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**A QUANTITATIVE ANALYSIS OF HUMAN VALUES AND LEADERSHIP  
BEHAVIOR AMONG CHILD CARE CENTER DIRECTORS**

A dissertation submitted to  
the graduate faculty of the Department of Business & Technology Management  
In candidacy for the degree of

DOCTOR OF PHILOSOPHY

by

**AKILA PATEL NAYAK**

Prescott, Arizona  
July 2005

UMI Number: 3188530

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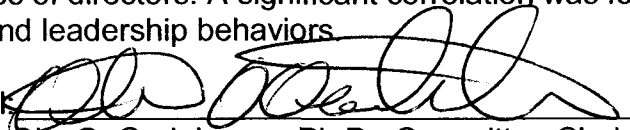
## DISSERTATION ABSTRACT

Name: Akila Patel NayakDegree: Doctor of PhilosophyInstitution: Northcentral UniversityMajor Field: Business AdministrationLocation: Prescott, ArizonaTitle of Dissertation: A QUANTITATIVE ANALYSIS OF HUMAN VALUES AND LEADERSHIP BEHAVIOR AMONG CHILD CARE CENTER DIRECTORS

Scope of Study: This research project is a quantitative, descriptive, and correlational study of the human values and leadership behavior of child care center directors within Prince George's County, Maryland. Evidence suggests that child care center directors are not trained adequately to handle the leadership role in operating child care centers (Targos, 2001). The evidence also suggests that early childhood education programs and work experience provide insufficient training child care center directors need to function as leaders within a child care organization (Whiteside & Sakai, 2004). The purpose of this dissertation project is to evaluate the human values of the child care center directors and their leadership behaviors as related to individual demographics, size/capacity of the child care centers, and the ownership status of the child care centers. This project also seeks to evaluate how the child care center staff view the human values and leadership behaviors as modeled by their child care center directors. Survey responses from the child care center directors and staff were quantitatively compared with the demographic characteristics, size/capacity of the child care centers, and ownership status of the child care centers as well as compared to the four leadership behaviors noted in the research developed *Nayak Leadership Model*. Similar statistical procedures will be used to analyze the survey results of the child care center staff.

Findings and Conclusions: Out of 201 participants, the majority of child care center directors was female, possessed at least 10 years of director experience, in the 40 to 49 age range, and held a bachelor's degree. The majority work for corporations and centers licensed for 8 to 50 children. Directors ranked themselves above neutral on the human values and leadership behaviors. The staff also rated their directors above neutral on the human values and leadership behaviors. The study found a significant difference between the human values of the directors, and the ownership status and size/capacity of the child care center. Significant differences were found between the demographic characteristics and the human values of directors. A significant correlation was found between the human values and leadership behaviors.

Chair's Approval



Olin O. Oedekoven, Ph.D., Committee Chair

Date:

7/6/05

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BEHAVIOR AMONG CHILD CARE CENTER DIRECTORS**

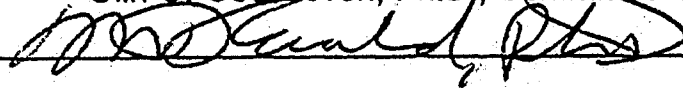
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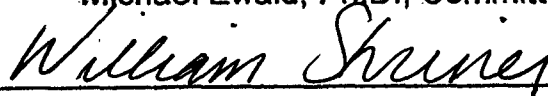
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Finally and most importantly, I would like to thank Sri Sathya Sai Baba for his support and blessings throughout the project. I dedicate this project to him as an 80<sup>th</sup> birthday present. Thank you for always being there for me. May your human values program succeed worldwide.

