2011). In this study it is important to firstly identify factors influencing job satisfaction in the current Australian EC climate. This requires a quantitative approach to make generalisations about teachers in LDC centres. Secondly, a qualitative approach is necessary to provide a more detailed understanding of the phenomenon of job satisfaction in LDC centres. The present study aims to develop a clearer understanding of this by asking the question in the qualitative phase: How are these (job satisfaction) factors supported and enabled at the centre level, and who and what influences this?

Another factor identified in the literature, as impacting on teacher job satisfaction and reducing stress is relationships: relationships between colleagues and relationships with the leader[19] (Bloom, 1988; Ebbeck, Chan, & Yim, 2011; Fenech et al., 2010; Kilgallon et al., 2008; McGinty, Justice, & Rimm-Kaufman, 2008; Rodd, 2013; Y. Wong, 2010). However, the extent of the influence varies between studies. For instance, Bloom (1988) found overall co-worker relationships were not significantly correlated to job satisfaction, but they were a source of satisfaction (16%) and frustration (11%) for some educators. In contrast, McGinty

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[19] Leader: The leader is often referred to as the director or supervisor in the literature.

and colleagues (2008) noted teachers who reported higher levels of collegiality also rated higher on job satisfaction levels. Additionally, several researchers, including Ebbeck and Chan (2010), Ebbeck and Waniganayake (2003), and Rodd (2013) have emphasised the importance of leadership in supporting and mentoring educators, and the potential effect of this for teacher job satisfaction.

Kilgallon and colleagues' (2008) study included a mixed methods approach examining job satisfaction of EC teachers in a school in Australia. Their research included an open-ended survey of 57 EC teachers and six individual teacher case studies. A significant finding of the survey was that 73.7% of participants indicated their relationship with colleagues influenced their job satisfaction. The case study findings further substantiated the influence of collegial relationships on job satisfaction levels, with five out of six participants describing a mentor relationship with a professional peer, impacted positively on their job satisfaction. Interestingly, while a relationship with colleagues was associated with job satisfaction levels, support from line managers was only reported as important by a low numbers of the participants.

In contrast, another study conducted by Australian researchers Fenech and colleagues (2010) in LDCs found support from management to be a contributing factor of job satisfaction. Their research involved case studies of six LDC centres in NSW[20] and reported on job satisfaction influences. They identified interactions with children and families, strong teams with a strong commitment to learning, low turnover of staff, a real passion for early childhood and a sense of belonging to the centre, as important job satisfaction contributors. The findings from both Kilgallon et al. (2008) and Fenech et al. (2010) studies highlight how employing a mixed methods approach provides deeper understanding of EC teachers job

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[20] Fenech and associates were looking for quality contributors to LDC centres, not job satisfaction factors exclusively.

satisfaction.

Adding to the literature supporting strong relationships for job satisfaction, Stremmel and colleagues (1993) found teachers who had higher job satisfaction engaged in collaborative staff meetings, which in turn fostered professional development. The researchers described these meetings as a protective factor against emotional exhaustion and burnout. More recently a study by Wong (2010) supports Stremmel and colleagues' findings of the important influence relationships between colleagues and leaders have on their job satisfaction and stress levels. The purpose of Wong's study was to investigate a teacher's perceived school culture[21], job satisfaction and well-being. Sixty-four kindergarten teachers from for-profit and not-for-profit centres in China completed a survey measuring these concepts. Perceived school culture was associated with higher job satisfaction and mental health. Furthermore, within school culture, teacher collaboration and collegial support were particularly significant. Additionally, the teachers from not-for-profit centres had significantly higher scores in school culture subscales (teacher collaboration, professional development, unity of purpose and collegial support) than their counterparts in for-profit centres.

Another aspect of EC job satisfaction to consider is the competing discourses on the professionalisation of the sector. While academics and teachers agree on the importance of improving the overall recognition and value of ECEC, some researchers, including Sims (2014) and Bullough and colleagues (2012), provide examples of potential unwanted consequences of heightened regulations, which are often the outcome of government initiatives aiming to increase the professionalism of the sector. Some unwanted consequences could include increased dissatisfaction and increased teacher turnover. Sims (2014) described the dissatisfaction of teachers, which resulted from the UK's attempt to professionalise the

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[21] School culture is defined in six domains- collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support and learning partnership (Gruenert, 2005).

EC sector. Teachers reported feeling too restricted by the curriculum and standards imposed by the education system, and this resulted in a loss of professional autonomy. Fenech and colleagues (2007) concur with Sims' findings, and report that while government discourses suggest regulatory systems serve to increase the professionalisation of the sector, they can in fact decrease the professional autonomy of teachers. This is a concern considering the link between teacher autonomy and job satisfaction (Bloom, 1988; Fenech, 2006).

This section presented an overview of job satisfaction research in the EC sector. This review supported the notion of investigating job satisfaction in various work facets, and highlighted the importance of organisational commitment. Educators within ECEC generally report high levels of overall job satisfaction. They seem to be intrinsically motivated as they find their roles meaningful, however, extrinsic factors, such as poor working conditions, are resulting in high turnover figures.

2.5. Self Determination Theory: A Theoretical Framework for this Study

This section outlines Deci and Ryan's (1985) Self-Determination Theory (SDT) including key concepts and relevant empirical findings to provide a rationale for applying this theoretical framework to the current study. SDT consists of six mini-theories, however, study does not provide the scope for extensive discussion on each mini-theory (see Appendix B for a more detailed explanation of each mini-theory). SDT is a content motivational theory which aims to explain what inner needs are motivating a person. The inner needs within this theory are referred to as the three basic psychological needs of autonomy, relatedness and competence (R. Ryan & Deci, 2000). Autonomy is concerned with acting from one's own interests, including feelings of choice, freedom and interest. Relatedness is concerned with feelings of connectedness, belonging and unity to others. Competence is a feeling of effectiveness in one's environment, including feelings of self-esteem, confidence and being challenged (Ryan

and Deci, 1985, 2000).

According to SDT, the degree to which each of these three basic psychological needs is being met in the environment influences motivation. Researchers argue that social and cultural factors supporting the three basic psychological needs provide higher quality motivation, that is, autonomous motivation[22] (Gillet, Gagné, Sauvagère, & Fouquereau, 2013; Marescaux, De Winne, & Sels, 2012; Vansteenkiste et al., 2007). Workplaces supporting autonomy, relatedness and competence are described as "autonomy supportive" (Gagne & Deci, 2005, p. 340).

Other motivational theorists, including Maslow (1943) and Hackman and Oldham (1976), have used the term autonomous motivation and agree this form of motivation produces more positive outcomes in the workplace. They do, however, liken autonomous motivation to intrinsic motivation alone, and do not consider extrinsic motivators capable of developing this type of motivation. In contrast, SDT provides a continuum for understanding intrinsic and extrinsic motivation, and has found some forms of extrinsic motivation are actually autonomously motivating (R. Ryan & Deci, 2000). This distinction is an important reason for applying SDT as the study's theoretical frame. The following section provides a description of the different types of motivation.

2.5.1. Distinguishing between motivation types in self-determination theory

As Ryan and Deci (2000) state in their frequently cited article[23] in the well-reputed journal *American Psychologist,* "a major focus of SDT has been to supply a more differentiated approach to motivation, by asking what kind of motivation is being exhibited at any given

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[22] Autonomous motivation: refers to acting with a sense of choice and willingness (R. Ryan & Deci, 2000).
[23] At the time of writing, this article had been cited 15,977 times (Google scholar).

time" (p. 69). Self-determination theory defines two types of motivation, non-self-determined and self-determined. This distinction is based on a continuum (R. Ryan & Deci, 2000; Vallerand & Ratelle, 2002) (see Figure 1 on the following page).

Behavior	Nonself-Determined					Self-Determined

Motivation	Amotivation		Extrinsic Motivation			Intrinsic Motivation
Regulatory Styles	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Perceived Locus of Causality	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal
Relevant Regulatory Processes	Nonintentional, Nonvaluing, Incompetence, Lack of Control	Compliance, External Rewards and Punishments	Self-control, Ego-Involvement, Internal Rewards and Punishments	Personal Importance, Conscious Valuing	Congruence, Awareness, Synthesis With Self	Interest, Enjoyment, Inherent Satisfaction

Figure 1. The self-determination continuum (R. Ryan & Deci, 2000, p. 72).

Self-determined motivation is akin to autonomous motivation. Autonomous motivation refers to a person feeling a sense of volition and choice towards a task. The highest form of autonomous motivation is intrinsic motivation, where a person engages in a task purely for enjoyment and interest in the task itself (Gagne & Deci, 2005; R. Ryan & Deci, 2000). Controlled motivation, on the other hand, refers to feeling forced to engage in a task or to gain something external, such as a reward or to escape a punishment (Gagne & Deci, 2005; R. Ryan & Deci, 2000).

What is particularly significant in SDT is the distinction between different types of extrinsic motivation (R. Ryan & Deci, 2000). Figure 1 shows two types of extrinsic motivation that are internally motivated (identified regulation and integrated regulation) and are considered autonomous forms of motivation. This is important for studies on workplace motivation as much of what employees are expected to do is not intrinsically motivating and thus an understanding of different types of extrinsic motivation is important (Gagne & Deci, 2005, 2014).

As Figure 1 illustrates, the source of the motivation is increasingly internalised as an individual progresses along the continuum. Self-determination theory describes this process as the integration of values into one's own personal values, and this often occurs when an activity is highly valued by the social group (Koestner & Losier, 2002). At this level, a person does not rely on external rewards or pressures and will choose to complete a task autonomously (Deci & Ryan, 1985b).

Deci, Eghrarl, Patrick, and Leone (1994), in their study of 192 psychology students, found the process of internalisation could be promoted by providing the following supportive factors: 1) giving a meaningful rationale 2) acknowledging a person's perspective and 3) providing an element of choice. Whilst it is acknowledged that this is an experimental study, taking place in a laboratory situation, it does provide practical implications that have the

potential to increase autonomous motivation across many workplaces, including LDC centres. Understanding intrinsic motivation, identified regulation and integrated regulation, and knowing they are all autonomous forms of motivation, can help managers provide practical implications for the improvement of job satisfaction. The provision of practical implications to enhance teacher job satisfaction within LDC centres, is the third aim of this current study.

The next two sections provide a more detailed review of the literature, supporting SDT as a theoretical framework for understanding workplace motivation. An examination of research focused on outcomes that meet or thwart the three basic psychological needs is also outlined, as well as how economic compensation can be managed to support autonomous motivation.

2.5.2. The basic psychological needs in the workplace

Self-Determination Theory posits that human beings need to experience autonomy, relatedness and competence in order to have healthy functioning (Deci & Ryan, 1985, 2000). This is the foundation for the fourth SDT mini-theory, Basic Psychological Needs Theory (BNT) (see Appendix B for more information). A review of the research on BNT and workplaces provides evidence of the corollary between meeting the autonomy, relatedness and competence needs of employees, and autonomous motivation (Baard, Deci, & Ryan, 2004; Callens, 2007; Fernet et al., 2013; Fernet et al., 2012; Gagne, 2003; Gillet et al., 2013; Ilardie, Leone, Kasser, & Ryan, 1993; Lam & Gurland, 2008; Richer, Blanchard, & Vallerand, 2002). Additionally, increased autonomous motivation leads to lower levels of emotional exhaustion, lower turnover intention, and higher levels of job satisfaction, job commitment, performance, well-being and personal accomplishment. These Canadian and

American based studies also found high levels of controlled motivation[24] produced the opposite.

Also worthy of examination is whether SDT is an applicable workplace theory across cultures. This is relevant as Australia is multicultural[25], and while specific figures of cultural diversity among early childhood teachers are difficult to obtain through current census data, it is important to use a theory that is a 'good fit' for all employees. Gagne and Deci (2005) report sufficient evidence exists of the universality of the three basic psychological needs in both individualist and collectivist[26] cultures. This is important as other motivational theorists, such as Maslow (1943) have been criticised for failing to represent the differences between individualistic and collectivist societies (Hofstede, 1984; Nevis, 1983)

The application of SDT as a workplace theory is quite new, and therefore few empirical studies in educational contexts exist to support its cross-cultural validity. Studies, however, are beginning to emerge. For instance, Nie, Chua, Yeung, Ryan, and Chan (2015) conducted a research project in a Chinese government school and demonstrated a link between higher autonomy-support and higher teacher motivation. They also found a direct link between perceived autonomy-support and job satisfaction levels of the employees; and that increased teacher motivation had positive effects on well-being, job satisfaction, stress and physical health. Although studies are limited, these findings present evidence for the potential of using SDT in a multicultural society within educational settings.

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[24] Controlled motivation: acting for external rewards, or to avoid punishment, or guilt (R. Ryan & Deci, 2000).
[25] At 30 June 2015, 28.2% of the estimated resident population (ERP) was born overseas (6.7 million persons) (ABS, 2015).
[26] Individualistic cultural pattern: individual interests are more important than the group's interest. Attaining personal goals is very important (Earley, 1989). Collectivist cultural pattern: the interests and well-being of the group are more important than personal interests or goals (Earley, 1989).

2.5.3. Compensation and self-determination theory

Self-Determination Theory accepts that economic rewards can influence motivation (Gagne & Deci, 2005), however, several conditions need to be considered if autonomous motivation is to occur. On the SDT continuum, autonomous motivation includes intrinsic motivation, integrated regulation and identified regulation (as outlined in section 2.5.1). According to research in the wider psychological and economic domains, to support this type of motivation, compensation and rewards need to be equitable, non-competitive and convey information about an individual's competency (Benabou & Tirole, 2003). In regards to compensation being equitable, Fall and Roussel (2014) postulate that SDT can be applied to understand compensation and motivation. Currently, however, there is limited empirical research on this concept of organisational justice, that is, where an individual feels fairly compensated by their workplace. Importantly, the review of EC job satisfaction research does suggest that there is an issue with the level of compensation EC educators are awarded. Self-Determination Theory provides an opportunity to examine this long-standing, sector-based issue.

2.6. Research Methods for Measuring Job Satisfaction

This section discusses current methodologies used in studies of job satisfaction and presents an argument for adding a qualitative phase to the research to uncover specific extrinsic and intrinsic motivators influencing job satisfaction within the unique educational context of ECEC. Methodologies within the wider area of job satisfaction are primarily quantitative and often use a job satisfaction instrument, such as the Job Descriptive Index or the Job Satisfaction Survey which achieve either global or facet measures of job satisfaction (Cabrita & Perista, 2006; Van Saane, Sluiter, Verbeek, & Frings-Dresen, 2003). The area of job satisfaction in education is similar, with the majority of research being quantitative in nature

(Ashiedu & Scott-Ladd, 2012; Preston, 2000; Skilbeck & Connell, 2003; Webster, Wooden, & Marks, 2004).

Within ECEC, job satisfaction is often measured with the Early Childhood Job Satisfaction Survey (ECJSS) or part thereof (Bloom, 1988, 2010; Pope & Stremmel, 1992; Wagner & French, 2010). The ECJSS is a quantitative tool consisting of five parts. This tool is important in measuring job satisfaction within early childhood as it focuses on specific organisational and positional aspects which are considerably different from other workplaces (Bloom, 1988, 2010). For the current study key concepts from the ECJSS, such as facets of job satisfaction and the importance of organisational commitment, and the influencing factors on job satisfaction from the literature, such as intrinsic and extrinsic motivators, were considered in the development of the online survey and construction of the interview questions. These data collection tools for the current study are discussed in detail in the methodology chapter (section 3.3.1).

Although limited there is some emerging qualitative research specifically concerned with EC teacher job satisfaction in LDC settings, such as the study conducted by Kilgallon et al. (2008). To the author's knowledge there are no other studies in Australia that examine EC teacher job satisfaction in LDC settings in a qualitative manner. This is problematic as the unique nature of ECEC centres (as described in section 1.2) necessitates careful consideration when making comparisons with primary or high school settings. Phase 2 of this current research study implemented qualitative research methods to develop a deeper understanding of motivational factors, which impact on job satisfaction for early childhood teachers in the Australian context.

2.7. Gaps in the Research on Job Satisfaction

Much of the current literature (discussed above) focuses on research from the USA (Bloom, 2010; Perrachione et al., 2008; Whitebook & Sakai, 2003). The Australian context is arguably different and therefore warrants more Australian based research within the job satisfaction area. Much of the research on early childhood job satisfaction in Australian is quite dated (Lyons, 1997; Rosier & Lloyd-Smith, 1996). This is problematic, considering the major changes in the early childhood system, including the implementation of a national curriculum and rating system in 2009 (ACECQA, 2012). Additionally, the research focuses on the general EC workforce, without a specific focus on EC teachers (Bloom, 1988; Lyons, 1997; Manlove & Guzell, 1997).

The majority of research on job satisfaction, both in education and in the wider workforce is of a quantitative nature, focusing on associations and casual links between variables and job satisfaction or turnover. The Australian ECEC sector has a complicated and fragmented history and EC teachers have a variety of complex roles, responsibilities and relationships. These factors make it difficult to develop a true picture of teacher job satisfaction using only quantitative methodologies. Lyons (1997) had similar concerns of the misleading nature of using only quantitative results when attempting to understand teacher job satisfaction. While the work of Bloom (1988, 2010) is highly respected and the ECJSS is acknowledged as an important tool for assessing job satisfaction, the quantitative nature of the instrument makes it difficult to understand these complexities. In addition to this, job satisfaction is influenced by both social and environmental factors influencing teacher roles (Press et al., 2015). Thus, further investigation is needed in the Australian context.

Press and colleagues (2015) suggest using a combination of both quantitative and qualitative approaches to develop a better understanding of factors influencing job satisfaction and the impact these may have on retention and turnover. It is proposed that a qualitative

focus will enable the nuances of job satisfaction among teachers in the Australian context to be unpacked as the research within this area currently focuses on all practitioners working within centres. On reviewing the literature on motivational research (and the relationship between motivation and job satisfaction) a mixed methods approach has been chosen for this study to investigate job satisfaction. This includes an online survey and interviewing early childhood teachers in LDC centres, to develop a deeper understanding of job satisfaction in the current Australian climate.

2.8. Chapter Summary

Job satisfaction is complex. A review of literature on the subject has established a need for a clearer understanding of this complexity, including the impact of intrinsic and extrinsic motivators, organisational commitment, roles and relationships in within LDC in the current Australian EC climate. It is proposed SDT provides a relevant and justified lens for understanding teacher job satisfaction. This understanding can be unpacked in more depth through a mixed methods study. The next chapter will describe this approach and discuss data collection and analysis methods.

Chapter 3. Methodology

This chapter outlines the methodological approach chosen, the research design, data collection and analysis methods of the study.

3.1. Approach to Study

The research approach chosen was a mixed methods study with a pragmatic worldview[27] (Creswell & Plano-Clark, 2011). Various researchers endorse pragmatism as the best fit for a mixed methods study as the actual aim of the study is seen as more important than either the worldview or the methods (Harwell, 2011; Tashakkori & Teddlie, 2003). This allows the researcher freedom to choose which methods will obtain the most useful data to answer the research question. Therefore, both quantitative and qualitative methods can be employed without the restrictions of the strict dichotomy between positivism and constructivism (Creswell & Plano-Clark, 2011; Feilzer, 2010; Greene, Caracelli, & Graham, 1989; Tashakkori & Teddlie, 2003). The specific approach for this mixed methods study is an explanatory sequential design[28] variation with a "participant selection variant" (Creswell & Plano-Clark, 2011, p. 85). This design chosen as the initial quantitative results were needed to identify those teachers matching eligibility criteria for the qualitative phase.

Using both approaches within this study meant associations between specific variables and job satisfaction could be tested in the quantitative phase (Phase 1) and; the qualitative methods allowed for a deeper understanding of the participants in this particular context (Creswell & Plano-Clark, 2011; Silva, Warde, & Wright, 2009). An online survey was used to

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[27] A worldview is concerned with the beliefs or assumptions guiding an inquiry; and this worldview aims to solve practical problems.

[28] Explanatory sequential design: The collection and analysis of quantitative data followed by the collection and analysis of qualitative data. This design is used when the quantitative results can be further understood by examining qualitative data (Creswell & Plano-Clark, 2011).

gather a general understanding of job satisfaction levels, the extent to which the teachers'

centre was meeting their three basic psychological needs (autonomy, relatedness and

competence) and their intention to turnover. In-depth semi-structured interviews and

document analysis were used to understand the context of the participants (Creswell & Plano-

Clark, 2011).

In this study two directional hypotheses were tested:

Hypothesis 1: Teachers with higher job satisfaction ratings will have a lower intention to

turnover.

Hypothesis 2: Teachers with higher scores on the W-BNS[29] will have higher current job

satisfaction ratings.

Testing of these hypotheses was completed in Phase 1 of the study. Statistical analysis

was used to examine and determine whether the hypotheses could be accepted. These results

were then unpacked in the Phase 2 interviews. This approach was used so the meanings

behind the initial quantitative results could be further explained and understood by listening to

the voices of the participants, during the qualitative phase.

3.2. Ethical Considerations of the Study

The ethical components of this study were considered and approved by the *Macquarie*

University Human Research Ethics Committee (Reference: 5201500724). See Appendix C for

a copy of the approval letter. The ethics process met the National Health and Medical

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[29] W-BNS: The instrument used to assess the extent to which an employee's basic psychological needs are met in the workplace (Van den Broek et al., 2010).

Research Centre's *Australian Code for the Responsible Conduct of Research*. The online survey was advertised through various early childhood associations after written consent from these organisations was collected. The advertisement (see Appendix D) contained information on the criteria for eligible participants, details of the research, the online survey link and the voluntary nature of the study. Survey respondents could indicate if they would like to participate in an interview. Participants who met the criteria (see section 3.3.2) were emailed a letter and consent form. This included specific information about the general research focus, the interview and again reminded participants of the voluntary nature of the study, as well as their freedom to withdraw at any time (Appendix E). Participants completed the written forms and checked boxes next to the activities they wished to participate in. If the teacher checked the "invite director for interview" box, their director was also sent an information and consent form to complete (Appendix E).

3.3. Methods of Data Collection

Data collection was informed by SDT and Bloom's job satisfaction research (Bloom, 1988, 2010; Deci & Ryan, 1985b). The following sections provide details of data collection for both phases.

3.3.1. Phase 1: Online survey

The online survey was developed to measure: current job satisfaction, satisfaction with the ECEC profession, the degree to which a participant's basic psychological needs[30] were being met in their current workplace, and their intention to turnover. The online survey was disseminated through Macquarie University via Qualtrics online, to access a large pool of EC teachers in a time and cost effective manner (Walter, 2013). The survey and link were

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[30] See chapter 2.5.2 for an explanation of the basic psychological needs within SDT.

advertised through various professional associations, including Early Childhood Australia's website and Community Child Care Co-operative's Facebook page, as well as other teacher Facebook groups. The online survey was open for one month and 266 surveys were started, with 229 completed (86% completion rate). The online survey (see Appendix F) consisted of 12 demographic questions, a 1-item overall job satisfaction rating, a 1-item current job satisfaction rating, the 24-item Basic Psychological Needs at Work Scale (W-BNS) (Van den Broek et al., 2010) and a 4-item intention to turnover scale (Kelloway, Gottlieb, & Barham, 1999). The European Foundation for the Improvement of Living and Working Conditions (2006) reported there was no consensus on the best way to measure job satisfaction and sometimes a single item scale is sufficient. The main focus of this research was unpacking each teacher's job satisfaction, not measuring different facets of job satisfaction. Thus, for this study, a single item scale was deemed sufficient.