## TABLE OF CONTENTS

	Page
Abstract.....	iii
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xviii
CHAPTER 1:INTRODUCTION TO THE STUDY.....	1
Introduction.....	1
Statement of the Problem.....	8
Significance of the Problem.....	11
Definition of Terms.....	12
Brief Review of Related Literature.....	16
Highlights of Methodology.....	19
Limitations of the Study.....	20
Research Expectations.....	22
CHAPTER 2: REVIEW OF RELATED LITERATURE.....	26
Organization of the Literature Review.....	26
Leadership.....	27
General Leadership.....	27
First Level Supervisors.....	34
Child Care Centers.....	39

Governing Agency.....	39
Need and Structure of Child Care.....	40
Child Care Workers.....	43
Leadership in Child Care.....	46
Leadership Models for Child Care.....	48
Values.....	50
Basic Values in Leadership.....	50
Human Values.....	54
Human Values in Leadership.....	57
Literature Summary.....	60
CHAPTER 3:PROPOSED METHODOLOGY.....	62
Overview.....	62
Restatement of the Problem.....	63
Statement of the Hypotheses.....	64
Description of Research Design.....	67
Operational Definition of Variables.....	68
Description of Materials and Instruments.....	70
Selection of Subjects.....	77
Procedures.....	79
Discussion of Data Processing.....	81
Methodological Assumptions and Limitations.....	83
CHAPTER 4: FINDINGS CHAPTER.....	85
Overview.....	85

Return Rates of the Survey Instrument.....	86
Analysis of Scales.....	89
Reliability Analysis for Human Values.....	91
Reliability Analysis for Leadership Behaviors.....	92
Factor Analysis for the Human Values.....	94
Factor Analysis for the Leadership Behaviors.....	97
Descriptive Statistics.....	101
Demographic Characteristics of Child Care Center Directors.....	105
Characteristics of Child Care Centers.....	106
Descriptive Statistics on the Director Survey Questions.....	109
Leadership Behavior Questions.....	110
Human Values Questions.....	114
Descriptive Statistics on the Staff Survey Questions.....	118
Leadership Behavior Questions.....	118
Human Values Questions.....	121
Research Question Findings.....	125
Research Question 1.....	125
Research Question 2.....	129
Research Question 3.....	143
Research Question 4.....	164
Research Question 5.....	166
Research Question 6.....	182
Analysis and Evaluation of Findings.....	198

Demographics of Child Care Center Directors.....	198
Characteristics of Child Care Centers.....	201
Research Questions and Hypotheses.....	203
Research Question 1.....	203
Research Question 2.....	204
Research Question 3.....	209
Research Question 4.....	215
Research Question 5.....	218
Research Question 6.....	221
Summary of Research Findings.....	225
Summary .....	226
<b>CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....</b>	<b>229</b>
Summary.....	229
Overview.....	229
Literature Review.....	230
Methodology.....	233
Results.....	235
Conclusions.....	236
Research Question 1.....	236
Research Question 2.....	242
Research Question 3.....	244
Research Question 4.....	246
Research Question 5.....	249

Research Question 6 .....	251
Problem Statement .....	254
Recommendations .....	259
The Community and Parents .....	260
Child Care Center Owners .....	262
Child Care Center Directors .....	266
Governing Agency .....	267
NAEYC .....	271
Summary of Recommendations .....	273
Areas of Further Investigation .....	281
REFERENCES .....	283
APPENDICES .....	298
A. Director Survey Instrument .....	299
B. Staff Survey Instrument .....	303
C. The Nayak Leadership Model for Child Care Center Directors .....	307
D. Director Cover Letter .....	309
E. Staff Cover Letter .....	311

## LIST OF TABLES

Table	Page
1. Survey Questions on the Five Human Values .....	71
2. Survey Questions on the Leadership Behaviors.....	72
3. Survey Questions for the Staff on the Five Human Values.....	74
4. Survey Questions for the Staff on the Leadership Behaviors.....	75
5. Survey Questions for Research Hypotheses Statements.....	76
6. Reliability Analysis Scales Items Statistics for the Human Values.....	93
7. Reliability Analysis Summary Item Statistics for the Human Values.....	93
8. Reliability Split Half Statistics Cronbach's Alpha for the Human Values...	94
9. Reliability Split Half Summary Item Statistics for the Human Values.....	94
10. Reliability Analysis Scales Items Statistics for the Leadership Behaviors.....	95
11. Reliability Analysis Summary Item Statistics for the Leadership Behaviors.....	96
12. Reliability Split Half Statistics Cronbach's Alpha for the Leadership Behaviors.....	96
13. Reliability Split Half Summary Item Statistics for the Leadership Behaviors.....	97
14. Factor Analysis Correlation Matrix for Human Values Part I .....	98
15. Factor Analysis Correlation Matrix for Human Values Part II.....	99
16. Factor Analysis Correlation Matrix for Human Values Part III.....	100

Table	Page
17. Principal Component Analysis Factor Analysis for the Human Values .....	101
18. Factor Analysis Correlation Matrix for Leadership Behaviors Part I .....	102
19. Factor Analysis Correlation Matrix for Leadership Behaviors Part II.....	103
20. Factor Analysis Correlation Matrix for Leadership Behaviors Part III.....	104
21. Principal Component Analysis Factor Analysis for Leadership Behaviors.....	105
22. Frequency Table by Gender .....	106
23. Frequency Table by Years of Experience .....	107
24. Frequency Table by Respondent's Age .....	108
25. Frequency Table by Educational Degree .....	108
26. Frequency Table for Ownership Status .....	109
27. Frequency Table for the Size or Capacity .....	110
28. Directors' Frequency Table for Community image/parent Focused .....	111
29. Directors' Frequency Table for Curriculum/child Focused.....	112
30. Directors' Frequency Table for Government/regulation Focused .....	113
31. Directors' Frequency Table for Business/profit Focused .....	114
32. Directors' Frequency Table for Love .....	115
33. Directors' Frequency Table for Right Action .....	115
34. Directors' Frequency Table for Peace .....	116
35. Directors' Frequency Table for Truth .....	117
36. Directors' Frequency Table for Nonviolence.....	117



Table	Page
37. Staff Frequency Table for Community image/parent Focused .....	119
38. Staff Frequency Table for Curriculum/child Focused.....	119
39. Staff Frequency Table for Government/regulation Focused .....	120
40. Staff Frequency Table for Business/profit Focused .....	121
41. Staff Frequency Table for Love .....	122
42. Staff Frequency Table for Right Action .....	123
43. Staff Frequency Table for Peace .....	123
44. Staff Frequency Table for Truth .....	124
45. Staff Frequency Table for Nonviolence.....	125
46. Child Care Center Directors Ranking on the Five Human Values .....	126
47. Descriptive Statistics for the Human Values and the Size/Capacity .....	130
48. ANOVA for the Human Values and the Size/Capacity .....	131
49. Multiple Comparisons: Tukey for Human Values and Size/Capacity .....	132
50. Mean Ranks for the Human Values and the Size/Capacity.....	134
51. Kruskal-Wallis for the Human Values and the Size/Capacity.....	135
52. Descriptive Statistics for the Human Values and Ownership Status.....	136
53. ANOVA for the Human Values and the Ownership Status .....	137
54. Multiple Comparisons: Tukey for Human Values and Ownership Status .....	138
55. Mean Ranks for the Human Values and Ownership Status.....	142
56. Kruskal-Wallis for the Human Values and Ownership Status.....	143
57. Descriptive Statistics for the Human Values and Directors' Ages.....	144

Table	Page
58. ANOVA for the Human Values and Directors' Ages .....	145
59. Multiple Comparisons: Tukey for Human Values and Directors' Ages ...	146
60. Mean Ranks for the Human Values and Directors' Ages.....	149
61. Kruskal-Wallis for the Human Values and Directors' Ages.....	150
62. Descriptive Statistics for the Human Values and Directors' Gender.....	151
63. ANOVA for the Human Values and Directors' Gender .....	151
64. Mean Ranks for the Human Values and Directors' Gender.....	152
65. Kruskal-Wallis for the Human Values and Directors' Gender.....	152
66. Descriptive Statistics for the Human Values and Directors' Experience .....	154
67. ANOVA for the Human Values and Directors' Experience .....	155
68. Multiple Comparisons: Tukey for Human Values and Directors' Experience .....	156
69. Mean Ranks for the Human Values and Directors' Experience.....	158
70. Kruskal-Wallis for the Human Values and Directors' Experience.....	159
71. Descriptive Statistics for the Human Values and Directors' Educational Level .....	160
72. ANOVA for the Human Values and Directors' Educational Level .....	161
73. Multiple Comparisons: Tukey for Human Values and Directors' Educational Level.....	162
74. Mean Ranks for the Human Values and Directors' Educational Level.....	163