Two single validated job satisfaction scales, measuring overall professional satisfaction and current job satisfaction were used. This was considered important to separate those teachers who were happy with the teaching profession, but were not satisfied with their current centre. This was necessary to ensure interviews were conducted with those teachers who were satisfied in their current LDC centres, to investigate the factors influencing job satisfaction within these centres.

The W-BNS was chosen for this study because it measures autonomy, relatedness and competence, all of which have been theoretically linked to positive job outcomes, such as higher job satisfaction, performance and well-being (see section 2.5.2.). The W-BNS asked participants to respond to how each item related to their workplace, and how true the statement was for them using a seven-point likert scale (one being not true at all, through to seven, being very true). Items were phrased both positively and negatively, for example "At work, I feel a sense of choice and freedom in the things I undertake" and "Most of the things I

do on my job, I feel like I have to do". This instrument measured the degree to which people felt their basic psychological needs (autonomy, relatedness and competence) were being met in their current workplace. It is used to test with other variables and determine associations. The survey data was used to test whether the Basic Psychological Needs Theory (a mini-theory of SDT) predicted job satisfaction ratings.

3.3.2. Phase 2: Interviews and document analysis

Ten teachers were chosen from a pool of Phase 1, who volunteered and met the criteria of the research design, that is they reported high job satisfaction in their current workplace and a low intention to turnover. The criteria for their selection included: 1) high ratings of job satisfaction (between 8-10 was considered high) and 2) a low intention to turnover (15-20/20 was considered a low score). These teachers shared information about themselves and their centres to explain why they were satisfied with their workplaces.

Semi-structured in-depth interviews (see Appendix G) for teachers were based on job satisfaction facets as derived from Bloom's research (Bloom, 1986, 1988). The questions also included a focus on SDT's basic psychological needs (autonomy, relatedness and competence) and work climate (Baard, Deci, & Ryan, 1998; Baard et al., 2004). Additionally, teachers could describe any other contributors to job satisfaction. These interviews complimented the quantitative data and allowed for cultural and environmental factors within centres to be understood (Silva et al., 2009).

Semi-structured in-depth director interviews were also conducted to gain insight into whether or not the directors (leaders) had an impact on the way each teacher's basic psychological needs were being met within the LDC centre. Director interviews (Appendix G) were based on the work climate questionnaire developed by Baard, Deci, and Ryan (2000). Additionally, each director was asked to provide relevant centre documents, such as the centre

philosophy, for document analysis. The director interviews and document analysis served to triangulate the data (Bryman, 2012).

The axiology of this study is described as having multiple standpoints (Creswell & Plano-Clark, 2011; Walter, 2013). The researcher was unbiased in the collection of online survey data. A more biased approach, however, could be argued as occurring during the qualitative data collection and analysis, as the researcher conducted the face-to-face interviews and coded the data (Creswell & Plano-Clark, 2011). The researcher is an EC teacher with over 15 years' experience in both teaching and leadership positions in LDC and preschool settings. This experience may have influenced the questions asked during the interviews (Walter, 2013), but the researcher ensured that the same interview schedule was followed to reduce this bias.

3.4. Data Analysis

3.4.1. Quantitative data analysis

The online survey was used to collect and analyse data from a large pool of EC teachers in Australia. Survey data was exported into *SPSS Statistics for Windows*, Version 22 (IBM, 2013) for statistical analysis. Descriptive statistics were used to summarise and display the relevant features of the data (Bryman, 2012; deVaus, 2014). In addition, relationship analyses were undertaken and included Pearson's correlation, Kruskal-Wallis H tests, and one-way ANOVAs. A multiple regression analysis was also conducted to determine the strength of dependent variables (predictor variables) on job satisfaction (deVaus, 2014).

3.4.1.1. Data cleaning and preparation of variables for analysis

The treatment of the data has implications for the type of statistical analyses that can be undertaken (deVaus, 2014). The job satisfaction ratings were on a scale of 1-10. While technically ordinal, these were treated as continuous variables. This is considered acceptable if it is reasonable to treat the difference between numbers as equal[31]. The seven-point likert scales of the B-WNS scale, while again technically ordinal, were treated as continuous variables. These decisions were based on the views of several researchers reporting the validity in treating ordinal data in this manner, when there are more than five categories (Johnson & Creech, 1983; Zumbo & Zimmerman, 1993).

The W-BNS scores needed initial data cleaning as several items were phrased negatively. Thus, reverse coding on these items was necessary. Individual items for the W-BNS scale were then recoded in two ways. Firstly, a total W-BNS score was developed to run a linear regression with job satisfaction ratings, to test Hypothesis 1. Secondly, the 8-items making up each subscale were added together and recoded to create three subscale variables: autonomy total, competence total, and relatedness total. These subscales were then applied to the multiple linear regression model.

The 4-items from the intention to turnover scale were recoded into one total score and treated as a continuous variable. The treatment of the data has been supported in previous research, such as Zumbo and Zimmerman (1993) and Johnson and Creech (1983).

The director qualifications variable was initially five categories (nil, certificate 3, diploma, degree, and post graduate). The first two categories were collapsed into one due to low numbers (n=8 and n=3 respectively) and renamed 'nil/certificate 3'. To complete

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[31] For example, it can be argued that it is reasonable to suggest the difference between 1-2 and 3-4 on the job satisfaction scale is considered equal (Agresti, 2013).

bivariate correlations between job satisfaction and potential predictor variables including staff to child ratio and wage, a decision was made to transform ordinal variables into 'dummy variables'[32], by collapsing categories[33].

3.4.1.2. Correlation analysis

In order to investigate possible associations between job satisfaction and various teacher and centre characteristics, correlation analyses were undertaken. The recoded variables were used in these correlations (see section 4.4). Pearson's Correlation[34] was chosen as an appropriate statistical test, as the ordinal variables had been recoded into dichotomous variables (deVaus, 2014).

3.4.1.3. Multiple regression

After bivariate correlations with all predictor variables were examined, variables with significant correlations with the outcome variable (job satisfaction) were then entered into a linear regression (see section 4.4). A multiple regression analysis was completed to investigate the predictive value of identified significant correlates of job satisfaction (deVaus, 2014).

3.4.1.4. Testing difference

One-way between subjects ANOVA test was chosen to compare the effect of centre type (independent variable) on job satisfaction ratings (dependent variable). This test was selected

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[32] A dummy variable: is a dichotomous variable coded 1 to indicate the presence of a characteristic and 0 to indicate the absence of a characteristic. It can be used in bivariate and regression statistical tests where a non-interval-variable has more than two categories (deVaus, 2014, p. 355).

[33] This decision was made for two reasons. One, after examining the frequency tables for each dependent variable, several variables had categories with very low numbers of respondents, which can skew data results. Two, collapsing the categories, highlighted some patterns in the data, which were not as apparent when testing with greater categories (deVaus, 2014).

[34] Pearson's correlation measures the strength and direction of the relationship between two variables. To describe the strength of the relationship, the closer the value is to 1 or −1, the stronger the linear correlation. Evans (1996) provides a guide of effect size to describe the strength of the correlation using the following: .00-.19 very weak, .20-.39 weak, .40-.59 moderate, .60-.79 strong, and .80-1.0 very strong.

as it is suitable when examining the difference between a nominal (independent) variable and a continuous (dependent) variable (deVaus, 2014).

Kruskal-Wallis H test is used to investigate differences between groups, when there are more than two groups. Thus, this test was chosen determine if there were any differences between the independent variable centre type (which had five groups) and dependent ordinal variables (including, how long a teacher planned on staying in their current centre, director qualifications, and wage). These tests were also conducted to investigate if any differences occurred between centre type (independent variable) or dependent continuous variables (including, experience and job tenure). The Kruskal-Wallis H Test is a non-parametric test[35]. Four assumptions must be met to perform this test[36]. The Kruskal-Wallis test determined if a difference existed between the groups. When this test had a significant result, a Mann-Whitney U test was conducted to test pairwise comparisons[37], to determine where the actual difference occurred between each group (Conover, 1980).

3.4.2. Qualitative analysis

3.4.2.1. Qualitative survey data

Data collected from the two open-ended questions in the survey[38] were recorded and coded according to emerging answers. It became apparent that the majority of responses mirrored Bloom's job satisfaction facets, so a decision was made to code according to these facets (Bloom, 1988).

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[35] Nonparametric statistical procedures: Statistical procedures that do not rely on assumptions about the probability distribution of the data (Conover, 1980)

[36] The dependent variable must be ordinal or continuous, the independent variable must have three or more categories, no respondents can be in more than one group, and the independent variable is not normally distributed.

[37] Pairwise comparisons: are tests to determine where the significant differences exist, that is, which groups are significantly different.

[38] Q3: What are the two most satisfying things about your job? And Q4: What are the two most frustrating things about your job?

3.4.2.1. Interview and document analysis

Interview data was transcribed and analysed with the assistance of *NVivo qualitative data analysis software*, Version 10 (QSR International, 2012). The researcher coded the data, finding relationships between the data, and engaged in thematic analysis. Thematic analysis is the exploration of qualitative data based on themes which are either pre-existing or those which emerge within the data (Walter, 2013). Collected documents were also analysed according to coding categories and emerging themes from the interviews. The data was coded to three themes. See Appendix H for the coding process undertaken for this study.

3.5. Rigour of the Study

Using a single item measure for job satisfaction has been supported within research (Dolbier, Webster, McCalister, Mallon, & Steinhardt, 2005; Kunin, 1955; Wanous, Reichers, & Hudy, 1997). Additionally, the use of the single-item for measuring overall career job satisfaction from the Early Childhood Job Satisfaction Survey (ECJSS) has been tested for reliability and validity (Bloom, 1988, 2010).

The W-BNS has been implemented in several studies to measure the extent to which a workplace is meeting an employee's basic psychological needs (Deci et al., 2001a; Ilardie et al., 1993; Kasser, Davey, & Ryan, 1992). Van den Broek and colleagues (2010) also recognised the need to further develop and validate the W-BNS designing a study for these purposes. Their findings provided evidence for using the three subscales of autonomy, relatedness and competence. They also reported the internal reliability of each subscale and confirmed the predicative validity of the instrument. Within this study, Cronbach's Alpha was completed for each sub-scale of the W-BNS. Autonomy had a α of .735, competence had a α

of .876 and relatedness had a α of .927. To be considered consistent for internal reliability, the guideline is for Cronbach's Alpha (α) to be above .70 (Nunnally, 1978).

To measure the teacher's intention to turnover, the 4-item scale developed by Kelloway et al. (1999) was used. This scale has been used in several studies with Kelloway et al. (1999) reporting a co-efficient of 0.76, Karavardar (2014) reported a co-efficient of 0.78; the present study found a co-efficient of 0.95 using Cronbach's Alpha. Each score is above .70, thus indicating acceptable reliability and validity of the scale (Bryman, 2012; deVaus, 2014; Nunnally, 1978).

3.6. Study Sample

3.6.1. Online survey participants

Two hundred and twenty-nine teachers residing in all states of Australia completed the survey. The participants were three and four-year University trained teachers with a degree in early childhood education[39]. The teachers ranged in age from 21 to 67 years and the majority were 37 years of age or younger (n=118, 52%). As a group they were similar in age to the EC workforce in the Census (Social Research Centre (SRC), 2014).

In this study, the majority of respondents (n=136, 60%) had been working as a teacher for less than 10 years, and 25% (n=56) had been in the sector for two years or less (see Appendix I). This was similar to the Census figures for qualified staff in LDC centres, with 69.6% of staff having less than 10 years' experience, and 31.7% having less than 3 years' experience[40]. For this study, 61% (n=139) of teachers had been in their current position between 1-3 years, but on closer inspection of the data 36%[41] (n= 74) had been employed in

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[39] A person holding a three or four year degree in early childhood education is referred to as an EC teacher.
[40] Experience figures were not measured with the same time frames and therefore are not comparable.
[41] While this variable has been presented in categories (see Appendix I), this variable was measured on a scale continuum in years. Therefore closer inspection of job tenure frequencies per year gave this number.

their current centre for less than two years. Therefore this sample represented more than one in three teachers having a relatively new employment status in their current workplace. Similarly, the Census reported 62.8% of educators with qualifications had been at their current centre less than 3 years (SRC, 2014).

Participants worked in various LDC centre types within the sector. With 31 % (n=72) of teachers from a not-for-profit large organisation, 26% (n=59) from private stand-alone centres, 22% (n=51) from a not-for-profit stand-alone centre, 12% (n=27) from a private large organisation, and 9% (n=20) from a private chain (see Glossary for terms). See Appendix I for demographic data of survey participants.

3.6.2. Interview participants

Purposive sampling was used to select 10 teachers for interviews, as discussed in section 3.3.2. Table 1 presents information on the 10 teachers and 2 directors who were interviewed. All teachers met the high job satisfaction criteria and 9 out of the 10 teachers had a low intention to turnover. The exception was one teacher (Kerry) who was close to retirement age.

Table 1

Interview Participant Information

Participant	Leadership Role/s	Qualification	Position	Length of time at centre	Experience	Age	Age group	State	Ratios	Wage	Organisation type	NQS rating[42]
Jenny[43]	EDL[44]/Room Leader	ECT	ECT	5	13	43	3-5 years	VIC	Yes, more than 1	1,000-5,000	Community based	Excellent
Kim	EDL/Room Leader	ECT	ECT	1	6	27	3-5 years	VIC	Yes, 1 more staff, most of the day	No	Not For Profit large organisation	No rating yet
Anne-Marie	EDL/Room Leader	ECT	ECT	3	7	30	3-5 years	NSW	Yes, more than 1	1,000-5,000	Private	Exceeding
Jess	Room Leader	ECT	ECT	6	12	41	0-3 years	NSW	Yes, more than 1	No	Community based	Meeting
Libby	Sustainability Leader	ECT	ECT	1	2	29	2-3 years	NSW	Yes, 1 more staff, most of the day	1,000-5,000	Private chain	Exceeding
Claire	EDL/Room Leader	ECT	ECT	10	14	32	3-5 years	ACT	Yes, more than 1	over 10,000	Work based	Excellent
Helen	EDL/Room Leader	ECT	ECT	5	35	60	3-5 years	NSW	Yes, 1 more staff, most of the day	1,000-5,000	Not For Profit large organisation	Working towards

Table 1 continued on next page

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[42] National Quality Standards (NQS) Rating: This is the rating given by ACECQA to denote the quality of the centre based on assessment against the quality standards. For further information see the glossary of terms.

[43] All names are pseudonyms.

[44] Educational Leader (EDL): Appointed by the approved provider to guide other educators in their planning and reflection, and mentor colleagues in their implementation practices' (ACECQA, 2011, p. 85).

Table 1 continued

Participant	Leadership Role/s	Qualification	Position	Length of time at centre	Experience	Age	Age group	State	Ratios	Wage	Organisation type	NQS rating
Adina	EDL/Room Leader	ECT	ECT	5	7	28	3-5 years	QLD	Yes, more than 1	No	Community based	Exceeding
Tallara	EDL/Room Leader	ECT	ECT	12	12	51	4-5 years	NSW	Yes, 1 more staff, most of the day	No	Not For Profit large organisation	Meeting
Kerry	EDL/Room Leader	ECT	ECT	3	35	56	4-5 years	NSW	Yes, 1 more staff, for part of the day	1,000-5,000	Council run	Exceeding
Sandra	Centre Leader	Masters	Director	27	40	60	N/A	VIC	Yes, more than 1	N/A	Community based	Excellent
Janet	Centre Leader	ECT	Director	13	25	50	N/A	ACT	Yes, more than 1	N/A	Work based	Excellent

3.7. Chapter Summary

This chapter has presented the mixed methods research design, data collection and analysis methods. The following section aims to address the research questions by presenting the results.

Chapter 4: Results

This chapter presents the key findings of this study. The purpose of this research was threefold. Firstly, to test the hypothesised relationships between job satisfaction and intention to turnover, as well as the relationship between job satisfaction and scores on the W-BNS. Secondly, the research tested variable relationships to determine predictors for job satisfaction. Thirdly, this study investigated the 'voices' of EC teachers (n=10) who reported high levels of job satisfaction in Phase 1, to unpack their real-life experiences of job satisfaction. This chapter reports the findings of both phases of the study.

Phase 1 Findings

First, descriptive statistics are presented to outline the characteristics of EC teachers in this sample. Second, respondent's job satisfaction ratings, intention to turnover scores, and scores on the W-BNS are presented. Third, the two directional hypotheses are tested and the results outlined. Fourth, the relationships between teachers and other predictors of job satisfaction are reported. Finally, an investigation between LDC centre types and the predictor variables (factors influencing job satisfaction) are presented.

4.1. Contextualising the Study

Section 3.6 presents the basic demographic data for the survey participants. This section presents additional demographic data, including how long a teacher planned to stay at their current centre, wage, centre type, director qualifications, number of performance reviews per year, the NQS rating and, staff to child ratios. This demographic data is presented to provide a contextual picture.

4.1.1 Length of time teachers planned on staying in current centre

Just over half of the teachers planned on staying in their current positions for between 1 and 5 years (n=128, 56%), with 21% (n=47) across the whole sample population, planning to leave within the year. This data has been represented in Figure 2 and illustrates the majority of teachers planned on leaving their centre within 5 years. Additionally, between 21-40% of teachers planned to leave the larger organisations within the year (private large, not-for-profit large, and private chain). See section 4.5 for statistical tests between centre type and length of time teachers planned on staying in their current workplace.
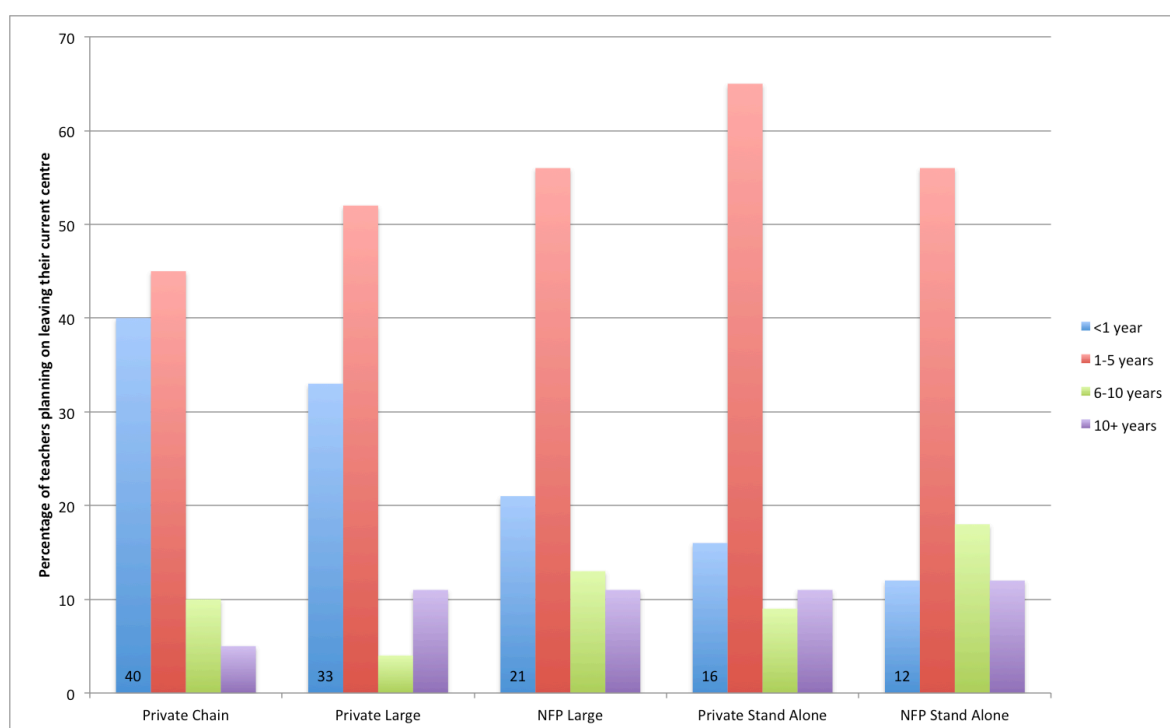
Figure 2. Length of time teachers planned to stay in their current centre.

4.1.2. National Quality Standard (NQS) ratings

In Phase 1, 78.2% of services had been rated against the NQS assessment and rating system. Of these services, 16% (n=37) had been rated as 'working towards', 28% (n=65) at 'meeting', 30% (n=70) at 'exceeding', and 2% (n=4) had been given the 'excellent' rating. A further 1%

(n=3) said they did not know. No particpants reported the rating of 'significant improvement needed'. Nearly a quarter of centres had not been rated[45] (21.8% n=50). See section 4.5 for statistical tests between centre types and NQS ratings.

4.1.3. Director qualifications

Online survey respondent's directors had qualifications ranging from zero to a post graduate qualification[46]. Within these categories, 5% of the directors had either no qualification or a certificate 3 (n=11), 36% held a diploma (n=82), 43% held a degree (n=98), and 13% of directors had a post graduate qualification (n=30). The final 3% (n=8) of teachers did not know their director's qualification[47]. Figure 3 (p. 56) is a graphical summary of these results and shows not-for-profit stand-alone centres were more likely to have a degree trained director, whereas private large organisations were more likely to have a diploma qualified director. See section 4.5 for statistical tests between centre type and director qualifications.