Table	Page
75. Kruskal-Wallis for the Human Values and Directors' Educational Level.....	164
76. Pearson's Correlation Between Human Values and Leadership Behavior.....	165
77. Spearman's Correlation Between Human Values and Leadership Behavior.....	166
78. Descriptive Statistics for the Ten Child Care Centers Human Values.....	167
79. Descriptive Statistics for the Human Values of Child Care Center 1 .....	170
80. Mean for Child Care Center 1 Responses for Human Values .....	170
81. Descriptive Statistics for the Human Values of Child Care Center 2 .....	171
82. Mean for Child Care Center 2 Responses for Human Values .....	171
83. Descriptive Statistics for the Human Values of Child Care Center 3 .....	172
84. Mean for Child Care Center 3 Responses for Human Values .....	173
85. Descriptive Statistics for the Human Values of Child Care Center 4 .....	173
86. Mean for Child Care Center 4 Responses for Human Values .....	174
87. Descriptive Statistics for the Human Values of Child Care Center 5 .....	175
88. Mean for Child Care Center 5 Responses for Human Values .....	175
89. Descriptive Statistics for the Human Values of Child Care Center 6 .....	176
90. Mean for Child Care Center 6 Responses for Human Values .....	176
91. Descriptive Statistics for the Human Values of Child Care Center 7 .....	177
92. Mean for Child Care Center 7 Responses for Human Values .....	177
93. Descriptive Statistics for the Human Values of Child Care Center 8 .....	178

Table	Page
94. Mean for Child Care Center 8 Responses for Human Values .....	178
95. Descriptive Statistics for the Human Values of Child Care Center 9 .....	179
96. Mean for Child Care Center 9 Responses for Human Values .....	180
97. Descriptive Statistics for the Human Values of Child Care Center 10 ....	181
98. Mean for Child Care Center 10 Responses for Human Values .....	181
99. Summary for the Ten Child Care Centers Human Values .....	182
100. Descriptive Statistics for the Ten Child Care Centers Leadership Behaviors .....	183
101. Descriptive Statistics for Leadership Behaviors of Child Care Center 1 .....	186
102. Mean for Child Care Center 1 Responses for Leadership Behaviors ...	186
103. Descriptive Statistics for Leadership Behaviors of Child Care Center 2 .....	187
104. Mean for Child Care Center 2 Responses for Leadership Behaviors ...	187
105. Descriptive Statistics for Leadership Behaviors of Child Care Center 3 .....	188
106. Mean for Child Care Center 3 Responses for Leadership Behaviors ...	188
107. Descriptive Statistics for Leadership Behaviors of Child Care Center 4 .....	189
108. Mean for Child Care Center 4 Responses for Leadership Behaviors ...	189
109. Descriptive Statistics for Leadership Behaviors of Child Care Center 5 .....	190

Table	Page
110. Mean for Child Care Center 5 Responses for Leadership Behaviors ...	191
111. Descriptive Statistics for Leadership Behaviors of Child Care Center 6 .....	192
112. Mean for Child Care Center 6 Responses for Leadership Behaviors ...	192
113. Descriptive Statistics for Leadership Behaviors of Child Care Center 7 .....	193
114. Mean for Child Care Center 7 Responses for Leadership Behaviors ...	193
115. Descriptive Statistics for Leadership Behaviors of Child Care Center 8 .....	194
116. Mean for Child Care Center 8 Responses for Leadership Behaviors ...	194
117. Descriptive Statistics for Leadership Behaviors of Child Care Center 9 .....	195
118. Mean for Child Care Center 9 Responses for Leadership Behaviors ...	196
119. Descriptive Statistics for Leadership Behaviors of Child Care Center 10 .....	197
120. Mean for Child Care Center 10 Responses for Leadership Behaviors .....	197
121. Summary for the Ten Child Care Centers Leadership Behaviors .....	198
122. Summary of Research Questions and Findings .....	225

## LIST OF FIGURES

Figure	Page
1. Hypothesis testing of the directors' survey responses population mean for the human value of love .....	126
2. Hypothesis testing of the directors' survey responses population mean for the human value of right action.....	127
3. Hypothesis testing of the directors' survey responses population mean for the human value of peace.....	127
4. Hypothesis testing of the directors' survey responses population mean for the human value of truth.....	128
5. Hypothesis testing of the directors' survey responses population mean for the human value of nonviolence.....	128
6. Hypothesis testing of the staffs' survey responses population mean for the human value of love.....	167
7. Hypothesis testing of the staffs' survey responses population mean for human value of right action.....	168
8. Hypothesis testing of the staffs' survey responses population mean for the human value of peace.....	168
9. Hypothesis testing of the staffs' survey responses population mean for the human value of truth.....	169
10. Hypothesis testing of the staffs' survey responses population mean for the human value of nonviolence.....	169

Figure	Page
11. Hypothesis testing of the staffs' survey responses population mean for the community image/parent focused leadership behavior.....	183
12. Hypothesis testing of the staffs' survey responses population mean for the curriculum/child focused leadership behavior.....	184
13. Hypothesis testing of the staffs' survey responses population mean for the government/regulation focused leadership behavior.....	184
14. Hypothesis testing of the staffs' survey responses population mean for the business/profit focused leadership behavior.....	185

## CHAPTER 1: INTRODUCTION TO THE STUDY

### *Introduction*

Although the field of early childhood education has given much consideration and guidance to the child care industry (Whitebook & Sakai, 2004), there has been much less consideration on the leadership aspects of directing a center (Targos, 2001). In a child care center, the director is solely in charge of everyone within the business. Employees have to be supervised, supported, and motivated to do their jobs. Children also need supervision and age appropriate activities geared towards development. Parents need ongoing personal interactions, providing them with the assurance that their children are in a nurturing and safe environment. Therefore, fulfilling the responsibilities of a director require a considerable level of leadership skills.

Tiffany (2001) defines child care centers as businesses that provide a service of caring for children. The author states that the need for child care centers became necessary as more parents entered the workforce. Tiffany further states that a variety of child care services exist in the industry, ranging from small operations in a home to large commercialized establishments. Finally, the author states that child care plays a very important role in a child's life as more children are left in the care of others.

According to Lombardi (2002), child care centers are a place where children spend part of their day while their parents work. The author states that child care centers also provide a place where children can learn and grow in preparation for their school age years. Lombardi further reports that in 1989, the



President of the United States and the U.S. Governors worked together to create a national educational goal to improve the quality of education in America. As a result, there is a need to focus on the individuals that are responsible for watching the children in America.

According to research conducted by Whitebook and Sakai (2004), the increase in demand for non-parental care is responsible for rapid growth in the child care industry. The authors found that in 1975, there were 30,000 regulated child care centers and 81,000 home based centers. In 1988 the number of regulated child care centers increased to approximately 200,000 and by 2002 to over 300,000 centers. Whitebook and Sakai state that this figure does not include unregulated child care centers. Even though unregulated child centers play a role in the industry, many of its characteristics remain a mystery, especially in terms of the size of the market.

The federal government has set goals (Department of Health recommendations) on the educational aspects of child care centers, but has not created federal regulations (enforceable legislation) on how centers should be operated (Lombardi, 2002). Federal goals outline general objectives child care centers should consider in the design of their businesses; however, there are no federal laws that regulate child care centers (Lombardi, 2002). Child care centers are regulated by individual agencies within the state government (U.S. Small Business Administration, n.d.). As a result, each state sets its guidelines (state statutes) for operating a center based on its laws and regulations as well as agencies to ensure these policies are strictly adhered to on an ongoing basis.

Each state has a set of regulations that vastly differ from one state to the next, making it difficult to follow any national trend (Jorde-Bloom, 2000). For example, state regulations outline the minimum qualifications for child care personnel (Jorde-Bloom, 2000). State regulations also control the size of the child care centers, the food served to the children, and certain safety standards in protection of the children (Azer, LeMoine, & Morgan, 2002). Depending on the state, certain regulations receive more importance than others (Whitebook & Sakai, 2004). Most states, however, concentrate on the operational aspects of child care centers, with very little concentration on the leadership dimensions (Lombardi, 2002).