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[45] No rating yet: Not all services have been rated yet. Services that have not been rated, have a provisional-not yet assessed rating (ACECQA, 2011).
[46] Those holding no qualification (n=8) and a certificate 3 (n=3) were treated as a combined category due to low numbers (as explained in section 3.4.1.1).
[47] This was treated as missing data for statistical purposes (deVaus, 2014).
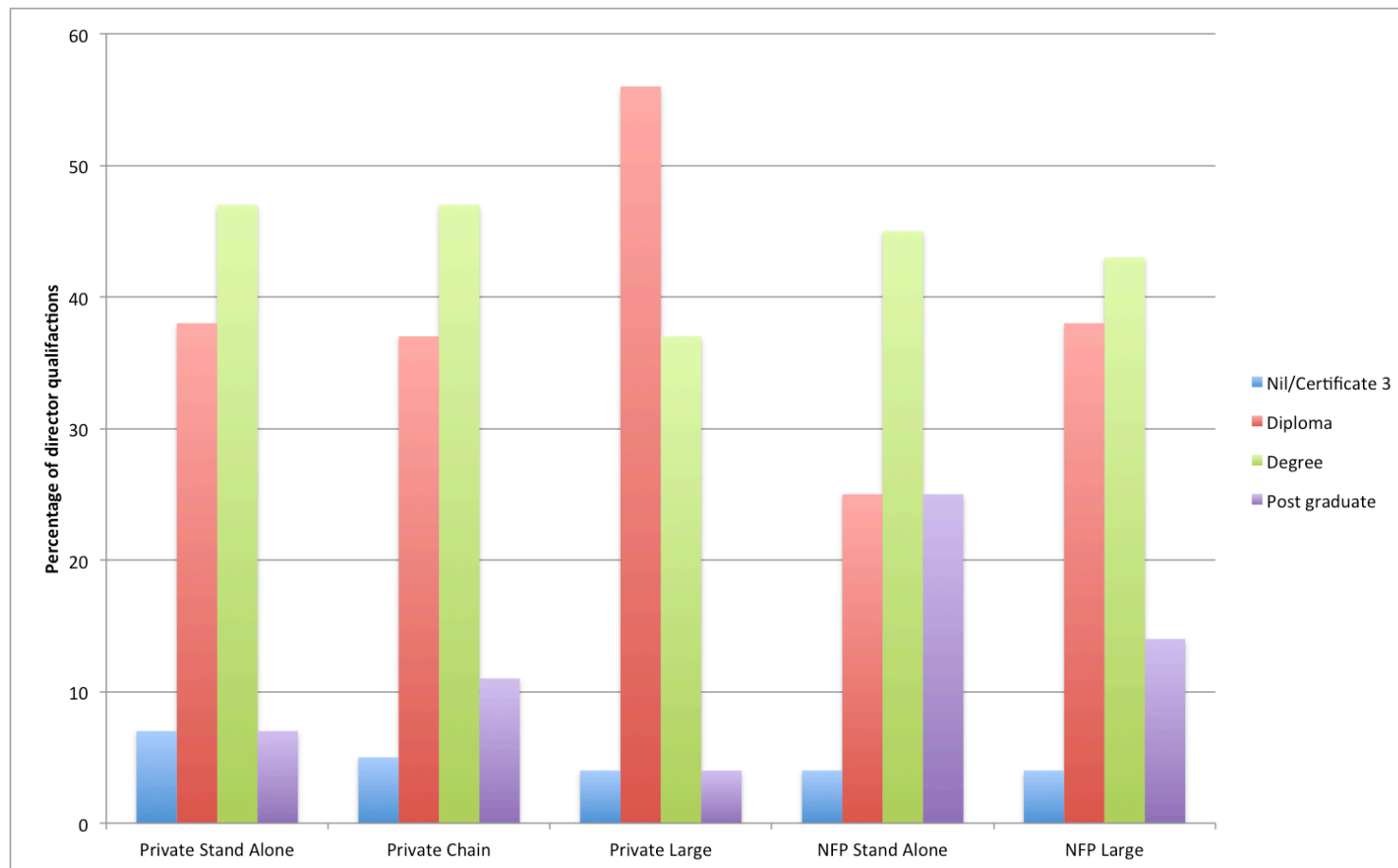
Figure 3. *Director qualifications across centre type.*

4.1.4. Staff to child ratios

Of the particpants in the study, 39% (n=88) reported working within the minimum staff to child ratios as determined by the legislation (Ministerial Council for Education, 2011). Twenty one per cent (n=48) reported having another educator in their room for 'part of the day', 17% (n=39) said they had another educator in their room for 'most of the day' and 23% (n=53) reported having 'an extra educator in their room' all day. Therefore 61% of the respondents were working in LDC centres that supported staff to child ratios higher than the minimum legislative requirements. These figures are represented graphically in Figure 4. See section 4.5 for statistical tests between centre type and ratios.
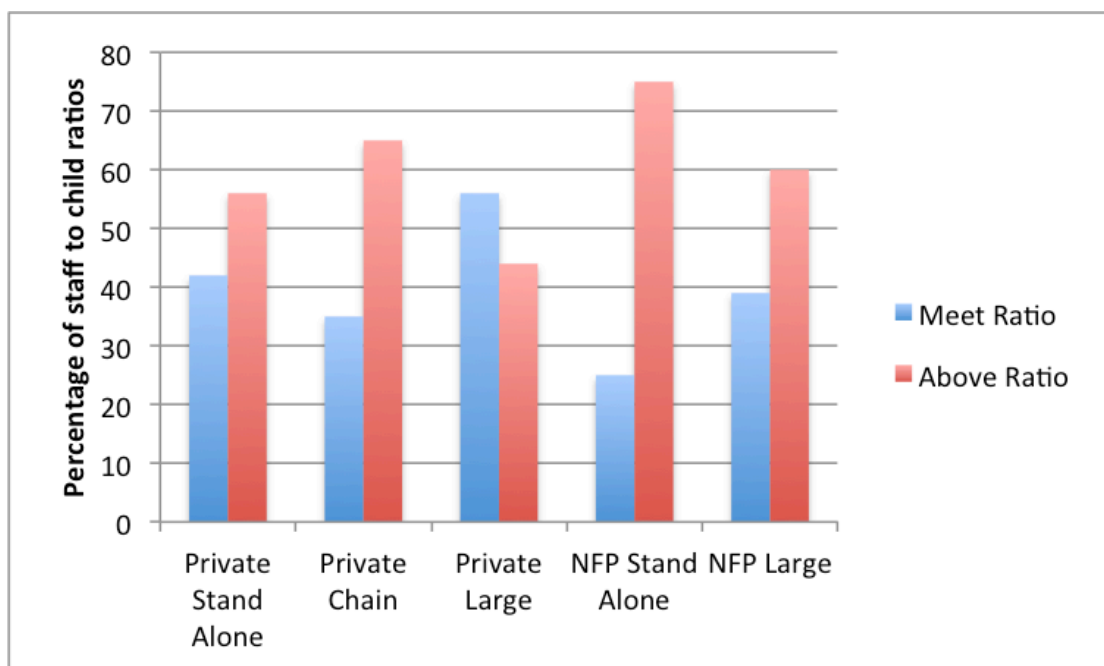
Figure 4. Staff to child ratios across centre type.

4.1.5. Wages

Just over half of the teachers (54%, n=123) reported receiving the award wage (see Figure 5, p. 58). Of the remaining teachers: 33% (n=76) reported receiving between $1,000-5,000 per annum over the award wage; 9% (n=20) reported receiving between $6-10,000 per annum above the award; and 4% (n=9) said they received over $10,000 per annum above the set award rate for teachers in LDC centres. See section 4.5 for statistical tests between centre type and wages.
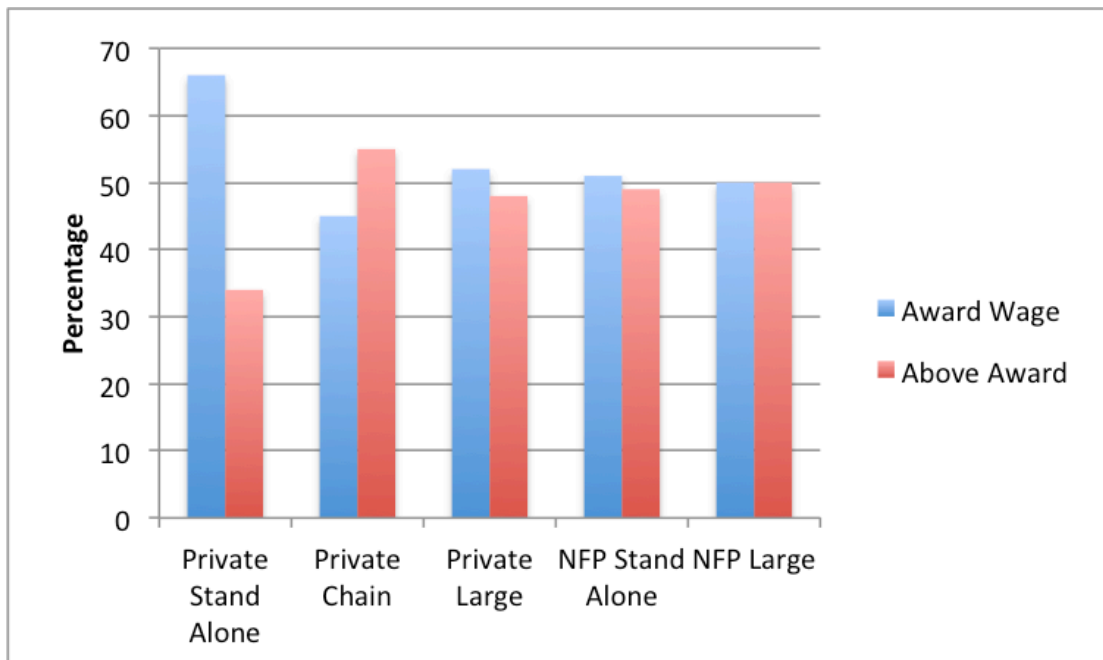
Figure 5. Wages across centre type.

4.2. Job Satisfaction Ratings

In the present study of teachers (N=229), the mean score for overall job satisfaction with the ECEC profession was 6.9 (SD=2.1) [48]. Therefore the majority of EC teachers (47%, n=108)

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[48] For the purpose of this study, the job satisfaction rating scale was collapsed into three categories: unsatisfied was defined as less than 5 out of 10; somewhat satisfied was defined by a score between 5-7 out of 10; and highly satisfied was defined by a score of 8 or above, out of 10.

were somewhat satisfied with the profession. The number of teachers reporting dissatisfaction with the EC profession was 11% (n=26). Additionally, 41%, (n=94) reported scores of 8 or above, indicating a high level of job satisfaction with their chosen profession.

The mean score for current job satisfaction was 6.1 (SD=2.4) and 46% (n=105) indicated moderate satisfaction levels with their current position. Twenty-three per cent (n=52) reported scores of 4 or less, indicating they were unsatisfied in their current workplace. Thirty-one per cent of teachers (n=72) reported scores of 8 or above, thus indicating they felt highly satisfied in their current centre. Figure 6 shows the difference between job satisfaction with the profession and current job satisfaction.
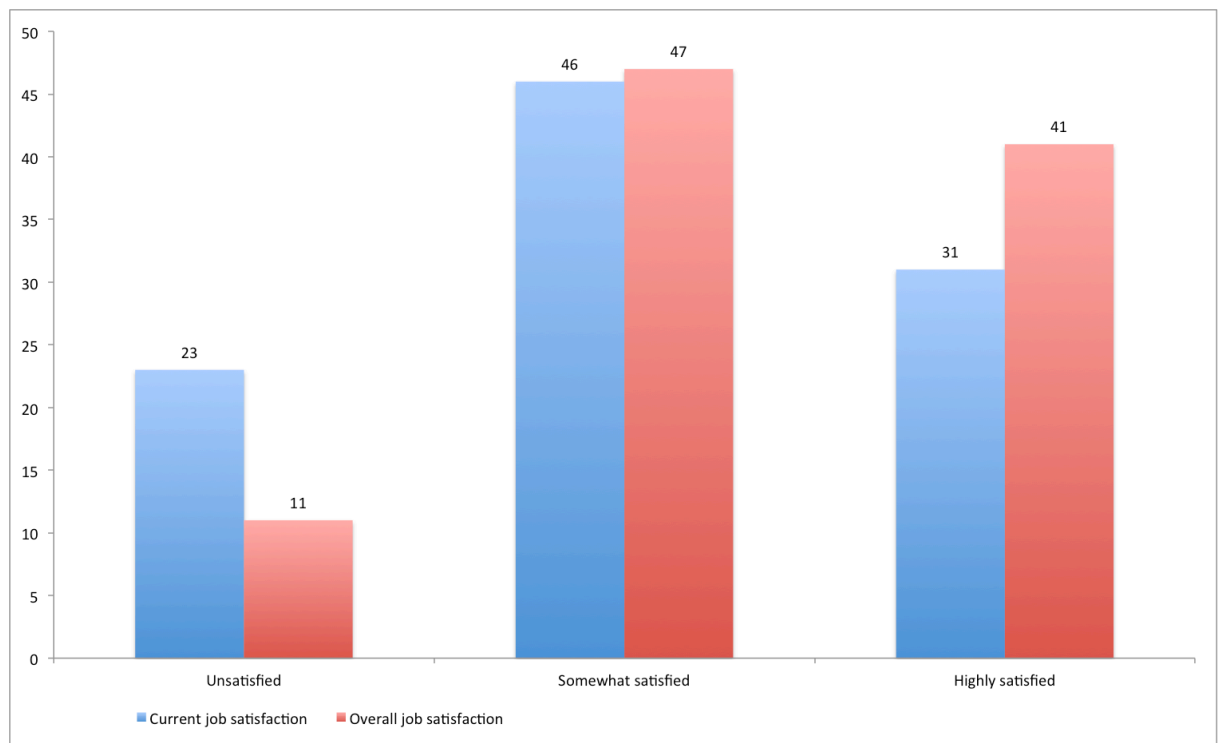
Figure 6. Job satisfaction with the profession and current job satisfaction.

4.2.1. Job satisfaction facets

Figure 7 presents the reported aspects of satisfaction and frustration among teachers from the two open-ended questions in the survey. While these facets have been drawn from Bloom's

research and identification of five job satisfaction facets, a sixth facet 'relationships with children', was created due to the overwhelming number of teachers responses (34%), which did not explicitly meet Bloom's criteria.
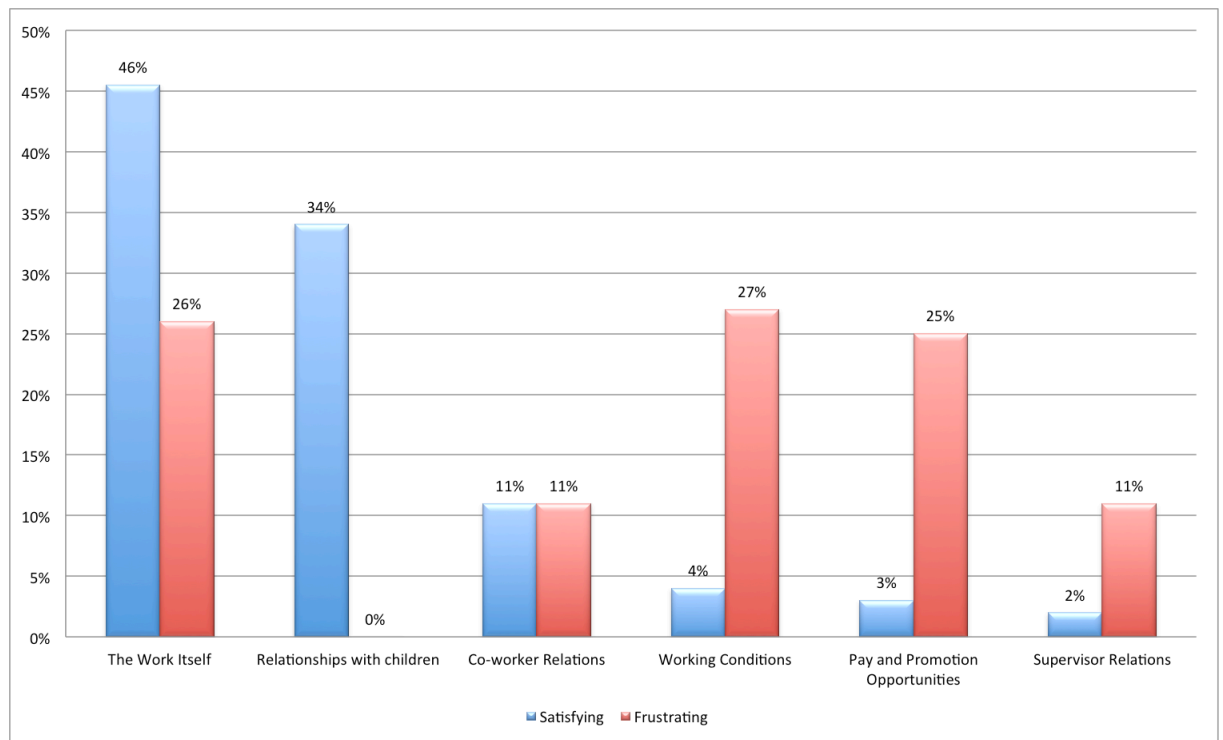
Figure 7. Facets of job satisfaction and frustration.

Teachers reported 'The work itself' as being the most satisfying aspect of their employment. Within this facet seeing children grow and develop, pedagogical practices (e.g. teaching a play based curriculum) and working with families were most frequently reported. The next facet rated most satisfying was 'Relationships with children' (this is the additional sixth facet). This facet consisted of teacher comments about engaging with children, building relationships and simply being with children. 'Co-worker relations' was the third most satisfying aspect of working as a teacher in a LDC centre. Within this facet, teachers described positive, caring, professional relationships, and often described sharing resources, ideas, and being in a culture of ongoing learning within their teams.

Conversely, the three most frustrating facets of working in a LDC centre reported were 'Working conditions', 'Pay and promotion opportunities', and 'The work itself'. Within 'Working conditions', most respondents described insufficient relief from face-to-face teaching to complete pedagogical documentation. The next two frustrations in this facet included working to minimum staff to child ratios, and budgetary constraints.

'Pay and promotions' was the next most frustrating facet. The teachers in this category were unhappy with the pay they were receiving, and in particular, the pay disparity between early childhood, and primary/high school teachers. The third most frustrating aspect of working in LDC, 'The work itself' was a source of frustration as well as a source of satisfaction. The main responses in this facet included too much paperwork, too much time spent doing other tasks that were not teacher related (e.g. cleaning), and a lack of recognition for their work as a teacher.

4.3. Relationships between Early Childhood Teacher's Job Satisfaction, Intention to Turnover, and Basic Psychological Needs Workplace (W-BNS) Scores

Two directional hypotheses were tested to determine whether a relationship existed between job satisfaction scores and a teacher's intention to turnover: and job satisfaction scores and the W-BNS scores.

Hypothesis 1: *EC teachers with higher job satisfaction ratings will have a lower intention to turnover*, was tested by running a linear regression[49]. The results of the regression indicated the predictor (job satisfaction) explained 50.9% of the variance ($R^2 = .51$, (F

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[49] Intention to turnover was the dependent variable, and job satisfaction was the independent variable.

(1,218)=225.570, $p<$ .000). Therefore, job satisfaction significantly predicted intention to turnover (β = .72, p< .000). Thus the directional hypothesis was accepted.

Hypothesis 2: *EC teachers with higher scores on the W-BNS will have higher job satisfaction ratings*, was tested by running a linear regression[50]. The results of the regression indicated the predictor (W-BNS) explained 50.3% of the variance (R^2 = .503, (F (1,200) = 202.60, $p <$ .000). Thus, higher W-BNS scores significantly predicted job satisfaction ratings in a positive direction (β = .71, p < .000). The directional hypothesis was accepted.

4.4. Factors Influencing Job Satisfaction of Early Childhood Teachers in Long Day Care (LDC) centres

The predictor variables that were associated with current job satisfaction included job tenure at current centre, intention to turnover, autonomy, relatedness, competence, director qualifications, staff to child ratios, wage, and W-BNS score. Correlations were in all expected directions. Table 2 presents the results of the correlation analyses.

Higher scores on the W-BNS were strongly associated with higher levels of job satisfaction (r = .709, $p <$ .01). Therefore, greater satisfaction of autonomy, relatedness, and competence needs was associated with job satisfaction. Moreover, the results of testing the three subscales of the W-BNS found a strong, positive correlation between job satisfaction and participant's autonomy scores (r = 0.670, $p <$ .01) and relatedness scores (r = 0.583, $p <$ .01). A moderate positive correlation between job satisfaction scores and competence scores (r = 0.503, $p <$ .01) was also found.

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[50] Current job satisfaction was the dependent variable and the participant's total W-BNS scores was the independent variable.

Further results of the bivariate analysis found a lower intention to turnover was strongly associated with feeling more satisfied in the current position ($r = .713$, $p < .01$). Additionally, there was a moderate association between higher levels of job satisfaction and respondents who reported having a staff to child ratio ($r = .374$, $p < .01$) higher than the minimum legislative requirements.

Weak, significant associations between job satisfaction, longer job tenure ($r = .212$, $p < .01$), higher director qualifications ($r = .222$, $p < .01$), and being paid above the award wage ($r = .289$, $p < .01$) were also found. Thus, teachers who had been at their current centre for longer, had a director who held a degree, or were being paid above the award wage, tended to report higher job satisfaction ratings.

Table 2

Correlations Between Current Job Satisfaction and Predictor Variables (transformed variables)

	1	2	3	4	5	6	7	8	9	10	11	12
Experience as a teacher (2)	.068											
Age (3)	.050	**.701****										
Job tenure (4)	**.212****	**.549****	**.465****									
Intention to turnover total (5)	**.713****	.068	.096	**.256****								
Autonomy (6)	**.670****	**.209***	**.240****	**.248****	**.585****							
Relatedness (7)	**.583****	**.198****	**.170***	**.299****	**.480****	**.592****						
Competence (12)	**.503****	**.238****	**.190***	**.290****	**.355****	**.598****	**.567****					
W-BNS total (13)	**.709****	**.257****	**.238****	**.332****	**.575****	**.846****	**.872****	**.839***				
Director Qualifications.(8)	**.222****	**.191****	.006	**.215****	**.249****	**.142***	**.136***	.060	.142*			
Performance reviews (9)	.126	-.100	-.072	.014	**.190****	.105	.133	.091	.132	.124		
Staff/child ratios (10)	**.374****	.025	-.010	.084	**.380****	**.309****	**.253****	**.275****	**.337****	**.194****	**.198****	
Wages (11)	**.289****	.022	-.068	.096	**.194****	**.239****	**.224****	.102	**.234****	**.235****	.081	**.212****

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

Following the examination of bivariate correlations, a multiple linear regression was conducted to investigate the predictive value of identified significant correlates. The identified correlates were: current job tenure; autonomy; relatedness; competence; director qualifications; staff to child ratios; and wage. The regression was conducted on the transformed data (see section 3.4.1.3). Table 3 provides a summary of the regression analysis.

Table 3

Standardised Regression Coefficients, R2 and Adjusted R2 Values for the prediction of Job Satisfaction Scores

Variable	B	Standard Error	β	T	Significance
Job satisfaction	-2.302	.622		-3.702	.000
Job tenure	-.004	.022	-.010	-.192	.848
Autonomy	.108	.020	.377	5.452	.000*
Relatedness	.059	.014	.267	4.104	.000*
Competence	.029	.016	.113	1.755	.081
Director qualifications	.271	.250	.056	1.086	.279
Staff to child ratio	.664	.261	.133	2.546	.012*
Wage	.304	.252	.063	1.207	.229

* $p > 0.05$

Fifty-six percent of the job satisfaction model can be explained by autonomy, relatedness and staff to child ratios (F (7,191)=34.172, $p<$ .000), with an R^2 of .56. When looking at the individual contributions, relatedness (β = .267, p = .000) and autonomy (β = .377, p = .000) significantly predicted job satisfaction. Thus, those who felt more autonomous and connected with their colleagues had higher job satisfaction. The other significant predictor of job satisfaction was staff to child ratios (β = .133, p = .012).

4.5. Investigation of Differences between Centre Type and tested variables

Two statistical tests (One-way ANOVA and the Kruskal-Wallis H test) were run to investigate if any differences occurred between centre types on job satisfaction ratings, W-BNS scores, and other predictor variables. Differences are reported in this section only when they occur[51].

Kruskal-Wallis H tests were run to investigate if there was any difference between centre type and predictor variables (job tenure, length of time the teacher plans to stay in their current centre, NQS ratings, performance reviews per year, staff to child ratios, and wages). The results of these tests are reported in Table 4 (p. 67).

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[51] A one-way between subjects ANOVA was conducted to compare the effect of centre type (independent variable) on job satisfaction ratings (dependent variable). No significant differences were found. Next, a one-way between subjects ANOVA was conducted to compare the effect of centre type (independent variable) on W-BNS scores (dependent variable). No significant differences were found between centre types. Results of these tests are presented in Appendix L.

Table 4

Differences between predictor variables (of job satisfaction) and long day care centre type (Kruskal-Wallis H test)

Predictor Variable	H(4)	p
Job tenure	7.97	.093
Length of time teacher plans to stay in current centre	9.64	**.047***
NQS rating	3.20	.525
Number of performance reviews	9.68	**.046***
Director qualifications	10.05	**.040***
Staff to child ratios	8.46	.076
Wage	4.91	.297

* *p* > .05

Participants working in a private stand-alone centre (mean rank = 97.43) had significantly less performance reviews than teachers working in a NFP stand-alone centre (mean rank = 130.85) per year (*H* (4) = 9.68, p = .046. Significant differences were also found in the level of director qualifications. Results found significant differences between private large organisations (mean rank = 89.76) and not-for-profit stand-alone centres (mean rank = 130.46) where (*H* (4) =10.05, p = .040), indicating not-for-profit stand-alone centres had higher qualified directors than large private organisations. This finding is discussed in section 5.3.3.1.