Leadership is a difficult term to define, which is well recognized by many scholars and businesspeople, but yet difficult to narrow down to an exact meaning (Wagner & Hollenbeck, 2002). Many individuals have defined leadership in relation to their fields or general understanding of the term (Yukl, 2002). Yukl (2002) defined it as a process of influencing others and facilitating the efforts of individuals to accomplish specific objectives. Wagner and Hollenbeck (2002) defined it as “the use of noncoercive and symbolic influence to direct and coordinate group activities towards accomplishing group objectives” (p.275). On the other hand, Stephen Covey (1992) suggested that leadership is an integral part of management in that principle-centered leaders act as catalysts for change and survival.

According to Yukl (2002), despite its common usage, controversies continue to exist in distinguishing between leadership and management. Kotter

(2001) stated that leadership and management are both critical to sustaining any healthy organization. Most managers and directors in a center are trained in early childhood education with formal institutional degrees, being taught how to nurture and teach young children (Jorde-Bloom, 2000). After receiving extensive training on the importance of focusing on the needs of children, it is quite difficult for directors to accept the fact that child care is a business (Lombardi, 2002). In the case where the director is also the owner of the business, there can exist a conflict of interest in deciding how to be a business oriented person and at the same time an educator (Whiteside & Sakai, 2004). Unfortunately, the basics of management are not a part of the early childhood curriculum, thereby causing managers to learn as they go along about supervising people and operating a business (Azer et al., 2002). As a result, early childhood education does not fully prepare directors for the realities of the job market (Azer et al., 2002). Lack of preparation causes a tremendous challenge for directors, trying to balance their roles as business leaders and care takers (Covey, 1992). Directors are constantly switching hats from treating people like business transactions to human beings (McKnight, 1998).

As in any organization, child care centers need a leader that every member can look up to for vision, guidance and support (Yukl, 2002). Being a manager is not enough; child care centers need leaders to harbor more effective strategies to create change (Miller & Mcqowan, 2001). According to Kotter (2001), leadership and management are both critical to sustaining any healthy organization. Staff members have to respect their leaders and view them as

authoritative figures rather than just fellow teachers in the classroom (Jorde-Bloom, 2000). If the director lacks leadership skills that include the regular practice of values, there will be complete chaos in the organization (Covey, 1992). Therefore, this is a great challenge that child care center directors must continuously focus on to improve the operations of the child care business.

According to Miller and Mcquowan (2001), school administrators have performed well as managers over the years. The authors stated that school reform programs require more than simple management. Miller and Mcquowan (2001) further stated that leadership, which is different from management, requires courage and commitment. Finally, the authors stated that when demand for change increases so does the need for leadership. There is now a demand in the United States to change our direction of leadership.

Values must be defined and orchestrated in a straightforward manner, conducive to an environment of faith and trust among all affected by the organization (Elliot, 2004). Cohen and Prusak (2001) stated that building a foundation of trust takes time; however, it can be destroyed by just one "small" deceptive act making it impossible to recover. Bad decision making on the part of corporate executives is the cause of corruption, with selfishness and greediness on the rise. Organizations have failed greatly due to bad decision making based on the lack of human values rather than bad financial decisions. Patsuris (2002) reported in *Forbes Magazine* that it is becoming more difficult to keep track of the corporate scandals hitting our markets. Therefore, the connection between

leadership and values is a serious concern, which should not be taken lightly in any context (Elliott, 2004).

Miller and Miller (2005) stated that their collective business experience has taught them lessons on how the five human values are the fundamental roots of healthy, vibrant, and viable organizations as well as individuals. The authors stated that each of the five human values fosters positive development within individuals and organizations. Therefore, the leaders of organizations must learn the art of “self-management” or “man-management” by fostering the five human values, before proceeding to manage the other aspects of an organization (Baba, 2004). Child care center directors can operate vibrant organizations by practicing the five human values in their daily lives.

The connection between leadership and values is especially important in child care businesses because it ultimately affects the quality of care given to the children. Friedman (2000) has argued that many countries observe and emulate the United States. While the United States continuously faces the backlash from third world countries, everyone still looks to the United States in setting their own standards of living and behavior (Friedman, 2000). Lally (2003) stated that the United States has set a bad example to the world in the field of child care. As a result, other countries are not able to look to the United States in setting the highest standards for their children and child care because it appears as though the American people do not care about their children or families. People need to look at what is happening to the children of America. More studies are needed

within the United States on human values and their importance in leadership to change our role in the worldwide image of child care.

According to Sri Sathya Sai Education in Human Values Foundation (2001), Sri Sathya Sai Baba is the founder of the Human Values Program. The foundation notes that Sri Sathya Sai Baba has been well known as a great contemporary world educator, who has stated that violence, despair, and fear in the world are due to the absence of human values. In order to awaken the universal human values in the hearts and minds of individuals, Sri Sathya Sai Baba established an education system in India, which has been enthusiastically received in many countries and diverse cultures worldwide. The foundation further stated that Sri Sathya Sai Baba firmly preaches the importance of cultivating human values through individual effort. Sri Sathya Sai Baba has stated that the human values must be practiced at the thought, word, and deed level. The researcher believes that child care center directors must work towards cultivating the five human values into their daily practice.

Shah (1999) put the reality of the situation into words. The author stated, "there are signs of a national crisis in character, a moral meltdown" (p.67). Human values programs will work only if individuals are willing to inculcate the human values into their daily lives. The motto practice makes perfect applies to how the human values training can work within organizations. Individuals have to go within themselves and recognize the internal force that helps them judge what is right and wrong, or what is good and bad. Improving leadership in child care by

inculcating the practice of human values can only teach the future children of America on the essence of life.

According to the U.S. Census Bureau (2005), Prince George's County is a large suburban county comprising 485 square miles in the state of Maryland. Prince George's County, Maryland is located right outside of Washington, D.C. and is a part of the Washington Metropolitan Area. The U.S. Census Bureau's 2003 estimate reports a population of 838,716 in Prince George's County, Maryland (U.S. Census Bureau, 2005). In 2000, Prince George's County, Maryland consisted of 27 percent white persons, 62.7 percent Black or African American persons, 3.9 percent Asian persons, and 6.4 percent other races (U.S. Census Bureau, 2005). Prince George's County's majority population consists of minorities. Minorities are the fastest growing population in the United States (U.S. Census Bureau, 2005). The researcher has eighteen years experience in the child care field within Prince George's County, Maryland. The researcher is also a resident of Prince George's County, Maryland. As a result, the researcher has chosen to concentrate the dissertation study on Prince George's County, Maryland.

#### *Statement of the Problem*

The purpose of this dissertation project was to discover how child care center directors rate on the each of the five Sri Sathya Sai Baba's human values and the four Nayak leadership behaviors. This research project was a quantitative, descriptive, and correlational study of the child care center directors in Prince George's County, Maryland.

The following research questions were proposed to guide this study:

1. Where do child care center directors in Prince George's County rank on the five human values as described in the Sri Sathya Sai Education of Human Values (Sathya Sai Education in Human Values Foundation, 2001)?
2. What, if any, differences exist with respect to the human values of the child care center directors in relation to the size/capacity and ownership status of the child care centers?
3. What, if any, differences exist with respect to the human values of the child care center directors in relation to the demographical characteristics of the child care center directors?
4. Do the human values of child care center directors significantly correlate with the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?
5. How do the child care center staff rate their child care center directors on the five human values?
6. How do the child care center staff rate their child care center directors on the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?

In the daily operations of a child care center, the most visible aspects of the system focus on the children, employees, and the families being served (Love, 2001). The less visible aspects of the director are completely forgotten in the dynamics of this operation, unless there is a problem or complaint that brings



these issues to the surface (Maryland Department of Human Resources, 2003). Since all aspects of the child care center play a role in the entire organizations' system (Senge, 1990), the research questions for the proposed study were to discover how child care center directors in Prince George's County, Maryland rated on each of the five human values and how this rating related to how the child care center directors ranked on each of the four leadership behaviors. Since it is important for individuals to model the five human values in their jobs (Miller and Miller, 2005), this dissertation study was to discover how the child care staff rank their child care center directors on the five human values and the four leadership behaviors.