Although the Kruskal-Wallis H test showed that the length of time a teacher planned to stay in their current position was significantly affected by LDC centre type (*H* (4) = 9.64, p =

.047), pairwise comparisons[52] did not reveal significant differences between the groups. Mean ranks for each Kruskal-Wallis test appear in Appendix J).

This section outlined the findings of Phase 1 data. The next section discusses the qualitative data from Phase 2 of the study.

Phase 2 Findings

This section presents the three major themes impacting on job satisfaction, which emerged from the qualitative data analysis. These themes are: 1) A living philosophy 2) A culture of continual, reflective learning and 3) A meaningful work experience.

4.6. Interview Participants

Demographic data of the 10 Early Childhood (EC) teachers and 2 directors selected to participate in semi-structured, in-depth interviews is outlined in Table 2 (see section 3.6.2). For a brief contextual summary of each participant see Appendix K.

4.7. Factors Impacting on Early Childhood Teacher Job Satisfaction

Three themes emerged from the qualitative data, providing a rich picture of specific factors impacting on EC teacher job satisfaction. These themes were 1) A living philosophy 2) A continual culture of reflective learning and 3) A meaningful work experience. Having a meaningful work experience was directly related to the first two themes. That is, when teachers had strong congruence between their centre philosophy, their own beliefs, and the day-to-day practices of their centre, and they worked in a culture of ongoing, reflective

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[52] Pairwise comparisons in the Kruskal-Wallis H test are run to determine which pairs of groups differ significantly. That is, where the actual difference lies.

learning, they tended to develop stronger relationships with their colleagues, families and children. The 'voices' of the teachers and directors are used when discussing these themes.

4.7.1. A 'living' philosophy

All teachers (n=10) articulated the importance of the centre philosophy being a 'living'[53] document. The majority of these teachers (60%, n=6) said their centre reflected this ideal, and felt the presence of such a philosophy increased their job satisfaction. The remaining teachers (40%, n=4) noted their frustration with their centre as the philosophy was not consistently embedded in the practices and working conditions. The following section presents the teacher's 'voices' in terms of the philosophy development, congruence and the importance of enacting the philosophy.

4.7.1.1. Philosophy development

The majority of teachers (80%, n=8) and both centre directors (n=2) noted their centre philosophy had been developed from a strong vision of social justice[54] and professional practice. Additionally, all teachers (n=10) described the importance of the philosophy reflecting the community in which they worked. Moreover, several teachers (n = 4) described a collaborative process between major stakeholders[55] as important in the development and review of the document. Once the centre philosophy was established, several participants (n=6) said they reflected on the document as a whole team annually, and made changes as required. Centre 6's director said, "The philosophy was developed as a group and it gets reviewed each year", while Libby the teacher from Centre 5 reported:

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[53] A 'living' philosophy is a philosophy that reflects the values and beliefs of the current management, educators, and families that belong to the service (Barnes, 2012, p. 1).

[54] Social Justice: is based on the concept of human rights, equality and a just and equitable society (National Childcare Accreditation Council (NCAC), 2010, p. 19).

[55] Stakeholder: A stakeholder in a centre can include educators, management, children, families, and community members.

The centre has one (a philosophy) and it gets updated yearly…it doesn't always change a lot, but we re-word things as we refine our thinking…recently the way we interpret embedding indigenous culture into the centre has changed and so has the wording. So now it's talking about our personal story, like in this place, and how we relate to the space as educators and as children but also in the context of there used to be trees here, there used to be other people living here and learning here (Libby, ECT, Centre 5, Interview, 29/10/2015).

4.7.1.2. Philosophy congruence

Several teachers (60%, n=6) and both directors (n=2) reported their belief in the philosophy came from the congruence between the actual document, their own personal teaching values, and the daily policies, practices and working conditions. For example, Anne-Marie's personal teaching philosophy was "deeply inspired by the Reggio Emilia educational approach" (Anne-Marie, ECT, Interview, 30/11/2015). This was congruent with her centre philosophy (Centre 3, Philosophy, 2015). She also believed the centre reflected the Reggio Emila approach in the daily practices. Anne-Marie explained the director ensured there were more educators than the minimum standards. Moreover, she felt each educator and teacher was supported to extend their knowledge base through professional development opportunities, such as conference attendance, and providing flexible working conditions to attend university:

I think the working conditions reflect a lot the philosophy of the centre so for example, we have a lot of staff, so it's possible to have four children out in the Atelier…there is also the element of valuing this profession in itself, so valuing educators that are qualified and educators that are training and supporting them through having higher wages (Anne-Marie, ECT, Centre 3, Interview, 30/11/2015).

Several teachers provided their centre philosophy documents (Centres 1, 3, 5, 6). These documents illustrated the congruence between the philosophy and the daily teaching practices and working conditions of these centres. For example, Centre 1's philosophy document stated, "Educators are given time/resources and use a range of strategies to plan, extend, document and evaluate children's learning and development" (Centre 1, Philosophy, p. 2, 2015). Jenny, the teacher from Centre 1, described some working conditions that reflect congruence with this philosophy statement:

> We all (room staff) have planning together…so 5 hours together (each week). We know the plan, we've been involved in creating the plan, we know the strategies, and we know the data that we need to collect, the evidence, for whatever we are researching about…It means we have the time to do it and people have the capacity to engage with the content (Jenny, ECT, Interview, 19/10/2015).

Libby's centre philosophy (Centre 5) focused on strong family and community relationships and health and wellbeing, and this was reflected through their daily practices. The centre provided an optional, daily family breakfast, organised frequent visits to the community library, and raised and donated money to local community organisations. They also had a designated health and wellbeing officer (Centre 5, Philosophy, 2015). She explained that seeing this in practice, increased her belief in the philosophy and led to higher job satisfaction. These examples are illustrative of a 'living' document, where centre practices are reflective of the philosophy. Helen (Centre 8), in contrast, noted her centre philosophy was not a 'living' document. She commented that her satisfaction levels would improve if the philosophy was approached in a more collaborative manner, and if the daily conditions and practices actually reflected the values.

> Yes, well the centre philosophy is a three-page thing and I honestly don't even know what is in it. The director wrote it and no one was really involved and…So it's

something that we will be going into next year, our vision, our philosophy and possibly our room philosophies, so we all would be working from the same ideas.

4.7.1.3. Philosophy enacted

Many of the teachers (80%, n=8) and both directors (n=2) expressed the importance of maintaining the essence of the philosophy for job satisfaction. Common strategies included embedding language relating to the philosophy into daily practices, carefully recruiting new staff, role modelling, and the director having high expectations. Furthermore, support from upper management seemed crucial, particularly in supporting the director to provide working conditions, professional training and development to enact the philosophy correctly.

Strategies that were seen as successful included "talking about it every day" (Jenny, ECT, Centre 1, Interview, 19/10/2015), incorporating the language of the philosophy into meetings, pedagogical documentation, newsletters and other communication sources:

> During team leader meetings, we have a section on the agenda where the values are discussed and so someone might say "snaps (or well done) to Claire she showed teamwork when she stepped up and helped out in another room when they were busy the other day and needed some help". It is also highlighted in our newsletters and this makes it visible for our families and is a way of acknowledging the staff (Janet, Director, Centre 6, Interview, 16/11/2015).

Just over half the teachers (60%, n=6) and both directors (n=2) also identified the importance of careful recruitment of staff to preserve the essence of the philosophy. Through careful recruitment and the provision of a thorough induction process, these respondents felt the consistency of policies and practices were maintained. While these teachers believed the whole team was responsible in keeping the philosophy 'living', all teachers interviewed

recognised the influential role of the director in role modelling the philosophy, its values and expecting this to be enacted by the centre staff. As Tallara noted:

> That comes down to the leadership role…we have this culture, it's not just coming from the director that's your supporter, it's coming from each other, because it has been role modelled by the director (Tallara, ECT, Centre 9, Interview, 7/11/2015).

Each teacher also felt the presence of good working conditions was crucial to maintaining the 'living' philosophy. They felt conditions such as higher staff to child ratios and sufficient programming time, provided more opportunities for higher quality interactions with the children, and engagement in more meaningful pedagogical documentation[56]. They felt these conditions directly impacted on their job satisfaction levels.

In summary a living philosophy was highlighted as a contributor to teacher job satisfaction levels. In particular the philosophy development, congruence and implementation of the philosophy in everyday practices were described as important factors for maintaining a living philosophy.

4.7.2. A culture of critical, reflective learning

A culture of continual, reflective learning was shown to have a positive impact on teacher job satisfaction levels. The majority of teachers (70%, n=7) noted the importance of a culture where ongoing learning was valued, and noted the direct impact this had on their teaching practices. One teacher described her centre as a 'hub' for learning and several other teachers (60% n=6) reported similar descriptions. Teachers in this category described a culture in which they were trusted to test out new ideas and investigate pedagogical practice. They

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[56] Pedagogical documentation is a term that is use to describe the process of gathering artefacts, conversations, ideas, and displaying children's learning, energy and theories (Fleet et al., 2011, p. 6).

engaged in active research[57], attended conferences and participated in a myriad of professional development activities to develop their knowledge base and skill set. Several of these teachers (40%, n=4) were beginning to further expand their capabilities by presenting their personal action research in a variety of forums, including conferences. For example, Jenny from Centre 1 reported "Three of us are working together and we hope to present it at a conference, next year, hopefully. I did a project a few years ago around school and, you know, it's so easy, you just get up and start talking about your research".

Many of the teachers (70%, n=7) described a culture, where the questioning of practice was commonplace, with continual learning expected and embraced.

Part of what we do too is we're always questioning each other. It's not like we're questioning to say, hey, we don't agree, …for example, if I agreed with a practice someone else is doing, I would still ask questions about it and question why they were doing it and their educated thoughts behind it. So that we're all practicing and thinking about being accountable for the decisions that we're making (Claire, ECT, Interview, 30/10/2015).

Such transparent, collegial relationships proved very important to the teacher's job satisfaction levels. They did differ depending on the stage of the teacher[58], but what was evident was the idea that a culture of continual learning was important for currency of practice. While these teachers were clearly passionate and invested teachers, they articulated the necessity of support to facilitate this continual learning culture. The nature of this support is elaborated on below; it included leadership of the director, supportive working conditions, professional development and learning and the expansion of leadership opportunities.

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[57] Action research is a way of thinking that uses reflection and inquiry as a way of understanding the conditions that support or inhibit change, the nature of change, the process of change and the results of attempts of change (Rodd, 2013, p. 213).

[58] More experienced teachers were often acting as a mentor in collegial relationships, while early career teachers were often being mentored.

4.7.2.1. Leadership of the director

Leadership from the director was identified by all teachers (n=10), as crucial in supporting a culture of continual, reflective learning. Importantly, the majority of teachers (80%, n=8) felt their director was supporting this culture within their own centres. These directors facilitated connectedness among the staff, provided an optimally challenging environment, with a high level of freedom, trust and choice. This is reflected by Claire's comment:

> I think leadership has a big impact on your job satisfaction…mentoring and nurturing you to strive and do better…and encouraging you to be a part of a team, you know, be one entity instead of everyone just each to their own (Claire, ECT, Interview, 30/10/2015).

This idea of being united was very important for all teachers in this study, with most teachers (70%, n=7) reporting they worked with a shared vision for their centre. This unity however is not to be confused with a lack of autonomy. These teachers felt the centre goals were in line with their personal values and described how high levels of autonomy, such as frequent choices and freedom within their roles, were important for their job satisfaction. As Tallara reported:

> Job satisfaction…comes down to having autonomy, being trusted. That no matter, within reason of course, what mistakes you make, whether it's a program or a discussion with a child, that you're able to do it, learn from it, but be trusted to be able to remain who you are in early childhood, not all fixed to one mould within the service. That everyone brings something, and they do, no matter who you are, we all bring something (Tallara, ECT, Interview, 7/11/2015).

4.7.2.2. Supportive working conditions

All teachers (n=10) agreed that supportive working conditions were necessary for a culture of continual, reflective learning to exist and be sustained. These conditions needed to be provided by the director, with support from upper management (where this was relevant). Team meetings and sufficient release from face-to-face[59] teaching were both necessary supportive conditions to increase teachers' feelings of effectiveness in their roles. For example, Jenny explained the value of her five hour, weekly room team meetings in section 4.7.1.2.

Many of the centres (70%, n=7) also had a leadership team and in Kim's centre this included the educational leader, the 2IC[60] and the director. Team meetings operated differently in each centre, but some commonalities included building and maintaining a culture of continual learning.

4.7.2.3. Professional development and learning

The provision of quality professional development and learning (PDL) opportunities were also highlighted throughout the interviews as an important way to maintain a culture of continual, reflective learning. All teachers (n=10) and both directors (n=2) felt ongoing PDL important in improving job satisfaction. They described their views and experiences of PDL and how it best facilitated a learning culture that enhanced job satisfaction. For example, Janet reported:

> It is very important to have a culture of lively inquiry within your centre…we did
>
> some great professional development a couple of years ago which really got us on the

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[59] Release from face-to-face teaching: Time away from the classroom with the specific purpose of supporting teachers in their classroom-teaching role.
[60] 2IC: Second in charge, accountable to the director of the centre.

> track of critical inquiry; we did a practitioner inquiry with families and also learning
>
> circles (Janet, Director, Centre 6, Interview, 16/11/2015).

Half of the teachers (50%, n=5) and both directors (n=2) reported initial training on communication skills, behaviour and personality types was critical to building a foundation for a culture of continual learning. They felt educators and teachers needed certain competencies before enacting this type of culture. For example, Janet, the director from Centre 6 described how she embeds these types of competencies in both the induction process for new staff, and in specific training opportunities. She reported "we did some training on active listening and used some resources from Gowrie on supporting people to be heard and the different avenues of communication" (Janet, Director, Centre 6, Interview, 16/11/2015). Additionally, Jenny felt all educators needed a certain level of professional knowledge to engage in a critical and reflective centre. She described a specific type of training she sent staff to:

> One of the things that I've done quite consciously in the last few years is to send floor
>
> groups (or room groups) of educators off to targeted training together. There's a series
>
> that the Council has been running for a few years which is facilitates by some very
>
> experienced researchers (Jenny, Centre 1, Director, Interview, 19/10/2015).

The notion of targeted PDL for the whole team was also highlighted as important for developing a culture of learning and a common understanding of the language of ECEC. For instance, both directors noted the importance of sending at least two people to any external PDL. Additionally, Jenny (Centre 1) described an incentive program woven into her Enterprise Bargaining Agreement (EBA), which formally supported professional development and the continual learning culture:

> We have a points system so you can get more qualified…so you can increase your
>
> qualifications and increase your pay but actually stay in the centre, instead of having

to go and get a job elsewhere. We just put into our EBA more points for a PhD, so you

can get a PhD and you get paid more… So you're trying to keep staff, not lose staff,

recognising the value that having people long term brings (Jenny, ECT, Centre 1,

Interview, 17/10/2015).

4.7.2.4. Expanding leadership opportunities

All teachers (n=10) noted that opportunities to have leadership roles shared among staff

impacted positively on their job satisfaction. While the extent to which a distributed model of

leadership was operating varied between centres, there was sufficient evidence to warrant its

inclusion as a factor either supporting or thwarting teacher job satisfaction. The teachers who

reported having a strong and effective director (Jenny, Kim, Anne-Marie, Libby, Claire,

Tallara, and Kerry) also reported a more distributed model of leadership in their centres. For

example, Jenny, from Centre 1 describes her director as "a mentor, and really strong" and

Janet (her director) acknowledges the importance of shared leadership:

> It's probably been one of my learning journeys as an educator and as a leader to figure
>
> out that actually the best thing I can do is to let go and let people get on with what
>
> they're doing…I support my team and my leaders within the teams, it's about offering
>
> resources and encouragement and support and time and all of those things which allow
>
> them to do those things (Janet, Centre 1, Director, Interview, 19/10/2015).

These teachers (70%, n=7) reported the function of various leadership roles including the

EDL[61], sustainability leader and cultural leader; and agreed that such roles were most

effective when based on people's interests. Both directors felt the identification of people's

interests, and their strengths and capabilities were important when designing roles or

appointing educators and teachers to existing roles.

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[61] EDL: Appointed by the approved provider to guide other educators in their planning and reflection, and
mentor colleagues in their implementation practices (ACECQA, 2011, p. 85).

Each centre's model of leadership was different, with different roles and responsibilities. Teachers who reported their centre as operating with a more distributed model of leadership (70%, n=7), also described the importance of a leadership team being responsible for the direction of the centre. For example, Kim, the teacher from Centre 2 stated "The leadership team has been focussing on professional development around leadership, especially leadership in challenging times and how we can best lead our team and our unique service toward our shared vision".

Again, depending on the centre type, the leadership team varied in the amount of responsibility they held. Some leadership teams had meetings that focused on the strategic direction and the general running of the centre, which in turn meant the room meetings, could focus on the curriculum direction. These teachers felt the increased responsibilities led to higher levels of personal investment in the centre, and added to their job satisfaction. For example Kim, the teacher from Centre 2 explained the high level of job satisfaction she feels from working as "three-pronged approach" with herself, the director and the 2IC as the core leadership team. Together this leadership team has "transformed the centre from a poorly run centre which was being overseen by the department to a high functioning, quality centre" (Kim, ECT, Centre 2, Interview, 22/10/2015).

The majority (80%, n=8) of the teachers in this study were also the designated EDL, and the majority (75%, n=6) of these EDL's felt the formalised role increased their job satisfaction. For example, Kim describes how the formalised role of EDL in her organisation has provided her with a designated time (between 2-5pm) each day to support the other educators in her centre.

So that's the time where I can take to mentor and support, and obviously also do all the planning for the kindergarten program, support my colleagues. And I feel like I

can give a really high amount of support due to the conditions. So that's where my

high job satisfaction (Kim, ECT, Centre 2, Interview, 22/10/2015).

These teachers noted the importance of defining the role and its responsibilities to ensure

other educators and families in the centre understood its value. This often meant structures

were put in place to support the teacher's effectiveness in this role. One example is from an

interviewee, Claire, who reflected:

> I'm happy with the responsibility I have, I mean being the room leader and
>
> educational leader … Janet could see that I was already mentoring the others in
>
> documentation and things like and leading the way, so she thought that would be a
>
> great role for me (Claire, ECT, Centre 6, Interview, 30/10/2015).

Comments made such as these were made throughout the director interviews and supported

the teachers' perspectives on the importance of developing a culture of continual learning.

This section presented the importance of a culture of continual learning in contributing

to EC teacher job satisfaction. In particular the leadership of the director, supportive

conditions that allowed release from face-to-face teaching, targeted PDL and having

leadership opportunities, were all noted as important factors contributing to these teachers'

job satisfaction levels.

4.7.3. A meaningful experience at work

A meaningful experience at work was seen as crucial to job satisfaction. Teachers reported

meaningful relationships with children, families and colleagues, meaningful pedagogy and

practice, and meaningful leadership roles. However, the degree to which they were

experiencing this was dependent on strong working relationships and supportive working

conditions.

4.7.3.1. Meaningful relationships with children, families, and colleagues

All teachers (n=10) expressed how feelings of connectedness with colleagues, children, families, and the wider community, impacted on their job satisfaction levels. A sense of belonging and a feeling of unity were often discussed as important. For example, Tallara reflected:

> I think for me personally and the type of person I am, it's huge to me, relationships, and I can't imagine being able to cope in a situation, working so closely with someone, if there wasn't a good relationship (Tallara, ECT, Centre 9, Interview, 12/11/2015).

Meaningful relationships with children that developed through frequent, uninterrupted interactions were valued and critical to job satisfaction. The teachers described the importance of meaningful interactions in terms of building relationships, as well as the impact on children's learning and development outcomes, as Adina noted:

> The happier my kids are and the more that they're engaged with what we're doing, it makes me want to do better for them and more for them … you know, seeing that they want to be here, that's the satisfaction thing because it means that they're safe and secure (Adina, ECT, Centre 9, Interview, 12/11/2015).

The teachers noted that meaningful relationships supported a strong sense of belonging to the children, families and teachers. Some teachers (20%, n=2) also noted the satisfaction of working with the same group of children over several years in terms of watching their growth and development. Other teachers (70%, n=7) had a strong sense of belonging to the community, based on the longevity of their role as an EC teacher. This was illustrated by Helen when she stated:

I really enjoy building the relationships with them [children and families] and having a

role in their life and because I've been in the profession for such a long time and

always worked in the local area, I have parents who I taught when they were little …

they trust me a lot (Helen, ECT, Centre, 8, Interview, 23/11/2015).

The relationship with their director was also important, and the majority of teachers (90%,

n=9) described a nurturing relationship with their director as positively impacting on their job

satisfaction levels. For example, when asked if she thought leadership from the director

impacted on her job satisfaction levels, Claire replied:

Yeah, yeah, I think leadership has a big impact on, yeah, your job satisfaction.

Because I mean if your leader isn't appreciative and encouraging and, I guess,

mentoring and nurturing you to strive and do better, then everyone is just going to stay

doing the same thing and nothing is ever going to improve as, I guess, more issues

occur (Claire, ECT, Centre 6, Interview, 30/10/2015).

4.7.3.2. Meaningful pedagogy and practice

All teachers (n=10) and both directors (n=2) agreed the provision of good working conditions,

such as improved staff to child ratios and sufficient programming time, were important

aspects that contributed to work being meaningful and therefore satisfying. All teachers

discussed the importance of having an extra educator in their room particularly for developing

meaningful interactions with the children. For instance, Jess reflected:

You might be busy doing something with that group, and other things need doing, so

yeah, having an extra pair of hands enables that to happen (Jess, ECT, Centre 4,

Interview, 28/10/2015).

Documenting the children's learning in a meaningful way was also important in enhancing

teacher job satisfaction. All teachers (n=10) identified sufficient release from face-to-face

teaching as crucial for developing meaningful pedagogical documentation, however, only (60%, n=6) felt they had enough release time. Four teachers acknowledged that they were very satisfied with their working conditions. This included Jenny as she noted that her team had five hours of dedicated time each week together, to plan and research. Kim, Claire and Adina also felt having release time each afternoon had a positive impact on their job satisfaction levels. Adina described her release time:

> I'm quite lucky in my room…an hour a day, which is really quite good. And whilst I don't get holidays, I have that as non-contact time, I have an office that I am able to move away to program or resource or see families (Adina, ECT, Centre 9, Interview, 12/11/2015).

The majority of teachers (90%, n=9) indicated the competence of other educators in the room impacted on their job satisfaction. When asked about her team in her interview, Kim replied:

> And I thinks that's another thing that adds to my satisfaction…I feel like, oh gosh, we're really what I would describe as a high achieving team who is constantly thinking about what's next and being really present with our group. So that in it-self makes for a wonderful job (Kim, ECT, Centre 2, Interview, 22/10/2015).

The majority of the teachers (70%, n=7) felt all staff in their rooms were competent and could support them with planning and programming, whilst the remaining (30%, n=3) felt at least one other person in their room could support this.

4.7.3.3. Meaningful leadership roles

While the leadership model varied across the centres, all teachers agreed that the extra responsibility did or would positively impact on their job satisfaction if supported by good working conditions. Libby articulated why she felt these roles increased her job satisfaction:

Well, I feel like then you have more onus over things that are going on, so you feel a little more sense of satisfaction because you can see how you directly impacted that. And it's just utilising talents more effectively, and it stops the director from being burnt out (Libby, ECT, Centre 5, Interview, 29/10/2015).

The majority of these teachers were in leadership roles (90%, n=9). They were the room leader, the EDL or both. The EDL role was discussed frequently, and was reported as either supporting or thwarting job satisfaction. Satisfaction levels were generally a direct result of the presence or absence of sufficient working conditions and other supportive factors. These teachers acknowledged the need for sufficient supports and working conditions to feel competent and effective in these leadership roles. Kim described how the working conditions in her centre supported her to feel effective in her dual role of teacher and educational leader as she was given time to do both roles. She works in the classroom as the teacher from 9 am-2 pm and then has each afternoon to perform her EDL role, "For five hours…from 9am to 2pm, I do my solid teaching, so I can really get stuck in and it's wonderful. Then in the afternoon she spends her time mentoring other staff and "I'm always popping into another classroom, oh wonderful, look at their great program, I can see it here and I can see it there, and I can chat with families and make a bit more of a relationship with them" (Kim, ECT, Centre 2, Interview, 22/10/2015).

In contrast, Helen did not feel supported in her role as the educational leader and felt unsatisfied and frustrated in this role:

I'm lucky to get two hours a month and when it is offered it's like, ok you can have some time now, but, I'll be in the middle of a discussion with a child, and I don't like to just leave like that. I also have to be in charge of answering the phone when I'm at that desk, so I become the receptionist as well (Helen, ECT, Centre 8, Interview, 23/11/2015).

She also shared her thoughts on the leadership at her centre and that she believed a more distributed model would work well, and increase both her job satisfaction and other staff at the centre including the director:

> I know at (organisation name) they are thinking of having more of a team approach. So, the director, the 2IC and the educational leader will take equal amounts of responsibility. I think that will be a good thing to take away some of the burden from the director, but also in defining the educational leader role more clearly. And I think that's maybe why I'm not enjoying it because it's not a clearly defined role (Helen, ECT, Centre 8, Interview, 23/11/2015).

Jess (Centre 4) concurred with Helen and felt her job satisfaction would be higher if there was a more distributed model of leadership at her centre.

This section outlined the importance teachers placed on a meaningful work environment for their job satisfaction levels. There was an emphasis on relationships and supportive working conditions to facilitate pedagogical practice. There was also a focus on the need for clearly defined and distributed leadership roles.

4.8. Chapter Summary

This chapter outlined factors influencing the job satisfaction of teachers in LDC centres. Results from Phase 1 found predictor variables of job satisfaction included: job tenure at current centre, intention to turnover, autonomy, relatedness, director qualifications, staff to child ratios, wage, competence and W-BNS score. Further analysis found the most significant variables impacting on job satisfaction were autonomy, relatedness and staff to child ratios. The results from Phase 2 found the presence of a living philosophy; a culture of continual, reflective learning; and a meaningful experience at work all contributed to teacher job satisfaction. The next chapter presents a discussion of these findings.

Chapter 5: Discussion

Emergent factors enhancing teacher job satisfaction from this study are discussed in light of previous research as well as the interconnectedness of factors. These factors include the presence of a living philosophy; a culture of continual, reflective learning; a meaningful workplace; and more equitable compensation. Throughout the chapter, parallels are drawn between these factors and their relationships to self-determination concepts. These associations provide support for the validity of Self-Determination Theory (SDT) as a theoretical framework for understanding job satisfaction of teachers in LDC centres.

5.1. Job Satisfaction Ratings

Phase 1 results found 77% of teachers were satisfied in their current position. This contradicts data from the Social Research Centre (SRC) which reported figures of 84.7% (SRC, 2014). This discrepancy could be due to a number of factors related to the data collection. Firstly, all participants in the present study were university-educated teachers, while the SRC combines the responses of all qualified educators in their job satisfaction ratings figures. Secondly, in this study, participants rated their level of job satisfaction on a continuum from 0 to 10, and job satisfaction was then defined as having a score of 5 or higher, whereas the participants in the Childcare Workforce Census were asked to chose "yes" or "no" to the statement "I am satisfied with my job" (SRC, 2014, p. 32). Thirdly, the participants in this study had the opportunity to rate their overall job satisfaction with the early childhood profession as well as their satisfaction levels within their current role. Interestingly, higher levels of job satisfaction were reported with overall satisfaction with the EC profession (88%). This discrepancy in figures suggests a person can be happy with their chosen profession, but dissatisfied in their current position, and as such warrants further research.

5.2. Identified Facets of Job Satisfaction

Findings from Phase 1 and 2 identified certain social and structural factors enhanced the job satisfaction of teachers in LDC centres. Within Phase 1, two open-ended questions were included in the survey to capture any sources of satisfaction and frustration these teachers were feeling. These findings are presented in section 4.2.1.

The online survey could not provide insight into who and what influenced these facets of job satisfaction, nor what it looked like in practice or how these factors influenced each other (Walter, 2013). Examination of the three themes that emerged from the qualitative findings[62] provided deeper insight into the factors enhancing job satisfaction, and provided important information for practitioners, directors, management and policy makers.

5.3. Factors Enhancing Job Satisfaction of Early Childhood Teachers in Long Day Care (LDC) Centres

In this section the qualitative and quantitative results are discussed in relation to the literature on job satisfaction and SDT and address the research questions.

5.3.1. Job satisfaction and intention to turnover

Previous research on job satisfaction and intention to turnover suggest these concepts are strongly linked (Manlove & Guzell, 1997; Ramoo, Abdullah, & Piaw, 2013). The findings from this current study support this notion as teachers who reported higher levels of job satisfaction indicated they were less likely to leave their current workplace. A body of research also suggests there is a correlation between intention to turnover and actual turnover (Richer et al., 2002; Whitebook & Sakai, 2003). Whilst this correlation can be postulated for the early childhood sector, further research is recommended to determine whether high job

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[62] Three themes: 1) A 'living' philosophy, 2) A culture of continual, reflective learning, and 3) A meaningful work experience.

satisfaction actually results in lower staff turnover and higher retention within the sector. Furthermore, it is acknowledged that a myriad of factors, including economic climate, the availability of other jobs and age can all impact on this correlation (Kwong et al., 2010; Manlove & Guzell, 1997).

On analysing this current study's findings, reported rates of intention to turnover were higher among teachers working in larger organisations. Teachers from private chains (30%), private large organisations (40%), and large not-for-profit organisations (21%) reported they were more likely to leave their centre within the year than teachers who worked in private stand-alone (16%) and community-based centres (12%). Future research is needed to investigate whether there is a significant relationship between intention to turnover and actual turnover rates across different centre types and to understand what factors could be influencing that relationship. Another consideration is the majority of the teachers did not plan to be in their current workplace for more than 5 years (n= 175, 77%). Again, further study is recommended to examine and fully understand the significance of this intention as well as actual turnover, to determine if these teachers are moving to another centre, to a different service type or are leaving the sector altogether.

5.3.2. Job satisfaction and self-determination theory (SDT)

This study found evidence to support two of the main SDT concepts: internalisation (see section 2.5.1) and basic psychological needs theory (see section 2.5.2). A strong positive relationship was found between job satisfaction levels and scores on the Basic Psychological Needs in the Workplace Scale (W-BNS) and the internalisation of workplace values were reported in Phase 2 as positively impacting on job satisfaction.

Job satisfaction levels were positively correlated with each sub-scale (autonomy, relatedness and competence) from the W-BNS. This correlation begins to provide support for

the applicability of SDT as a theoretical framework for job satisfaction in the EC sector. Additionally, these correlations were supported by triangulation of the data sets. For instance, within each interview from Phase 2, the teachers provided evidence of autonomy, relatedness and competence as either supporting or thwarting their job satisfaction levels. Thus findings from both Phase 1 and Phase 2 are supporting the potential validity of applying SDT to ECEC workplaces.

The results from Phase 2 suggest that the internalisation of workplace values into a teacher's personal values is important for job satisfaction. This concept mirrors research on organisational commitment and job satisfaction. That is, when a person's workplace and individual values are aligned, organisational commitment is higher, and job satisfaction increases (Bloom, 1988, 2010; Bullough et al., 2012) which results in completing tasks autonomously (Deci & Ryan, 1985b). The concept of internalisation was frequently described through the teacher's voices within the living philosophy theme. This theme is discussed in the following section.

5.3.3. A 'living' philosophy

The findings of the current study provided evidence that a 'living' philosophy enhanced the 10-interviewed teacher's job satisfaction levels. The philosophy reflected a high level of congruence between what was written in the philosophy document, and its implementation, including the consideration of working conditions. This notion of congruence between the written document and the actual lived experiences is supported by previous research (Connor, 2011; Jovanovic, 2013; Sims et al., 2014). Various social and structural factors were identified within the findings of both phases, as important in developing and enacting a living philosophy. These factors included the presence of a strong and effective director, careful recruitment of new staff with an appropriate induction process, a workplace that meets the

basic psychological needs for autonomy and relatedness, and structural factors, such as sufficient release from face-to-face time, and higher staff to child ratios.

5.3.3.1. A strong and effective leader

The descriptions of what constituted a 'strong and effective' director (leader) mirrored descriptions within the current literature on leadership in early childhood (Aubrey, Godfrey, & Harris, 2012; Rodd, 2013; Sims et al., 2014; Siraj-Blatchford & Manni, 2006; Waniganiyake, Cheeseman, Fenech, Hadley, & Shepherd, 2012). Similarly, these characteristics reflect the research completed in school settings (Duignan, 2006). Characteristics of strong leaders in this study included excellent communication skills, the ability to build a team culture, being a positive role model, having a high degree of knowledge of ECEC, and holding high expectations of staff.

Specifically, the teachers described their directors as ensuring everyone in the centre was working toward the same vision, that staff understood the philosophy and that they implemented these values and principles in their daily practices. Similarly, The Effective Leadership in the Early Years Sector (ELEYS) study identified the ability of a director to identify and articulate a shared vision and to ensure all educators were clear in their understanding of the philosophy and what this meant for their daily practice, as a key capability of an effective leader (Sims et al., 2014; Siraj-Blatchford & Manni, 2008). This is also a common finding in the school research on effective leadership (DuBrin, Miller, & Dalglish, 2006).

Many of the teachers (n=6) and both directors in the current study identified the need for careful recruitment of new centre staff to maintain the essence of the philosophy. Bretherton (2010) and Waniganiyake and colleagues (2012) urge leaders to carefully consider whether a new employee will be a good fit for the organisation. Bretherton (2010) suggests a

carefully developed philosophy can "help to define which staff represent the 'right fit' for the centre in terms of approach and workplace culture" (p. 30). Rodd (2013) further consolidates the importance of careful recruitment in maintaining a living philosophy, highlighting the need to recruit a person who "truly endorses and openly commits to the existing values and vision, and who will fit into and complement the existing team" (p. 164). Furthermore, once recruited, an induction process should also occur, to familiarise new staff with the organisation and provide strategies which support them while settling in (MacFarlane & Noble, 2005)

While these leadership capabilities were identified as crucial for supporting a 'living' philosophy, structural factors were equally important. For instance in Phase 1 of the current study there was a significant relationship between higher staff to child ratios and higher job satisfaction (see Table 2 and 3). Previous research also suggests high staff to child ratios, smaller group sizes and well-qualified teachers have a positive impact on children's learning outcomes and centre quality (Fenech et al., 2010; Sylva, Melhuish, Sammons, Siraj-Blatchford, & Taggart, 2004). Ensuring these structural factors are embedded in practice requires a leader who is knowledgeable in early childhood to articulate to management why these working conditions are crucial (Waniganiyake et al., 2012).

In Phase 1, a correlation (albeit weak) was found between director qualifications and job satisfaction levels. This finding is corroborated with a growing body of research suggesting the formal education of the director is a strong predictor of centre quality (Lower & Cassidy, 2007; Rohacek, Adams, & Kisker, 2010; S. Ryan, Whitebook, Kipnis, & Sakai, 2011). Colmer (2015) noted that the extent of the director's pedagogical knowledge was crucial for the successful implementation of professional development. This supports the notion that directors with a well-developed pedagogical knowledge base contribute to successful leadership.

Within this study, significant differences were found in the level of director qualifications across the five centre types. Post hoc testing found the most significant difference occurred between private large organisations (mean rank = 89.76) and not-for-profit stand-alone centres (mean rank = 130.46); that is, the latter had a greater percentage of degree and post-graduate qualified directors than private large organisations. This result, coupled with significant differences found across centre types in intention to turnover, and the correlation between director qualification and job satisfaction levels, suggests a relationship exists between the formal qualifications of the director, their capabilities in supporting a living philosophy, and therefore job satisfaction. Further research is necessary to examine this, and additionally to ascertain why certain centres employed more qualified directors.

5.3.3.2. Organisational commitment and internalisation

Within the literature review, various researchers including Stremmel (1991), Bloom (1988) and Bullough and colleagues (2012) provide quantitative evidence supporting the link between organisational commitment and job satisfaction. Bloom (1988) defined organisational commitment as "the relative strength of an individual's identification with and involvement in a particular organisation" (p. 109). While this study did not measure organisational commitment in Phase 1, the findings from Phase 2 provided evidence of the association between job satisfaction and organisational commitment. The teachers interviewed noted feeling satisfied with the daily practices and working conditions. This indicated their current working reality was congruent with their ideal. Moreover, the majority of participants (70%) from Phase 2 reported their own teaching philosophies were congruent

with their centre's philosophy. This congruence fits well with the concept of internalisation[63] proposed by SDT (Deci et al., 1994; Deci & Ryan, 1985b).

Internalisation highlights the importance of a strong belief in the fundamental values of the workplace and is central to the development of autonomous motivation[64]. Research links autonomous motivation with positive job outcomes, including higher job satisfaction (Baard et al., 2004; Callens, 2007; Fernet et al., 2013; Fernet et al., 2012; Gagne, 2003; Gillet et al., 2013; Ilardie et al., 1993; Lam & Gurland, 2008; Richer et al., 2002). Employees are internalising workplace values when they are operating at either *identified regulation* or *integrated regulation* on the self-determination continuum (see Figure 1, section 2.5.1). In the current study teachers who were operating at these levels of internalisation reported feeling high levels of autonomy as the values of the centre (the philosophy), and the daily tasks were aligned with their personal beliefs. To provide an example, Libby from Centre 5 described the high value her centre philosophy placed on children's mealtimes. Essentially this involved more thoughtfulness and high levels of intentional teaching during meal times and this aligned with Libby's personal values so she willingly engaged in these tasks to support the routine (autonomous motivation).

Gagne and Deci (2005) argued that the provision of an autonomy-supportive context[65] is the most important social factor to promote identification and integration and thus support internalisation. The findings from Phase 2 offered some insight into how each basic psychological need was satisfied, and how the director and upper management was influential in supporting or thwarting this satisfaction. For instance, one aspect of an autonomy-

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[63] Internalisation is the integration of values into the self and can occur on three levels; introjection, identified regulation, and integrated regulation (Deci & Ryan, 1985b; Gagne & Deci, 2005; R. Ryan, 1995).

[64] Refers to a person feeling a sense of volition and choice towards a task and is the optimal form of motivation (Gagne & Deci, 2005).

[65] Autonomy-supportive context: A context that promotes the satisfaction of the three basic psychological needs as defined by SDT.

supportive context involves ensuring employees are provided with optimal challenges[66]. Sandra from Centre 1 presented an example of an optimal challenge:

> So there's a few of us that have put in submissions for conference presentations, and then if the submission gets accepted, we'll be making time available for them [the teachers]. To get that organised and ready and provide support for people who get very nervous (Sandra, Director, Centre 1, Interview, 26/10/2015).

Sandra is providing a high level challenge for very experienced teachers, which is supportive of the three basic psychological needs. Firstly, the teachers have choice in the topic they decide to present (autonomy). Secondly, the challenge is supported by structural factors, such as allocated time (competence). Finally, relatedness is supported as the director supported those teachers who were nervous about presenting their research in a public forum. This example illustrates an autonomy-supportive context, which acts as an antecedent to the satisfaction of an employee's basic psychological needs, and consequently the internalisation process.

5.3.4. A culture of continual, reflective learning

The second core factor influencing job satisfaction among teachers was the presence of a culture of continual, reflective learning. This was characterised by the questioning of pedagogical practice within trusting, respectful relationships: a place of active research and continual professional development learning (PDL) opportunities. Within the current study, this culture was a direct consequence of a living philosophy. Evidence from Phase 2 showed the same teachers (n=7) who felt their philosophy was a living document, also described the presence of a positive workplace culture based on reflective practice. This finding is perhaps

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[66] This type of challenge should not be too easy or difficult, requires thoughtful consideration of the employee's skills and time needed to complete the task, and requires sufficient guidance from the leader (Hartnett, 2015).

reflective of what Hujala (2013) describes as a contextual approach to leadership, where employees are actively engaged in the mission, vision and direction of the centre. In this approach the type of professional development and the focus would come from the collective.

The culture of continual, reflective learning was also found to support each basic psychological need. This was evidenced by significant correlations in Phase 1 and teacher examples in Phase 2. The findings from Phase 2 also suggested, as with the living philosophy factor, that the director and upper management were particularly influential in supporting this type of culture.

The ELEYS study noted effective director capabilities also included high levels of emotional intelligence[67] and an ability to build highly collaborative teams, based on mutual respect and open communication (Siraj-Blatchford & Manni, 2008). Similarly, Sims and colleagues (2014) noted that the director's ability to support and maintain relationships, develop a unique service culture and promote inquiry and reflection, were among the top participant responses in their study of educator's perceptions of important leadership capabilities. The influential role of a director ensuring a culture of continual learning where teachers are resourced appropriately is also supported by other research in the ECEC sector (Ebbeck et al., 2011; Ebbeck & Waniganayake, 2003) In this current study teachers described the director as highly influential in developing strong and effective teams.

Strong collegial relationships between competent educators were identified as a source of satisfaction for teachers in both phases of the study. This finding is consistent with prior research in the long day care context (Bloom, 1988; Fenech et al., 2010). Kim, a teacher from Victoria explained how her collegial relationships supported her job satisfaction:

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[67] Emotional intelligence: The ability to recognise, understand and manage our own emotions and to recognise and understand and influence the emotions of others (Goleman, 1995).

>So everyone is very committed … and now that we've got our little team … we're
>
>really solid … we're really what I would describe as a high achieving team who is
>
>constantly thinking about what's next and being really present with our group. So that
>
>in itself makes for a wonderful job (Kim, ECT, Interview, 22/10/2015).

Constantly thinking about 'what's next' is indicative of a culture of continual learning. For the teachers in the current study this included high levels of critical and reflective practice, and engagement in specific practitioner inquiry[68] projects. Findings from prior research confirm the importance of reflective practice for teaching staff, centre quality and teacher satisfaction (Fenech et al., 2010; S. Wong & Cumming, 2008). Current research by Hadley, Waniganayake, and Shepherd (2015) further supports the focus of professional development learning (PDL) being critical and reflective. Additionally, they found certain types of PDL, such as practitioner inquiry, mentoring and in-house training were more supportive of this focus. Educators within their study also rated these PDL's as more valuable and suggested they lend themselves to being socially constructed by the centre.

Fleer, Anning, and Cullin (2009) support the social construction of professional development learning. They state "professional development must be co-constructed by the community of practice with a research-based focus" (p.204). Social construction of PDL supports the satisfaction of the basic need for autonomy, as educators have more choice and control over their learning. This is consistent with research by Jovanovic (2013) who found educators wanted more challenges and opportunities for PDL, but they wanted autonomy within this. Self-Determination Theory notes meeting the basic psychological needs for autonomy results in greater autonomous motivation and subsequently results in higher job

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[68] Practitioner inquiry: ''a systematic form of enquiry that is collective, collaborative, self-reflective, critical and undertaken by the participants of the inquiry'' (McCutcheon & Jung, 1990, p. 148).

satisfaction levels (Baard et al., 2004; Callens, 2007). Results from Phase 1 concur with previous studies, finding autonomy was a strong predictor of job satisfaction.

The third basic psychological need competence, as defined in SDT, is not an attained skill or level (Deci & Ryan, 1985b). Teachers working in a culture of continual, reflective learning are constantly increasing their skills and knowledge. This in turn impacts positively on their teaching, and together with supportive working conditions, these teachers' feel more effective in their workplaces. Thus, within a culture of continual, reflective practice each of the basic psychological needs can be satisfied and this contributes to enhancing greater job satisfaction (Baard et al., 2004; Callens, 2007; Silman, 2014).

5.3.5. A meaningful work experience

Phase 1 data analysis found a significant link between the basic need for relatedness and job satisfaction. Phase 2 results further supported this correlation as teachers described a meaningful work experience, including uninterrupted interactions with the children, a sense of belonging to the centre and making a difference through teaching. This was very important for teacher job satisfaction levels. Relationships with their director also impacted on job satisfaction, and many teachers described the nurturing relationship with their director as being very important in their job satisfaction. These findings illustrate the need for relatedness, as a strong influence on job satisfaction for teachers, a notion supported in previous studies (Baard et al., 2004; Marescaux et al., 2012). However, these studies were not based in EC centres and thus further research is required.

Competence in SDT terms means feeling effective in one's environment (Deci & Ryan, 1985b). Previous research found a strong link between supportive structural factors and how effective teacher's feel in their work (Bloom, 1988; Whitebook & Sakai, 2003). Within this study, the basic need for competence significantly correlated with job satisfaction;

however, it was not found to be a significant predictor. Interestingly, teachers in Phase 2 (n=10) all noted that higher staff to child ratios and sufficient programming time were essential for developing a meaningful experience at work, which in turn increased their job satisfaction. Phase 1 supported the link between better ratios and job satisfaction, finding a moderate significant correlation. Moreover, the top frustrations among teachers from the open-ended survey question were: low staff to child ratios, insufficient programming time, and other tasks that reduced their time with the children. Thus, while further research is recommended, this current study suggests supportive conditions are required for teachers to feel effective in their teaching to experience a meaningful workplace. This finding is further supported by Rosier and Lloyd-Smith (1996) and Lyon (1997) who described the need for extrinsic factors to support intrinsic factors and allow teachers, as Lyons stated "attrition and turnover will be reduced if staff find it easier to do the job they enjoy" (p. 4). Janet, the director from Centre 6 said:

> I guess, to sum it up; conditions are so important, because you need to provide good conditions for teachers to do their work, and allow time and resources for innovation. Also, giving space, for them for their own personal growth (Janet, Director, Centre 6, 16/11/2015).

Personal growth can also extend to leadership capabilities. Each teacher from Phase 2 held a leadership role. Satisfaction with this role related directly to the supports available, including training opportunities and relief from face-to-face teaching. Enjoyment of a leadership role (particularly the EDL role) was linked to feelings of competence, which were again connected to working conditions. Whilst more research is recommended to focus specifically on the educational leader role, it was clear this role was either enhancing or thwarting the fulfilment of the need for competence and therefore, feelings of job satisfaction in this current study.

Expanding leadership capabilities and supporting the enactment of leadership roles were key findings from Phase 2 of the current study. These leadership roles supported the basic psychological need for autonomy and reflect the current early childhood leadership literature arguing for a distributed model of leadership (Fenech et al., 2010; Heikka, 2015; Rodd, 2013; Waniganiyake et al., 2012).

5.3.6. Compensation

The Childcare Workforce Census data found less than half of the respondents (48.9%) were satisfied with their wage (SRC, 2014). While this study did not specifically ask teachers if they were satisfied with their pay, responses to the question "What are the two most frustrating things about your work?" found pay and promotions to be one of the top frustrations reported (25%) (see section 4.2.1). This is concerning given previous research findings support the relationship between satisfaction with wages, job satisfaction and higher retention (Huntsman, 2008; Stremmel et al., 1993; Whitebook & Sakai, 2003).

Interestingly, many respondents cited dissatisfaction with the pay disparity between early childhood and primary/high school teachers. Within this study, a correlation, albeit weak, was found between paying above the award wage and job satisfaction levels. Figures showed 46% (n=123) of teachers were paid above the award wage from this cohort of teachers. This perhaps indicates early childhood teachers are more frustrated with inequity surrounding pay rates, rather than actual pay rates. The collection of the data however presents a limitation as teacher salaries are determined by state law and vary from state to state. For this reason, more specific data collection on wage and satisfaction is necessary to better understand this issue.

5.4. Limitations of the Study

There were several limitations of this study that impact the generalisability of the study. These limitations relate to participant demographics, theoretical limitations and the selection of participants. Firstly, the participants in this study were all university-qualified teachers and while this decision was justified (see section 1.6), making comparisons with the census data is troublesome, as teachers in the census are grouped with other qualified educators. Secondly, participants in both phases of data collection came from all states within Australia. As stated previously, each state and territory has its own teacher awards, thus drawing conclusions about wage and job satisfaction based on award wages is problematic. Thirdly, the scope of this master's study limited the number of teachers to be interviewed which impacts on the generalisability of the findings.

This final limitation also impacted the extent to which SD could be applied as a theoretical framework for this study. The limited scope of the study prevented the inclusion of other SDT aspects. For instance, SDT has an autonomy causality instrument measuring the strength and type of motivational orientation for an individual (Deci & Ryan, 1985a). The addition of this instrument could provide more information on job satisfaction in terms of individual tendencies.

Lastly, participants in this study were recruited through advertisements via professional associations. This may have biased the sample selection whereas purposive sampling[69] could be more reflective of job satisfaction for the sector. For example, there were differences between the NQS ratings reported in this study and the figures from ACECQA (2016b). Service ratings reported in this study were: Working towards (16%), Meeting (40%), and Exceeding (30%) while ACECQA's figures report: Working towards (35%), Meeting

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[69] Purposive sampling is a technique whereby the researcher chooses specific people based on certain criteria within the population to use for a study (Bryman, 2012).

(40%) and Exceeding (25%). Also as Phase 2 relied on a self-selection process this could have biased the sample, however, the researcher did try to minimise this by selecting the participants based on their job satisfaction ratings. In this phase only two directors participated which limited the ability to draw generalisations on centre leadership.

5.6. Conclusion

This chapter interpreted the results of the study in light of current literature with the aim of contributing to a deeper understanding of teacher job satisfaction within long day care centres. The next chapter provides the conclusion to this thesis.

Chapter 6: Conclusion

This thesis investigated EC teacher job satisfaction in LDC centres in Australia. The purpose of this study was to determine factors enhancing job satisfaction, and to explore how these factors were enabled in LDC centres. This chapter outlines the key findings of the study and subsequent implications for practitioners to enhance job satisfaction for teachers in LDC centres. Suggestions for future research are also outlined.

6.1. Key Findings, Implications for Policy and Practice, and Suggestions for Further Research

The research questions for this study were:

RQ1: What factors are influencing and enhancing job satisfaction?

RQ2: How are these factors supported and enabled in LDC centres and by whom?

These research questions were addressed together under five key findings relating to early childhood teacher job satisfaction. These are presented below along with implications for centre practice.

6.1.1. Research finding one: A living philosophy, a meaningful work experience, and a culture of continual, reflective learning enhances job satisfaction.

This study found general consensus on the need for a strong and effective director to influence each factor for job satisfaction. Furthermore, upper management needed to support the director in order for effective leadership to occur.

Implications

Management should consider the many skills and specialised knowledge that is required to effectively lead a centre team. The ELEYS provides a list of director capabilities, including effective communication skills, building and leading a team, and ensuring a shared understanding among staff (Siraj-Blatchford & Manni, 2008). Resourcing centre directors to build these leadership capabilities is recommended.

On a practical level, directors who consider involving all stakeholders in the development of the philosophy, the strategic plans and the Quality Improvement Plans are encouraging a shared understanding, which will support the internalisation concept. Also, careful recruitment of educators, an appropriate induction process, the provision of personal/study time for educators (release time, lunch times, and study leave) all contribute to the maintenance of the living philosophy.

To build a culture of continual, reflective learning, a strong team foundation is needed. This can be achieved through focused training over time. Once a strong team foundation is laid, professional development learning opportunities based around critical reflection and practice is essential (Waniganiyake et al., 2012). These opportunities could include engaging external consultants (Hadley, 2012) and/or action research projects both within the centre and with the wider EC community (Ebbeck, et al, 2011).

6.1.2. Research finding two: Turnover rates are linked to job satisfaction in the current workplace.

The intention to turnover rates in this study indicated 21% of EC teachers planned on leaving their current position within the year. These figures were almost identical to the SRC results, which reported 19.6% of participants did not intend to stay in their current workplace (SRC,

2014). It is interesting to note the alignment of both unsatisfied early childhood teachers (21%) and those intending to leave their jobs (20%).

Implications

Clearer delineation between current job satisfaction and career satisfaction seems important when researching teachers' intention to turnover. Given the long history of high turnover in the early childhood sector, further research in this area is critical. Future research could investigate the actual movement trends of teachers. For instance, are teachers moving from centre to centre or service type trying to find their ideal workplace, or are they leaving the sector all together? Findings from future research could impact on policy changes that in turn support services that invest in the EC workforce.

6.1.3. Research finding three: Self-determination theory has potential as a theoretical framework for understanding and enhancing job satisfaction in long day care centres.

Results from both phases of this study found evidence that supports the relationship between job satisfaction and the extent to which a teacher's basic psychological needs are being met. Several studies (Baard et al., 2004; Deci et al., 2001; Gagné et al., 2000; Ilardi, Leone, Kasser, & Ryan, 1993; Kasser, Davey, & Ryan, 1992) found an autonomy-supportive context enhanced the fulfillment of the three basic psychological needs (Gagne & Deci, 2005); while an autonomy-supportive context was not the focus of this study, there was evidence of leaders providing this type of context (see section 5.3.5).

Implications

Future research should be considered to develop an understanding of autonomy-supportive contexts in ECEC to achieve satisfaction of the three basic psychological needs. Additionally, the application of SDT as a theoretical framework has potential for developing professionalism within the sector in a positive, healthy way and the potential to reduce turnover.

6.1.4. Research finding four: Contributors to centre quality and job satisfaction are the same.

Many of the factors influencing teacher job satisfaction mirror the contributors for quality LDC centres. The quantitative data, however, did not find a significant correlation between job satisfaction ratings and the overall NQS rating of the centre. This finding needs further examination to understand the factors, including NQS ratings and how these are impacting on job satisfaction.

6.1.5. Research finding five: Paying above the award wage does impact teacher job satisfaction.

A weak but significant correlation was found between job satisfaction and wages. Teachers who were paid above the award wage did report higher job satisfaction levels. Additionally, the 'pay and promotion' facet was the second most reported frustration among teachers in the survey cohort. Many of these teachers (n=80) reported frustration with low wages and the disparity of their pay in relation to other teachers, in particular EC teachers working in a primary school, who held the same degree, but earned more.

Implications

According to SDT, pay needs to be perceived as equitable. Recently, Victorian EC teachers have been awarded pay parity with primary teachers (Australian Education Union (AEU), 2016). Achieving pay parity across all states for EC teachers could have a direct impact on job satisfaction and retention. Researching the Victorian EC teachers would provide insight into if and how this pay parity is impacting on job satisfaction and retention of EC teachers in that state.

6.2 Strengths and Importance to the Sector

This study has contributed to both the existing research base on job satisfaction and has presented new insights in the area of teacher job satisfaction within LDC centres. Findings from this study should assist leaders and management to gain a greater understanding of factors influencing job satisfaction and also highlight some working conditions, which need to be present in order to support intrinsic motivating factors. Specifically, staff to child ratios and sufficient release from face-to-face teaching seem to be important in enhancing job satisfaction. Additionally, the provision of more equitable pay rates for EC teachers is likely to improve satisfaction levels.

This study has established the potential of SDT in understanding job satisfaction among EC teachers. While future research is needed to further consolidate the applicability of the theory, findings from both phases of this study support the usefulness of SDT as a means for both understanding and enhancing teacher job satisfaction.

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Appendices

Motivational Theories

Maslow's Hierarchy of Human Need's Theory

Maslow's Hierarchy of Human Need's Theory (1943) is a content theory[70]. Maslow introduced the idea that people follow a general pattern of needs recognition throughout their lifetime and this is related to their motivation. He developed a pyramid called the Hierarchy of Needs (see figure below).

Self-actualization — morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

Esteem — self-esteem, confidence, achievement, respect of others, respect by others

Love/belonging — friendship, family, sexual intimacy

Safety — security of: body, employment, resources, morality, the family, health, property

Physiological — breathing, food, water, sex, sleep, homeostasis, excretion

Source: Adapted from (Maslow, 1943)

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[70] Content theories: Aim to explain what motivates people and are concerned with an individual's needs (Mullins, 2002).

The hierarchy begins with basic needs (food, shelter), followed by safety and security needs, relationship needs, self-esteem needs and self-actualisation (Maslow, 1943). Maslow identified two groups of needs, 'deficiency' and 'growth' needs. He believed the deficiency needs (physiological, safety, and security needs) of the hierarchy must be met before a person could move up to meet the growth needs (self-esteem and self-actualisation) and become more empowered. In 1954, Maslow introduced his theory to the workplace context, positing people need to move through the general pattern of needs (see figure below).

Self Actualisation: My job is challenging, creative, and I look at the long term goals.

Self-esteem: My job offers my recognition, resonsibility, and appreciation. I feel valued.

Belonging: I feel accepted among my colleagues

Safety: I have job security and safe working conditions

Basic needs: pay and breaks

Steers and Porter (1991), specialists in managerial and organisational psychology, developed a model of rewards and organizational factors, based on Maslow's needs. They believed, understanding where people sit on the hierarchy would impact on managers developing motivational strategies to retain staff (Steers & Porter, 1991).

Whilst Maslow's theory is important in developing an understanding of human motivation, several criticisms exist. Firstly, several researchers including Wahba and Bridwell (1976), Max-Neef (1991) and Diener and colleagues have criticised the hierarchical nature of Maslow's theory, arguing the structure cannot be applied so rigidly. For instance, Diener, Ng, Harter, and Arora (2010) conducted a study using data from the Gallop World Poll, a representative sample of the planet's people. They found people could reach higher levels of the pyramid, such as self-esteem and belonging, when even the most basic needs are not fully met. For example, they found people could feel respected (self-esteem), or could count on others in an emergency (sense of belonging) even in the poorest situations. These findings are contrary to Maslow's theory which postulates the lower needs on the pyramid need to be met before a person can move onto higher needs.

A second criticism of Maslow's theory was led by Dutch social psychologist, Geert Hofstede. Hofstede (1984) investigated work-related value patterns (broad preferences) in 53 countries. He found these work values were affected by the dominant national cultural patterns. For example, whether a country has an individualistic[71] cultural pattern or a collectivist[72] cultural pattern. The ethnocentric nature of the hierarchy is therefore questioned as the theory fails to represent the differences between individualistic and collectivist societies (Hofstede, 1984; Nevis, 1983). A more recent review of the literature by Gambrel and Cianci (2003) found in a collectivist culture, such as China, 'belonging' is included as a basic need, while self-esteem is dismissed, and self actualisation will only occur when based on meeting societal development, rather than one's own development needs. The final criticism of Maslow's theory relevant for this research is the lack of value placed on situational factors[73]

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[71] Individualistic cultural pattern: Individual interests are more important than the group's interest. Attaining personal goals is very important (Earley, 1989).
[72] Collectivist cultural pattern: The interests and well-being of the group are more important than personal interests or goals (Earley, 1989).
[73] Situational factors: external aspects from the environment e.g. working conditions, leadership.

such as, interactions between colleagues and leaders which impact on completing a task. For instance, the impact of a leader not providing sufficient information for an employee to complete a task, or, implications of colleagues being open and available to working together, as opposed to being closed and resistant (Spence Laschinger, Finegan, & Wilk, 2011). Research in the early childhood sector supports the relevance of situational factors when investigating job satisfaction (Bloom, 2010; Fenech et al., 2010; Kilgallon et al., 2008).

Maslow's theory places limited value on situational variables. Additionally, the hierarchical structure of Maslow's theory and the focus on a homogenous workforce does not make this theory a good fit for this study.

Herzberg's Two-Factor Theory

Another popular motivational theory often used for understanding motivation and job satisfaction is Herzberg's Two Factor Theory (1959). During the conception stage of the theory, Herzberg and his research team identified two groups of factors. They named these, motivators and hygiene factors.
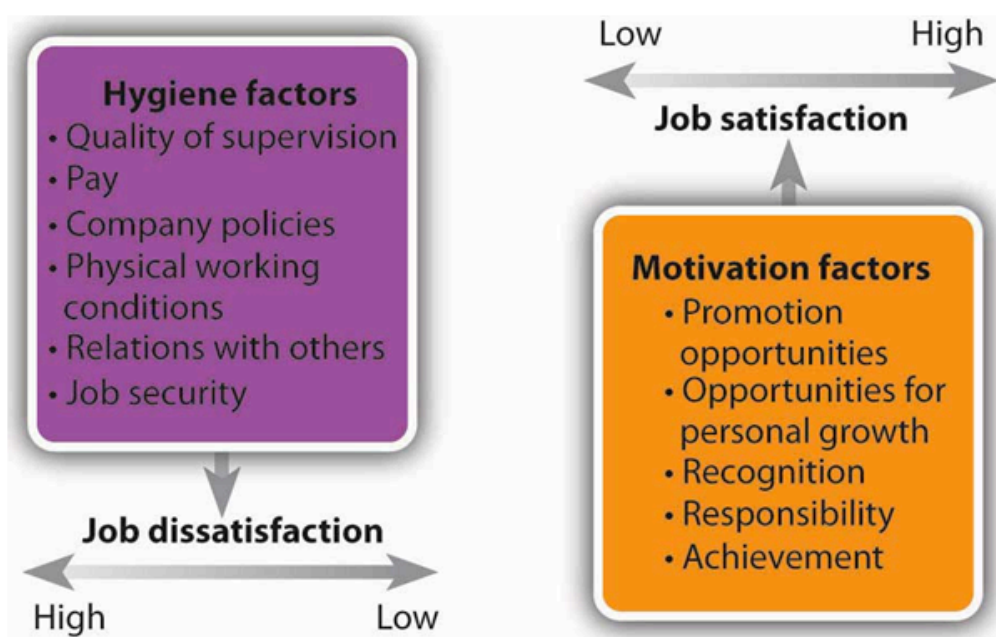
Source: Adapted from (Herzberg, 2003).

Motivators are based on an individuals needs and include elements such as, the job itself, achievement, recognition, growth possibilities, career advancement, and level of responsibility (Herzberg, 1959). Hygiene factors are the contextual (extrinsic) aspects such as, salary, working conditions, relationships with the leader, interpersonal relationships between colleagues, status, and job security, (Herzberg, 1959). Herzberg's motivators are aligned with Maslow's concepts of self-esteem, personal growth and self-actualization (Stello, 2011). In fact several researchers including Mullins (2002) and Rollinson and Broadfield (2002) believe Maslow's theory forms the basis of Herzberg's theory.

Within Herzberg's theory, motivator's lead to increased motivation and job satisfaction in the workplace, whereas the hygiene factors relate to a person's dissatisfaction. Herzberg's theory is valuable within organisational psychology and managers have been implementing the practical implications over the world for decades (Mullins, 2002). Common implications include ensuring hygiene factors are sufficient so dissatisfaction does not occur. For instance, ensuring pay is reasonable and comparable to the sector and reducing peer conflict. To support job satisfaction, managers implement strategies to support the motivators. They provide opportunities for growth, recognition, and promotion within the organization (Mullins, 2002; Stello, 2011).

Hertzberg did not recognise a job satisfaction continuum, rather two opposing concepts; job satisfaction and job dissatisfaction (Stello, 2011). This notion has been criticised recently by Wan Yusoff, Kian, and Mohamed Idris (2013) who found extrinsic factors (hygiene factors) did in fact effect job satisfaction, contrary to Herzberg's findings. They suggest both intrinsic and extrinsic factors should be combined to provide optimal satisfaction and maximum performance in the workplace.

Job Characteristics Model (JCM)

The Job Characteristics Model (JCM) developed by Hackman and Oldham (1976) is a process theory, thus focuses on how motivation is occurring. The JCM can be described as a formula for understanding the influence of job characteristics on personal and job satisfaction. In summary, the JCM lists five core job characteristics 1) task identity 2) task significance 3) skill variety 4) autonomy and 5) feedback. These core dimensions, in turn, influence three basic psychological states. These are: experiencing meaningfulness of the work; experiencing responsibility for the outcome of the work; and experiencing knowledge of the actual results of the work. Experiencing these psychological states then lead to autonomous motivation and "positive job and personal outcomes, including, job satisfaction, lower turnover and performance" (Hackman & Oldham, 1976, p. 256).

The JCM can be used directly with the Job Diagnostic Survey, designed by the same authors. This is a valuable tool for employees wishing to assess job positions, and can be particularly useful for redesigning positions to improve autonomous motivation (Hackman & Oldham, 1976). Various researchers support the notion that focusing on specific characteristics of a job has the potential to promote autonomous motivation (Bloom, 1988; Gagne & Deci, 2005; Hackman & Oldham, 1976; Wagner & French, 2010).

However, one criticism has emerged during the review of literature from the self-determination researchers. This group of researchers believes that while feedback is considered one of the five core characteristics of the JCM, there is a lack of importance placed on the interpersonal style of the leader in terms of their feedback. Gagne and Deci (2005) and Baard et al. (2004) report the interpersonal style of the leader is in fact important

in influencing autonomous motivation. They describe an interpersonal leadership style, autonomy-support[74], as important in influencing autonomous motivation and job satisfaction. Providing this type of leadership seems a good fit for the early childhood sector.

Bloom's teacher job satisfaction framework

Bloom developed the Early Childhood Job Satisfaction Survey (ECJSS) in 1988 and recently updated this in 2010. Bloom's work on job satisfaction comes from Bronfenbrenner's social-ecological model[75] and focuses on the complex interplay between the individual teacher and the organisation (Bloom, 1986). Individual variables considered include: demographic factors, personality factors and skills. Organisational elements include the physical setting, an organisation's structure, the teacher's role and responsibilities and the social systems within the organisation. Bloom's work is in line with the JCM, described in previous section, as it examines job facets rather than the position as a whole. Bloom's work is important as it illustrates how various aspects of a person's job can impact on job satisfaction. Aspects covered in the ECJSS are; co-worker relations, supervisor support, the nature of the work itself, pay and opportunities for promotion and general working conditions (Bloom, 1988). So while a person may find working with colleagues satisfying, they may find another aspect such as documentation dissatisfying (Bloom, 1988). Interestingly, relationships with children are given surprisingly little attention within the ECJSS and are only included in the 'nature of work itself'.

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[74] Autonomy support is the interpersonal climate created by the manager in relating to subordinates (Baard et al., 2004, p. 2048). The support is positive and informational, supporting competence, relatedness and autonomy, and therefore, increasing autonomous motivation (R. Ryan & Deci, 2000).

[75] Bronfenbrenner's social ecological model: focuses on the interactions between various environmental levels and the individual (Bronfenbrenner, 1994).

Appendix B

The Six Self-Determination Theory (SDT) Mini-Theories

The Six Mini-Theories of SDT

SDT is a meta-theory comprising of six mini theories which have emerged as a result of research findings over the past three decades (R. Ryan & Deci, 2002). The mini theories are; Cognitive Evaluation Theory (CET) (Deci, 1971); Organismic Integration Theory (OIT) (Deci & Ryan, 1985b); Causality Orientations Theory (COT) (Deci & Ryan, 1985b; Koestner, Bernieri, & Zuckerman, 1992); Basic Psychological Needs Theory (BNT) (R. Ryan & Deci, 2002); Goal Contents Theory (GCT) (Kasser & Ryan, 1993, 1996); and Relationships Motivational Theory (RMT) (La Guardia, Ryan, Couchman, & Deci, 2000). Each mini-theory has its own focus but is inextricably linked to all other mini-theories.

1. Cognitive Evaluation Theory (CET)

Cognitive Evaluation Theory (CET) focuses on perceived autonomy and competence in a task (Deci, 1971; Gagne & Deci, 2014). Deci (1971) found when a person was involved in an intrinsically motivating task and was offered external rewards to complete this task, their intrinsic motivation levels decreased. By offering an external reward, a person's perceived autonomy to complete the task is diminished. CET also examines the importance of perceived competence, which was tested by giving a person negative or positive functional feedback prior to a task in an experimental study. Negative feedback was associated with poorer perceived competence (Gagne & Deci, 2014)

CET also works on the premise that extrinsic rewards (a tangible reward) can decrease a person's intrinsic motivation (Deci, 1971; Deci, Koestner, & Ryan, 1999; Gagne & Deci,

2005). Deci's seminal work in 1971 focused on experiments which founded this view. Later, Deci et al. (1999) conducted a meta-analysis of 128 studies examining the impact of extrinsic rewards on intrinsic motivation. They found significant negative correlations between extrinsic rewards and a person's intrinsic motivation levels.

2. Organismic Integration Theory (OIT)

Organismic Integration Theory (OIT) focuses on why people are motivated to do things which are not intrinsically motivating and differentiates between types of internal and external motivation (Deci & Ryan, 1985b; Gagne & Deci, 2005; R. Ryan & Deci, 2000, 2002). These differentiated forms of extrinsic motivation are external regulation, introjection, identification, and integration. They are on a continuum from most extrinsically motivated to completely intrinsically motivated. Organismic Integration Theory is concerned with extrinsic motivation and describes them through a continuum of internalisation. This concept is described as the integration of values into the self (Deci & Ryan, 1985b; Gagne & Deci, 2005; R. Ryan, 1995). When a person integrates a value into their own personal values, they place more importance on a task, which in turn influences their attitudes towards completing this task. They do not rely on external rewards or pressures and will choose to complete the task autonomously, that is, they are autonomously motivated in completing the task (Deci & Ryan, 1985b).

This mini theory is particularly relevant for the work domain, as all employees at some time are required to engage in tasks, which are not intrinsically motivating. Research into OIT has consistently found when people are autonomously motivated they have more positive outcomes, such as well-being and increased levels of performance; and that when workplaces support competence, autonomy and relatedness, they also support internalisation (Gagne & Deci, 2005; R. Ryan & Deci, 2002). Internalisation can also be promoted in

workplaces through providing three supportive factors: 1) giving a meaningful rationale 2) acknowledging a person's perspective and 3) providing an element of choice (Deci et al., 1994). Koestner and Losier (2002) discuss introjection, identification and intrinsic motivation and found identification, which is further along the continuum towards intrinsic motivation, is very important as people will often stay motivated to do even the most menial tasks if they strongly identify with the domain, compared to those who are intrinsically motivated who only invest in domains which are interesting them at the time.

3. Causality Orientations Theory (COT)

Causality Orientations Theory (COT) was developed to describe the general motivational orientations of a person, that is, their inner resources which determine how self-determined a person is (R. Ryan & Deci, 2002). A person may be autonomy oriented (How do I want to behave and what do I want to do?), controlled oriented (How should I behave and what should I do?) and impersonally oriented (I do not care how I behave or what I do!). This is important to understand as higher autonomy orientations are positively correlated to well-being.

4. Basic Psychological Needs Theory (BNT)

Basic Psychological Needs Theory (BNT) outlines the three basic psychological needs which must be supported for a person to be autonomously motivated; competence, autonomy, and relatedness (R. Ryan & Deci, 2000, 2002). A plethora of research shows the links between high levels of basic psychological needs and workplace outcomes, such as job satisfaction, performance, and workplace well-being (Baard et al., 2004; Callens, 2007; R. Ryan & Deci, 2000). According to BNT, leaders can develop workplaces which either support or thwart these basic needs and therefore impact directly on motivational levels. Workplaces supporting

competence, autonomy and relatedness are called autonomy supportive.

5. Goal Contents Theory (GCT)

Goal Contents Theory (GCT) developed by Kasser and Ryan (1993) describes two types of life aspiration: intrinsic aspirations and extrinsic aspirations. Intrinsic aspirations are based on fulfilling the three basic needs; competence, autonomy and relatedness, while extrinsic aspirations are more focused on praise, rewards and creating wealth or power (Kasser & Ryan, 1996; R. Ryan & Deci, 2000). Kasser and Ryan (1996) conducted a study of life aspirations, which supported the development of CGT. One hundred New York residents completed a self-survey pack that consisted of instruments including the 'Aspirations index', 'Guiding principles' and mental and physical health symptom checklists. Findings suggested that people who had higher scores in extrinsic life goals had poorer well-being and higher levels of depression and anxiety.

6. Relationships Motivational Theory (RMT)

Relationships Motivational Theory (RMT) is concerned with relationships and how these support the basic need, relatedness. SDT posits that relationships are essential for human well-being. Interestingly, research by La Guardia et al. (2000) also found the other basic psychological needs, autonomy and competence, were also supported in high-quality relationships (R. Ryan & Deci, 2002).

Appendix C

Ethics Approval

MACQUARIE University

Catherine Jones <catherine.jones@mq.edu.au>

RE: HS Ethics Application - Approved (5201500724)(Con/Met)
3 messages

Fhs Ethics <fhs.ethics@mq.edu.au>   Mon, Sep 28, 2015 at 2:29 PM
To: Ms Fay Hadley <fay.hadley@mq.edu.au>
Cc: Ms Catherine Louise Jones <catherine.jones@mq.edu.au>

Dear Dr Hadley,

Re: "Investigating Job Satisfaction among Early Childhood Teachers using
Self Determination Theory"(5201500724)

Thank you very much for your response. Your response has addressed the
issues raised by the Faculty of Human Sciences Human Research Ethics
Sub-Committee and approval has been granted, effective 28th September 2015.
This email constitutes ethical approval only.

This research meets the requirements of the National Statement on Ethical
Conduct in Human Research (2007). The National Statement is available at
the following web site:

http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/e72.pdf.

The following personnel are authorised to conduct this research:

Dr Fay Hadley
Mrs Catherine Louise Jones

Please note the following standard requirements of approval:

1.   The approval of this project is conditional upon your continuing
compliance with the National Statement on Ethical Conduct in Human Research
(2007).

2.   Approval will be for a period of five (5) years subject to the provision
of annual reports.

Progress Report 1 Due: 28th September 2016
Progress Report 2 Due: 28th September 2017
Progress Report 3 Due: 28th September 2018
Progress Report 4 Due: 28th September 2019
Final Report Due: 28th September 2020

NB. If you complete the work earlier than you had planned you must submit a
Final Report as soon as the work is completed. If the project has been
discontinued or not commenced for any reason, you are also required to
submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/a
pplication_resources

3.   If the project has run for more than five (5) years you cannot renew
approval for the project. You will need to complete and submit a Final

Report and submit a new application for the project. (The five year limit on renewal of approvals allows the Sub-Committee to fully re-review research in an environment where legislation, guidelines and requirements are continually changing, for example, new child protection and privacy laws).

4.   All amendments to the project must be reviewed and approved by the Sub-Committee before implementation. Please complete and submit a Request for Amendment Form available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/m anaging_approved_research_projects

5.   Please notify the Sub-Committee immediately in the event of any adverse effects on participants or of any unforeseen events that affect the continued ethical acceptability of the project.

6.   At all times you are responsible for the ethical conduct of your research in accordance with the guidelines established by the University. This information is available at the following websites:

http://www.mq.edu.au/policy

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/ human_research_ethics/policy

If you will be applying for or have applied for internal or external funding for the above project it is your responsibility to provide the Macquarie University's Research Grants Management Assistant with a copy of this email as soon as possible. Internal and External funding agencies will not be informed that you have approval for your project and funds will not be released until the Research Grants Management Assistant has received a copy of this email.

If you need to provide a hard copy letter of approval to an external organisation as evidence that you have approval, please do not hesitate to contact the Ethics Secretariat at the address below.

Please retain a copy of this email as this is your official notification of ethics approval.

Yours sincerely,

Dr Anthony Miller
Chair
Faculty of Human Sciences
Human Research Ethics Sub-Committee

Faculty of Human Sciences - Ethics
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http://www.research.mq.edu.au/

Appendix D

On-line Survey Advertisement

Job Satisfaction in ECTs

Purpose of research: Low job satisfaction levels are linked with high turnover rates. Australian research shows between 30 and 50% of staff turnover rates annually for LDC centres. High staff turnover (low retention) is directly correlated with decreased quality and a decrease in child outcomes. The main aims of this study are; 1) To investigate job satisfaction among ECTs in LDC centres; and 2) provide implications for improving job satisfaction and therefore reducing turnover.

What is involved? Participants who volunteer to take part in the study are required to be Early Childhood Teachers (3-4 year trained) teaching in LDC. If you are interested in participating, please complete the online survey. If you are interested in a follow-up interview please indicate your interest on the survey. For further details contact catherine.jones@students.mq.edu or fay.hadley@mq.edu.au

Click on the survey link to complete

https://mqedu.qualtrics.com/SE/?SID=SV_6Qhn0rd10n12QER

Please forward this advertisement to other ECTs.

Ethics Approval: 5201500724

Macquarie University Human Research Ethics Committee has approved the ethical aspects of this study. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated and you will be informed of the outcome.

Appendix E

Interview Letters and Consent Forms

MACQUARIE UNIVERSITY | **FACULTY OF HUMAN SCIENCES**

Phase 2 of the Investigating Job Satisfaction for ECTs Project

Dear Early Childhood Teacher

You are invited to participate in a study that will investigate Job Satisfaction among ECTs in Long Day Care (LDC) centres. This study will form part of a Masters Degree program. The purpose of the study is to develop greater insight into factors which enhance or thwart job satisfaction among ECTs in the EC sector. Research informs us of the importance of having university qualified teachers in prior to school settings for young children's development and yet, there are high turnover rates and many centres have difficulty even hiring a teacher.

You have been invited to participate in an interview as you had high scores in the Basic Psychological Needs at Work Scale and overall Job Satisfaction in the online survey and we want to unpack why. We aim to develop information for practical implications to provide supportive workplace environments which enhance job satisfaction with the wider aim of retaining our most qualified educators in the sector. The interview will take 30-60 minutes and will be conducted in a place and time that suits you.

The study is being conducted by Catherine Jones, who is a Master of Research student at the Institute of Early Childhood, Macquarie University. Catherine Jones is under the supervision of Dr Fay Hadley, a Senior Lecturer, within the Institute of Early Childhood, Macquarie University.

I would like to invite you to participate in the research through your involvement in one or more of the following:

• Be interviewed during **October/Novemeber 2015** to unpack your experiences of job satisfaction
• Provide several centre documents, including; centre philosophy, staff development policy, code of conduct, and complaints policy and procedure (Privacy of centres will be kept)
• Invite your centre director to participate in an interview.

Note: Your interview will not be shared with your director.

Involvement in this study is purely voluntary for all participants. Participants are free to withdraw at any time throughout the study and should feel confident that there will be no adverse effects from their choice to withdraw. Any information or personal details gathered in the course of the project are confidential. No individual will be identified in any publication of the results. The investigators, research assistant and transcriber will be the only people who have access to the data. Any publication would be identified for example as participant 1. A summary of results will be given to all participants.

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

If you have any further questions, please contact Dr Fay Hadley or Ms Catherine Jones (Research Student), listed below. I look forward to hearing from you.

Kind regards

Dr Fay Hadley
fay.hadley@mq.edu.au

(02) 9850 9833

Ms Catherine Jones
catherine.jones@students.mq.edu.au

(02) 9850 9833

ECT consent form

Phase 2 of the Investigating Job Satisfaction for ECTs Project

I, *(participant's name)* have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

I would like to participate in (please tick)

☐ Be interviewed during **October/November 2015** to unpack your experiences of job satisfaction.

☐ Provide several centre documents, including; centre philosophy, staff development policy, code of conduct, and complaints policy and procedure.

☐ Invite your centre director to participate in an interview.

Participant's Name:

(block letters)

Participant's Signature: Date:

Participants Contact details (address, email and phone contacts):

_____

_____

_____

Investigator's Name:

MS CATHERINE JONES

Investigator's Signature: _____ Date:

Investigator's Name:

Dr FAY HADLEY

Investigator's Signature: _____ Date:

Please return this consent form in the self-addressed paid envelope provided

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S COPY)

ECT consent form

Phase 2 of the Investigating Job Satisfaction for ECTs Project

I, (*participant's name*) have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep. I would like to participate in (please tick)

☐ Be interviewed during **October/November 2015** to unpack your experiences of job satisfaction.

☐ Provide several centre documents, including; centre philosophy, staff development policy, code of conduct, and complaints policy and procedure.

☐ Invite your centre director to participate in an interview.

Participant's Name:

(block letters)

Participant's Signature: Date:

Participants Contact details (address, email and phone contacts):
_____
_____
_____

Investigator's Name:

MS CATHERINE JONES

Investigator's Signature: _____ Date:

Investigator's Name:

Dr FAY HADLEY

Investigator's Signature: _____ Date:

(PARTICIPANT'S COPY): Please keep this copy

Phase 2 of the Investigating Job Satisfaction for ECTs Project

Dear Director,

You are invited to participate in a study that will investigate Job Satisfaction among ECTs in Long Day Care (LDC) centres. This study will form part of a Masters Degree Program. The purpose of the study is to develop greater insight into factors which enhance or thwart job satisfaction among ECTs in the EC sector. Research informs us of the importance of having university qualified teachers in prior to school settings for young children's development and yet, there are high turnover rates and many centres have difficulty even hiring a teacher.

You have been invited to participate in an interview (30 minutes) as an ECT in your centre had high scores in the Basic Psychological Needs at Work Scale and overall Job Satisfaction in the online survey and we want to unpack why. We aim to develop information to assist leaders in providing supportive workplace environments which enhance job satisfaction, with the wider aim of retaining our most qualified educators in the sector.

The study is being conducted by Catherine Jones, who is a Master of Research student at Macquarie University. Catherine Jones is under the supervision of Dr Fay Hadley, a Senior Lecturer, within the Institute of Early Childhood, Macquarie University.

I would like to invite you to participate in the research through your involvement in the following;

• Being interviewed during **October/November 2015** to unpack how you provide a supportive workplace

Note: Information from interviews will not be shared among participants.

Involvement in this study is purely voluntary for all participants. Participants are free to withdraw at any time throughout the study and should feel confident that there will be no adverse effects from their choice to withdraw. Any information or personal details gathered in the course of the project are confidential. No individual will be identified in any publication of the results. The investigators, research assistant and transcriber will be the only people who have access to the data. Any publication would be identified for example as participant 1. A summary of results will be given to all participants.

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

If you have any further questions, please contact Dr Fay Hadley or Ms Catherine Jones (Research Student), listed below. I look forward to working with you throughout the semester.

Kind regards

Dr Fay Hadley   Ms Catherine Jones
fay.hadley@mq.edu.au   catherine.jones@students.mq.edu.au
(02) 9850 9833   (02) 9850 9833

Director consent form

Phase 2 of the Investigating Job Satisfaction for ECTs Project

I, *(participant's name)* have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep. I would like to participate in (please tick)

☐ Be interviewed during **October/November 2015** to unpack how you provide a supportive work environment for ECTs.

Participant's Name:

(block letters)

Participant's Signature: Date:

Participants Contact details (address, email and phone contacts):

_____

_____

_____

Investigator's Name:

MS CATHERINE JONES

Investigator's Signature: _____ Date:

Investigator's Name:

Dr FAY HADLEY

Investigator's Signature: _____ Date:

Please return this consent form in the self-addressed paid envelope provided

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S COPY)

Director consent form

Phase 2 of the Investigating Job Satisfaction for ECTs Project

I, (*participant's name*) have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep. I would like to participate in (please tick)

☐ Be interviewed during **October/November 2015** to unpack how you provide a supportive work environment for ECTs.

Participant's Name:

(block letters)

Participant's Signature: Date:

Participants Contact details (address, email and phone contacts):

_____

_____

_____

Investigator's Name:

MS CATHERINE JONES

Investigator's Signature: _____ Date:

Investigator's Name:

Dr FAY HADLEY

Investigator's Signature: _____ Date:

(PARTICIPANT'S COPY): Please keep this copy

Appendix F

On-line Survey

Welcome!
This survey is designed to determine factors which are impacting on your job satisfaction levels and your desire to remain in the early childhood sector. It measures basic psychological needs, intention to turnover, and overall job satisfaction. It also contains some basic demographic questions of individuals and Long Day Care centres. It will take 20-30 minutes to complete.

This survey is confidential and anonymous. Please take the time to answer ALL questions thoughtfully. Your participation in this survey is greatly appreciated and the findings will go towards developing strategies to improve job satisfaction levels for teachers in Long Day Care settings. If you would like to participate in a follow-up interview please leave your contact details in the space provided at the end of the survey.

The survey is being conducted by Macquarie University's Institute of Early Childhood.

Job Satisfaction refers to how happy a person is with their job
(Locke, 1976)

Please rate your overall job satisfaction as an ECT (1 very low-10 very high)

very low										very high
0	1	2	3	4	5	6	7	8	9	10

Please rate your overall job satisfaction in you current position (1 very low-10 very high)

very low										very high
0	1	2	3	4	5	6	7	8	9	10

What are the 2 most satisfying things with your job?

What are the 2 most frustrating things about your job?

How many years have you been an ECT?

| | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

Move the slider to
the appropriate
number

How old are you?

| | 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |

Move the slider to
the appropriate
number

How long have you been at your current centre as an ECT?

| | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

Move the slider to
the appropriate
number

How long do you plan on staying at your current workplace?

less than 1 year
1-5 years
6-10 years
11-15 years
over 15 years

If you leave will you...

go to another centre
work in another field
retire

other, please specify

Is your centre...

Private (stand alone)
Private (chain)
Private (large organisation)
Not for Profit (stand alone)
Not for Profit (large organisation)

What are your director's early childhood qualifications?

Nil
Certificate 3
Diploma
Degree
Post graduate qualification
Don't know

What is your postcode?

Type here

How many performance reviews do you have each year?

Nil

1

2

more than 2

What is the overall rating your centre has been given by ACECQA?

No rating yet

Significant improvement required

Working towards

Meeting

Exceeding

Excellent

Don't know

What rating did your current centre receive for Quality Area 4: Staffing Arrangements?

Significant improvement required

Working towards

Meeting

Exceeding

Don't know

What rating did your current centre receive for Quality Area 7: Leadership and Service Management?

Significant improvement required

Working towards

Meeting

Exceeding

Don't know

Does the centre employ above the staff:child ratio required in the Regulation?

No

Yes, 1 more staff for part of the day

Yes, 1 more staff for most of the day

Yes, more than 1 staff

Do you get paid above the award wage?

No

Yes, 1,000-5,000 over

Yes, 6,000-10,000 over

Over 10,000

Basic Needs at Work

Instructions: The following questions concern your feelings about your job during the PAST 4 WEEKS. Please indicate how much you agree with each of the following statements given your experiences on this job. Remember that your supervisor will never know how you responded to the questions. Please use the following scale in responding to the items.

Click to write the question text

	1 Strongly Agree	2	3	4 Neutral	5	6	7 Strongly Disagree
At work, I feel a sense of choice and freedom in the things I	O	O	O	O	O	O	O

undertake

	1 Strongly Agree	2	3	4 Neutral	5	6	7 Strongly Disagree
I feel excluded from the group I want to belong to at work	O	O	O	O	O	O	O
I feel confident that I can do things well on my job	O	O	O	O	O	O	O
I feel that the people I care at work about also care about me	O	O	O	O	O	O	O
Most of the things I do on my job feel like "I have to"	O	O	O	O	O	O	O
When I am at work, I have serious doubts about whether I can do things well	O	O	O	O	O	O	O

	1 Strongly Agree	2	3	4 Neutral	5	6	7 Strongly Disagree
I feel that my decisions on my job reflect what I really want	O	O	O	O	O	O	O
I feel that people who are important to me at work are cold and distant towards me	O	O	O	O	O	O	O
At work, I feel capable at what I do	O	O	O	O	O	O	O
I feel forced to do many things on my job I wouldn't choose to do	O	O	O	O	O	O	O
I feel disappointed with my performance in my job	O	O	O	O	O	O	O
I feel connected with people who care for me at work, and for	O	O	O	O	O	O	O

whom I care at work

	1 Strongly Agree	2	3	4 Neutral	5	6	7 Strongly Disagree
I feel my choices on my job express who I really am	O	O	O	O	O	O	O
When I am at work, I feel competent to achieve my goals	O	O	O	O	O	O	O
I feel pressured to do too many things on my job	O	O	O	O	O	O	O
At work, I feel close and connected with other people who are important to me	O	O	O	O	O	O	O
I feel insecure about my abilities on my job	O	O	O	O	O	O	O
My daily activities at work feel like a chain of obligations	O	O	O	O	O	O	O

	1 Strongly Agree	2	3	4 Neutral	5	6	7 Strongly Disagree
I feel I have been doing what really interests me in my job	O	O	O	O	O	O	O
I have the impression that people I spend time with at work dislike me	O	O	O	O	O	O	O
In my job, I feel I can successfully complete difficult tasks	O	O	O	O	O	O	O
I feel the relationships I have at work are just superficial	O	O	O	O	O	O	O

When I am working I

	1 Strongly Agree	2	3	4 Neutral	5	6	7 Strongly Disagree
feel like a failure because of the mistakes I make	O	O	O	O	O	O	O
I experience a warm feeling with the people I spend time with at work	O	O	O	O	O	O	O

Nearly there...

	1 Strongly Agree	2	3 Neutral	4	5 Strongly Disagree
I am thinking about leaving this organization	O	O	O	O	O
I am planning to look for a new job	O	O	O	O	O
I intend to ask others about new job opportunities	O	O	O	O	O
I do not plan to stay with this organization much longer	O	O	O	O	O

Would you consider participating in an interview which would take 30-60 minutes in a place convenient to you?

Yes

No

Please complete your details and we will contact you to send you further information regarding an interview

First Name

email

phone

Powered by Qualtrics

Appendix G

Interview Schedules

1. Interview Script for Teachers

Today is the XX of October/November 2015

Firstly, thank you for agreeing to help us with this study. My name is Catherine Jones and this interview is part of a study on job satisfaction for my masters in research program. The interview should take between 30-60 minutes. Let me remind you, any information you share is confidential and your name will not be used in any part of this study. You may choose to cease the interview at any time. Before we begin, do you consent to participating in this interview?

Great,

Ok, so the purpose of this study is to investigate job satisfaction of ECTs in LDC centres. We hope to develop a deeper understanding of ECTs who identify as having high levels of both professional commitment and job satisfaction in their current position. This interview is unstructured, so we can just chat about the topic and at various times I will offer some prompts which are based on literature on the topic of job satisfaction.

Ok, let's begin with your name and how long you have been an ECT.

Prompts

- What does job satisfaction mean to you, what does it entail?

- Clarification of demographic details (centre type, years of service, size of centre, age group they work with)

- Tell me about your workplace and what factors contribute to you high level of job satisfaction (conditions: programming time, resources, group sizes, no of staff, qualifications of staff, staff turnover)

- Can you recall a specific example of feeling satisfied in your current role? Why do you think this made you feel this way?

- Relationships with children and families (are they promoted, can you describe the relationships with families; and then with children does this add to you JS?)

- Competence? Do you feel challenged? How? Are you competent in your abilities? Explain.

- Does your director provide optimal challenges? Explain

- Tell me about the philosophy at your centre?

- Sense of belonging

- Autonomy refers to meaningful choices at work. Can you tell me about any opportunities? Do you have a say in what direction you take your work? Does your director provide you with choices and options? How? Explain. Do they listen to your ideas? Does your manager try to understand how you see things before suggesting a new way to do things?

- A big part of being an ECT is being part of a team. Can you tell me about your team and how this adds to your level of job satisfaction (communication, etc)

- Do you feel your relationship with your leader is important in you job satisfaction? Why?

- Performance reviews

- Networking

- Conditions and pay

- Can you think of a leader in ECED that has motivated you? Why? What sort of things did they do, or allow you to do?

- General questions: What would increase your overall job satisfaction? What do you think is the main aspect which impacts on your own job satisfaction? Is there anything you would like to add that we have not covered today?

Thank you for your participation. Once the study has been completed, you will receive a summary of the results.

2. Interview script for directors

Today is the XX October /November 2015

Firstly, thank you for agreeing to help us with this study. My name is Catherine Jones and this interview is part of a study on job satisfaction for my masters in research program. The interview should take between 30-60 minutes. Let me remind you, any information you share is confidential and your name will not be used in any part of this study. You may choose to cease the interview at any time. Before we begin, do you consent to participating in this interview?

Great,

Ok, so the purpose of this study is to investigate job satisfaction of ECTs in LDC centres. We hope to develop a deeper understanding of ECTs who identify as having high levels of both professional commitment and job satisfaction in their current position. This interview is

unstructured, so we can just chat about the topic and at various times, I will offer some prompts which are based on literature on the topic of job satisfaction.

Ok, let's begin with your name and how long you have been an ECT and what is your current role? As you are in a director's role, the interview will focus on two aspects; firstly, we will have a chat about your job satisfaction and secondly, how you foster job satisfaction within your centre.

Can you tell me about your experience as a director (prompts include; age range, years in ECEC sector, years of experience as a director, qualifications, pathway to becoming a director etc)

- What does job satisfaction mean to you, what does it entail?

- Tell me about your workplace and what factors contribute to your high level of job satisfaction?

- Can you recall a specific example of feeling satisfied in your current role? Why do you think this made you feel this way?

- Does your role provide you with optimal challenges?

- Does your job provide you with autonomy? Meaningful choices?

Now, let's focus on how you support job satisfaction among your ECTs

- Given your explanation of Job Satisfaction, how do you support this among your ECTS?

- How do you provide Early Childhood Teachers (ECTs) with choices and options?

- In which ways are you open with the ECTs?

- Are you confident in the ability of the ECT's at your centre? Why? Why not?

- How do you make sure staff understand the goals of their jobs and what they need to do?

- Do you encourage ECTs to ask questions? When?

- Do you listen to how the teachers would like to do things? When? Example?

- Do you feel like you manage your ECT's emotions well? Can you give an example?

- Do you try to understand how the teachers see things before suggesting a new way to do things? Can you think of a time when you did this?

- Do the ECTs feel able to share their feelings?

Adapted from: The Work Climate Questionnaire (Baard et al., 2000).

Appendix H

Qualitative Coding Process

Interview data was transcribed and analysed with the assistance of *NVivo qualitative data analysis software*, Version 10 (QSR International, 2012). The researcher coded the data, finding relationships between the data, and engaged in thematic analysis. Thematic analysis is the exploration of qualitative data based on themes which are either pre-existing or those which emerge within the data (Walter, 2013). Collected documents were also analysed according to coding categories and emerging themes from the interviews.

The first level of analysis was open coding, which was conducted to explore each interview and identify concepts relating to teacher job satisfaction (Walter, 2013). Open coding was a conscious decision to ensure all concepts relating to job satisfaction were captured, rather than relying on the themes of Self Determination Theory (SDT) or previous literature, as this could potentially dilute the findings, and restrict the overall potential of the data. Charmaz (2006) suggests open coding can provide a good starting point for producing themes, which are important to the interviewee. Thus, helping to ensure participant voices are being heard; and reducing researcher motives, swaying the initial analysis. The table below illustrates the coding processes.

Several of the categories that emerged from the open-coding phase were in-line with Bloom's facets of satisfaction (Bloom, 1988, 2010). Further reflection on the data deemed it necessary to incorporate the concepts of Self-Determination Theory (SDT) as several concepts were being referred to within the interviews. From this reflection, four more 'codes' were developed representing the three basic psychological needs of autonomy, relatedness

and competence, along with the code 'an autonomy-supportive context'. The criteria for these

four codes were based on the SDT literature (R. Ryan & Deci, 2000) (see section 2.5).

Table: The coding processes of the qualitative data set

Open coding	Second level coding	Pattern coding	Axial coding
Relationships (+ve and –ve) with; 　Children 　Families 　Colleagues 　Centre 　Community 　Self 　Educational leader role 　Director 　Governing body A genuine passion for early childhood Teaching and documentation Leadership Supports (pay and working conditions, the physical environment and human resources).	The following codes were added to the initial coding categories: Basic Psychological Needs: 　Autonomy 　Competence 　Relatedness 　An Autonomy-Supportive Context	Autonomy 　Acting from interest or integrated values 　Behaviour is an expression of self 　Choice and volition Competence 　Feeling effective 　Feeling Confident 　Persistence in enhancing skills 　Seeking optimal challenges 　Human resources 　Pay and working conditions Relatedness 　Centre 　Children 　Family and community 　Leadership and management An Autonomy-Supportive context	Theme 1: A culture of continual learning 　Strong collegial relationships 　An autonomy supportive context Theme 2: A living, breathing philosophy 　Strong leadership 　Collegial relationships 　A shared vision 　Careful recruitment 　Working conditions reflect the philosophy Theme 3: Valuing a meaningful work experience 　Relationships with children 　Working conditions 　Human resources 　Relatedness 　Being authentic to self
References: (Charmaz, 2006; Hatch, 2002; R. Ryan & Deci, 2000)			

During this second phase of open coding, both the initial codes and subsequent codes were reflected on and patterns began to emerge. Hatch (2002) offers some characterisations for pattern coding, including, codes having similarities and predictable differences, codes happening in a certain sequence, or one code causing another. The qualitative data was showing both, predictable similarities and differences, in the data coded in 'relatedness' and 'relationship' codes. The presence or absence of these relationships seemed to be influencing teacher job satisfaction, consistent with prior researchers (Bloom, 1988; Kilgallon et al., 2008) so the positive and negative codes were merged. Additionally, some categories were merged, including, family and community relationships and leadership/management/governing body, as they included similar data. The code 'genuine passion for early childhood' was deleted and the data inserted into the following three child codes: 1) relationships with children, 2) behaviour is an expression of self and 3) integrated values.

There was extensive overlap occurring between 'relationships with the centre' and 'autonomy' codes and based on the criteria of autonomy, a decision was made to place all data into the autonomy code. Further reflection saw the data in 'relationships with self' placed in either, autonomy or competence codes. The code 'teaching and documentation' was also deleted as the data fitted in well with other codes and thus moved to the following three codes: 1) feeling effective 2) pay and working conditions and 3) persistence in enhancing skills (see competence code).

Patterns also emerged as causations, that is, where one code seems to be causing another (Hatch, 2002). Various codes including, 'human resources' and 'pay and working conditions' seemed to be causing feelings of competence for teachers, and thus were moved into the competence code. The code 'physical resources' was deleted as this did not seem to be an issue for these particular teachers, perhaps because they all felt they were quite well

resourced. Bazeley and Jackson (2014) believe that during coding people often repeat those things that are important to them, and this was not something these particular teachers wanted to discuss.

Finally, while it was clear there was overlap between the data coded at 'leadership' and 'autonomy-supportive context', these codes were merged. This decision was made, as there was sufficient different data, in both codes. On completion of second coding phase, five categories were identified 1) Autonomy 2) Competence, 3) Relatedness, and 4) an Autonomy-Supportive context.

Subsequently, axial coding, defined by Strauss and Corbin (1998) as "the act of relating categories to subcategories along the lines of their properties and dimensions" (p. 123) was completed. This process resulted in three themes: 1) A continual culture of reflective learning, 2) A living philosophy and 3) A meaningful work experience. These themes emerged through the careful reflection of each category from the open coding process, and then examining possible relationships between these categories. Several matrix queries were run through the NVivio program to further validate whether patterns, relationships and causations were present in the data. The final themes provide a rich picture of factors impacting on teacher job satisfaction in 10 LDC centres.

Appendix I

Demographic Data of On-line Survey Participants

Variable	Categories	N (%)
Years of experience as an EC teacher? *	< 1 year	2(.9%)
	1-3 years	68(30.0%)
	4-6 years	36(15.7%)
	7-9 years	22(9.6%)
	10+ years	99(43.0%)
Age of EC teacher*	15-19 (N/A)	N/A
	20-24	13(5.5%)
	25-29	45(19.6%)
	30-34	40(17.5%)
	35-39	34(15.0%)
	40-44	33(14.4%)
	45-49	23(10.1%)
	50-54	17(7.4%)
	55 and over	21(9.0%)
Job tenure at current centre*	< 1 year	7(3.1%)
	1-3 years	132(57.7%)
	4-6 years	36(15.7%)
	7-9 years	17(7.5%)
	10+ years	32(13.7%)
How long do you plan on staying at your current workplace? *	Less than 1 year	47(20.5%)
	1-5 years	128(55.9%)
	6-10 years	28(12.2%)
	11-15 years	9(3.9%)

	over 15 years	15(6.6%)
Centre type	Private stand-alone	59(25.8%)
	Private chain/franchise	20(8.7%)
	Private large organisation	27(11.8%)
	Not-For-Profit stand-alone	51(22.3%)
	Not-For-Profit large organisation	72(31.4%)
State	NSW/ACT	94(52.9%)
	QLD	19(9.2%)
	VIC	61(34.0%)
	WA	4(1.6%)
	SA	5(2.0%)
	NT	0(0.0%)
Director qualifications*	Nil	8(3.5%)
	Certificate 3	3(1.3%)
	Diploma	82(35.8%)
	Degree	98(42.8%)
	Post Graduate qualification	30(13.1%)
	Don't know	8(3.5%)
Number of performance reviews each year	Nil	38(16.6%)
	1	134(58.5%)
	2	48(21.0%)
	More than 2	9(3.9%)
Overall NQS rating	No rating yet	50(21.8%)
	Significant improvement	0(0%)
	Working towards	37(16.2%)
	Meeting	65(28.4%)

	Exceeding	70(30.6%)
	Excellent	4(1.7%)
	Don't know	3(1.3%)
Staff to child ratio* (Does your centre employ above the staff to child ratio required in the regulations?)	No	88(38.4%)
	Yes, 1 more educator for part of the day	48(21.0%)
	Yes, 1 more educator for most of the day	39(17.0%)
	Yes, more than 1 educator	53(23.1%)
Wage*(Do you get paid above the award wage?)	No	123(53.7%)
	Yes (1,000-5,000)	76(33.2%)
	Yes (5,001-6,000)	20(8.7%)
	Yes (over 10,000)	9(3.9%)

*Denotes missing data in this item

Appendix J

Kruskal-Wallis H Tests Mean Ranks

Ranks

	Is your centre...	N	Mean Rank
How long have you been at your current centre as an ECT?	Private (stand alone)	57	105.82
	Private (chain)	20	96.88
	Private (large organisation)	27	97.54
	Not for Profit (stand alone)	49	131.93
	Not for Profit (large organisation)	71	114.54
	Total	224	
How long do you plan on staying at your current workplace?	Private (stand alone)	57	115.53
	Private (chain)	20	89.13
	Private (large organisation)	27	97.28
	Not for Profit (stand alone)	51	130.32
	Not for Profit (large organisation)	72	114.41
	Total	227	
How many performance reviews do you have each year?	Private (stand alone)	59	97.43
	Private (chain)	20	121.33
	Private (large organisation)	27	109.80
	Not for Profit (stand alone)	51	130.85
	Not for Profit (large organisation)	72	118.36
	Total	229	
What is the overall rating your centre has been given by ACECQA?	Private (stand alone)	59	112.02
	Private (chain)	20	118.95
	Private (large organisation)	27	109.31
	Not for Profit (stand alone)	51	128.22
	Not for Profit (large organisation)	72	109.12
	Total	229	
Does the centre employ above the staff:child ratio required in the Regulation?	Private (stand alone)	59	110.00
	Private (chain)	20	110.95
	Private (large organisation)	27	89.50
	Not for Profit (stand alone)	51	131.73
	Not for Profit (large organisation)	71	116.37
	Total	228	
Do you get paid above the award wage?	Private (stand alone)	59	100.04
	Private (chain)	20	119.13
	Private (large organisation)	27	118.63
	Not for Profit (stand alone)	51	117.36
	Not for Profit (large organisation)	71	121.58
	Total	228	
directorquals(recoded version)	Private (stand alone)	55	102.86
	Private (chain)	19	108.89
	Private (large organisation)	27	89.81
	Not for Profit (stand alone)	51	130.52
	Not for Profit (large organisation)	69	111.93
	Total	221	

Appendix K

Interview Participants and Centre Context

Centre 1

Jenny

Jenny was an experienced teacher who worked in a stand-alone community centre, in country Victoria. She worked in the 3-5 years room as the room leader, and was also part of the leadership team. Her centre had developed an Enterprise Bargaining Agreement (EBA), which she explained had excellent pay and working conditions. Jenny was particularly interested in innovative research with the children. She described her workplace as a challenging and thought provoking work environment, and planned to present her action research[76] at major early childhood conferences in Australia. Jenny had high current job satisfaction (9/10) and high satisfaction with the EC profession (10/10). She scored 168 out of a possible 168 on the W-BNS, indicating her current workplace met her autonomy, relatedness, and competence needs. Jenny's intention to turnover scores (16/20) indicated a low intention to turnover.

Sandra

Sandra was Jenny's director. She had been in the EC sector for over 30 years and had a Master's Degree in Educational Leadership. Sandra reported being passionate about social

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[76] Action research: Rodd (2013) defines action research as "a way of thinking that uses reflection and inquiry as a way of understanding the conditions that support or inhibit change, the nature of change, the process of change and the results of attempts of change" (p.213).

justice[77] and was highly active in the sector. Apart from her formal qualification, Sandra had continually developed her leadership and management capabilities over the years through professional development sessions. She continually tried to improve the conditions for staff and build their capacity as competent and skilled educators and teachers.

Centre 2

Kim

Kim worked in metropolitan Victoria and was employed under the VECTAA[78] award, which equates to pay parity with teachers in formal school settings. She worked for large not-for-profit organisation and was the room leader in the 3-5 years room. Kim was also part of the leadership team and held the role of Educational Leader. Kim felt she was nurtured as a beginning teacher, reporting she had excellent leaders as role models, which has been so important in her teaching career, and her job satisfaction. Kim reported very high scores in both current (10/10) and career job satisfaction (10/10). She also had a high total score in the W-BNS (147/168), and high individual scores, autonomy (54/56), relatedness (45/56) and competence (48/56). Kim had no intention to leave her current centre in the near future, with an intention to turnover score of 20/20.

Centre 3

Anne-Marie

Anne-Marie worked in a private stand-alone centre in metropolitan Sydney, New South Wales, in the 3-5 years room. This centre was influenced by Reggio Emilia philosophy and the staff team demonstrated a shared vision. Anne-Marie felt her director supported their team through high staff to child ratios and continual professional development. She also reported,

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[77] Social Justice is based on the concept of human rights, equality and a just and equitable society (National Childcare Accreditation Council (NCAC), 2010).

[78] VECTAA: The Victorian Early Childhood Teachers and Assistants Agreement 2016.

the centre team worked hard to build strong relationships between the staff, families, children and their local community. This staff team cohesion was reflected in her high relatedness score (54/56) with an overall high W-BNS score (138/168). Her autonomy score was also high (49/50), suggesting her centre met her needs for autonomy. Anne-Marie's competence score was lower (35/56), but did having extremely high standards for her work, and therefore felt like she could still perform much better. Anne-Marie had no intention to leave her current centre in the near future, with an intention to turnover score of 20/20. She rated her career satisfaction higher (9/10) than her current job satisfaction (8/10).

Centre 4

Jess

Jess worked on the north coast of New South Wales in a small country town. She loved her job as an EC teacher and strongly valued the relationships she had formed with the staff, children and families over the years. She was currently working in the infant and toddler room and was satisfied with the strong relationships she was developing with the children and their families. She felt highly connected to and valued by her community. Her satisfaction and emphasis of relationships throughout her interview was reflected in her relatedness score (41/56). Jess' autonomy (39/56) and competence (38/56) scores were slightly lower. Her overall W-BNS score (118/168) suggested she did not feel her current workplace was meeting these needs effectively. However, Jess had high current job satisfaction (10/10) and high satisfaction with the EC profession (10/10). She also had no intention of leaving her centre in the near future (20/20)

Centre 5

Libby

Libby was an early career teacher, having completed her degree within the past two years. She worked in the 2-3 year olds room in a centre that is part of an owner franchise in Sydney, NSW. The owners were trained early childhood teachers and between them shared the director's role. Libby reported high levels of current job satisfaction (9/10) and career satisfaction (9/10). She also had a very low intention to leave her centre (20/20). Libby felt the centre directors really cared about the staff and though this was reflected in their working conditions. Libby's working conditions included being paired with another university-qualified teacher. She believed this illustrated the importance the directors placed on nurturing and supporting early career teachers. Libby's overall W-BNS score (147/168) suggested her workplace was effective in meeting her basic psychological needs. Her autonomy (50/56) and relatedness (51/56) scores were both very high and her competence (46/56) score was also quite high.

Centre 6

Claire

Claire was an experienced EC teacher who had been in her current role for over 13 years. She was employed in a work-based centre in Canberra, ACT, in the 3-5 years room. Claire reported very high job satisfaction in both her current workplace (10/10) and her chosen profession (10/10). She also had a very high score on the W-BNS (164/168). She had high scores in autonomy (53/56) and competence (55/56) sub-scales. Claire believed the centre had a strong community feel among the staff and families. This was reflected in her relatedness score (56/56) on the W-BNS. Claire enjoyed her role as both a room leader and educational leader and felt valued and supported by the centre management. She had also been nominated for several 'excellence in teaching' awards by the centre families, making her feel competent and valued in her roles. A big part of her satisfaction related to her director, Janet.

Janet

Janet was Claire's director and she has also been at Centre 6 for over 13 years. Claire felt Janet was a very strong leader and this was corroborated through Janet's interview. Janet was extremely passionate about leadership, and spoke of her continual journey to build upon her knowledge and skills base, in leadership. She often read books about leadership and attended director retreats in Australia. Janet implemented a distributed model of leadership and had a high level of trust in the centre staff.

Centre 7

Kerry

Kerry was an experienced teacher who worked in the 4-5 year olds classroom in country, NSW. Previously, she had spent many years as a director, but had wanted to spend the end of her career working directly with the children. Her current and career satisfaction levels were both rated as 8/10. She worked for a council run centre, and while she loved working with the children and had a director who supported her professional development, the actual working conditions were not to her satisfaction. She completed all the programming for the room and received two hours per week. Her classroom also worked within the minimum staff to child ratios. Her overall score in the W-BNS (131/168), while not low, suggested her current workplace was not effectively meeting her basic needs. However, the sub-scale score of relatedness (50/56) suggests she has very strong relationships which are important to her job satisfaction levels. Her autonomy (38/56) and competence (43/56) scores were lower. Kerry reported a medium intention to turnover score (12/20). She explained in her interview, her current director (whom she shared a very positive working relationship with) was leaving and because she was so close to retirement, if the new director was not a strong and effective leader, she would retire as well.

Centre 8

Helen

Helen was an extremely passionate EC teacher who spoke of spending her weekends scouring garage sales for provocations to enhance the children's learning environment. She worked in the 3-5 year olds room as the room leader in a centre on the Central Coast, in NSW. She also held the EDL position and whilst Helen liked the idea of this position, she currently felt frustrated in this role due to the lack of time she was given to complete the role effectively. Her overall career satisfaction (10/10) was very high, and her current job satisfaction was 8/10 which she noted, she had marked lower due to her dissatisfaction with the EDL role. Helen had quite a high overall score on the W-BNS (148/168). She reported very high relatedness (53/56) and competence scores (51/56), and somewhat lower autonomy scores (44/56). Helen also reported a low intention to turnover (17/20).

Centre 9

Adina

Adina worked as the kindergarten teacher in a LDC centre in metropolitan Brisbane, QLD. She had previously worked in remote communities in the Northern Territory. She was employed in the 3-5 year olds room and was the appointed EDL. Adina was a passionate teacher who had high expectations of the staff she worked with. She felt her working conditions supported in her teaching capacity, and she also felt she had been effective in improving the teaching practices across the centre, through her position as EDL. Adina reported a high level of satisfaction in her current role (9/10), although her rating of overall satisfaction (6/10) with the EC sector, suggested she was only somewhat satisfied. Adina had a high total score on the W-BNS (150/156) suggesting her current workplace was meeting her basic psychological needs. Both her relatedness and competence subscales had high scores,

both at 56/56. However the autonomy sub-scale (38/56) suggested she felt this basic need was not being met. During her interview, Adina spoke about the lack of a shared vision, and differing pedagogical philosophies among centre staff. This could have impacted on her autonomy scores. Adina also had a fairly low intention to turnover (15/20).

Centre 10

Tallara

Tallara worked on the north coast of NSW in a small coastal town. She was the room leader in the 4-5 year olds room. Tallara reported very high scores in both current (10/10) and career job satisfaction (10/10). Her intention to turnover score suggested she did not plan on leaving her centre in the near future (20/20). She had a strong relationship with her director who she had worked with at two different centres over the past 14 years. Tallara felt the strong leadership from the director was the crucial element of her job satisfaction. A high overall W-BNS score (166/168) suggested her current workplace was meeting her basic psychological needs. Sub-scale scores were also high in each area: autonomy (54/56), relatedness (56/56) and competence (56/56).

Appendix L

ANOVA test: Overall Job satisfaction and Centre Type

ANOVA

Job satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.824	4	5.206	1.234	.297
Within Groups	940.487	223	4.217		
Total	961.311	227			

ANOVA test: Current Job satisfaction and Centre Type

ANOVA

Please rate your overall job satisfaction in you current position (1 very low-10 very high)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	47.001	4	11.750	2.131	.078
Within Groups	1224.364	222	5.515		
Total	1271.366	226			

ANOVA test: W-BNS Scores and Centre Type

ANOVA

WBNSNEW

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3961.942	4	990.485	1.629	.168
Within Groups	120961.641	199	607.847		
Total	124923.583	203			

ANOVA test: W-BNS Sub-Scales and Centre Type

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
CompetenceNEW	Between Groups	418.234	4	104.559	1.140	.339
	Within Groups	18984.690	207	91.713		
	Total	19402.925	211			
RelatednessNEW	Between Groups	506.511	4	126.628	1.047	.384
	Within Groups	25145.443	208	120.892		
	Total	25651.953	212			
AutonomyNEW	Between Groups	641.896	4	160.474	2.350	.055
	Within Groups	14341.713	210	68.294		
	Total	14983.609	214			

ANOVA test: Intention to Turnover and Centre Type

Descriptives

Intention To Turnover Toral

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Private (stand alone)	54	2.83	1.515	.206	2.42	3.24	1	5
Private (chain)	19	2.49	1.487	.341	1.77	3.20	1	5
Private (large organisation)	27	2.31	1.121	.216	1.86	2.75	1	5
Not for Profit (stand alone)	51	3.34	1.413	.198	2.95	3.74	1	5
Not for Profit (large organisation)	71	3.04	1.372	.163	2.71	3.36	1	5
Total	222	2.92	1.427	.096	2.73	3.11	1	5

ANOVA

Intention To Turnover Toral

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.411	4	6.103	3.111	.016
Within Groups	425.688	217	1.962		
Total	450.099	221			

Post-hoc test: Intention to Turnover and Centre Type

Multiple Comparisons

Dependent Variable: Intention To Turnover Toral

Tukey HSD

(I) Is your centre...	(J) Is your centre...	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Private (stand alone)	Private (chain)	.342	.374	.891	-.69	1.37
	Private (large organisation)	.523	.330	.509	-.38	1.43
	Not for Profit (stand alone)	-.516	.273	.327	-1.27	.24
	Not for Profit (large organisation)	-.210	.253	.921	-.91	.49
Private (chain)	Private (stand alone)	-.342	.374	.891	-1.37	.69
	Private (large organisation)	.181	.419	.993	-.97	1.34
	Not for Profit (stand alone)	-.858	.376	.156	-1.89	.18
	Not for Profit (large organisation)	-.552	.362	.547	-1.55	.44
Private (large organisation)	Private (stand alone)	-.523	.330	.509	-1.43	.38
	Private (chain)	-.181	.419	.993	-1.34	.97
	Not for Profit (stand alone)	-1.039*	.333	.017	-1.96	-.12
	Not for Profit (large organisation)	-.733	.317	.144	-1.60	.14
Not for Profit (stand alone)	Private (stand alone)	.516	.273	.327	-.24	1.27
	Private (chain)	.858	.376	.156	-.18	1.89
	Private (large organisation)	1.039*	.333	.017	.12	1.96
	Not for Profit (large organisation)	.306	.257	.757	-.40	1.01
Not for Profit (large organisation)	Private (stand alone)	.210	.253	.921	-.49	.91
	Private (chain)	.552	.362	.547	-.44	1.55
	Private (large organisation)	.733	.317	.144	-.14	1.60
	Not for Profit (stand alone)	-.306	.257	.757	-1.01	.40

*. The mean difference is significant at the 0.05 level.

Intention To Turnover Toral

Tukey HSD[a,b]

Is your centre...	N	Subset for alpha = 0.05	
		1	2
Private (large organisation)	27	2.31	
Private (chain)	19	2.49	2.49
Private (stand alone)	54	2.83	2.83
Not for Profit (large organisation)	71	3.04	3.04
Not for Profit (stand alone)	51		3.34
Sig.		.185	.079

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 35.241.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.