Today's business owners are recognized as the connection between leadership and values (Elliott, 2004). According to Ackerman (2004), the downfall of previously well liked companies such as Enron and Arthur Anderson was primarily due to the lack of attention on the values that were once part of both company's original roots. Ackerman (2004) concluded that a company's integrity is equivalent to its brand because it sends an underlying message about the organization to the community. Similarly, Elliott (2004) believed leaders' commitment to instill values as an organization's driving force could optimize performance and employee contribution. Ackerman (2004) and Elliot (2004) shared a common theory that values such as integrity begin as a feeling, and then translate into passionate action. Since child care center directors are leaders of child care organizations, it is crucial that human values are a significant part of the child care management system.

### *Significance of the Problem*

Since directors are a critical part of a child care center's management team, it is important that directors are realistically aware of their roles as leaders (Darbro, 2002). According to Yukl (2002), despite its common usage, controversies continue to exist in distinguishing the difference between leadership and management. The author stated that so far people are willing to accept the idea that managing and leading are not the same, however, theorists engage in serious debates about the issue, disagreeing on the connections between the two concepts. According to Kotter (2001), leadership and management are both critical to sustaining any healthy organization. Kotter (1999) stated that management seeks to produce predictability and order within an organization through goal setting, organizing, staffing, problem solving, and monitoring. On the other hand, Kotter (2000) stated that leadership seeks to produce organizational change through vision development, communication, and inspiration. Targos (2001) found that many directors lack business finesse because early childhood education programs at universities do not integrate business into their coursework. A study involving human values and their connection to child care director leadership can serve as a guideline for child care centers in establishing a value based business. For the purposes of this dissertation, hereafter the terms management and leadership will be used interchangeably.

According to the Maryland Department of Human Resources (2003), the general responsibilities of a child care director are to plan, supervise, and be

available to the parents. The basic intent of Regulation 21 in the licensing manual is to ensure directors with the help of staff are available to meet the needs of children and parents on a daily basis (Maryland Department of Human Resources, 2003). The responsibilities outlined by the State indicate that child care directors are lower level managers (Yukl, 2002). A study involving the relationship of human values and leadership can help child care center directors and child care business owners understand the importance of both concepts in the execution of their roles.

### *Definition of Terms*

For the purposes of clarity in this dissertation, the following terms are defined. The researcher developed definitions for terms not referenced as originating elsewhere.

*Business/Profit Focused:* One of the behaviors in the Nayak Leadership Model for Child Care Center Directors. The business/profit focused behavior consists of three characteristics, which include analyzing enrollment in relation to center capacity; seeing children as numbers not human beings, and minimum spending on operational needs to maximize profit.

*Child Care Administration:* Maryland governing agency that regulates child care centers in the state of Maryland (Maryland Department of Human Resources, 2004).

*Child Care Centers:* Under Maryland law, defined as facilities operated by an individual, agency, or organization that offers child care services (Maryland Department of Human Resources, 2004).

*Child Care Center Directors:* Term used to identify an individual in charge of the child care center (Maryland Department of Human Resources, 2004).

Directors are required to be present in a child care center during at least ½ of the operating hours each week to plan and supervise all aspects of the program for children, supervise the staff, and be available to staff, parents, and children. To be a director of a center, an individual shall have the general requirements of being at least 21 years old, hold a high school degree, completed the 90 clock hours of Child Development, and provide evidence of completing at least 6 clock hours of training per year. Directors have additional requirements based on the size/capacity of the child care center (Maryland Department of Human Resources, 2004).

*Child Care Center Staff:* Individual that works in a child care center, who must be at least 16 years old (Maryland Department of Human Resources, 2004).

*Community Image/Parent Focused leadership behavior (Customer Service):* One of the behaviors in the Nayak Leadership Model. Includes three characteristics: responsiveness to parents' concerns, need to please the parent first, and personal involvement with the parents' lives rather than maintaining a business relationship. Community Image/Parent focused child care center directors concentrate on the customer service aspects of operating the business.

*Curriculum/Child Focused leadership behavior (Social Responsibility):* One of the behaviors in the Nayak Leadership Model. Includes three characteristics: hiring child friendly employees/teachers, going beyond the

minimum safety standards to protect, and fostering child development in designing the program. Curriculum/Child focused child care center directors concentrate on the social responsibility aspects of operating the business.

*Government/Regulation Focused:* One of the behaviors in the Nayak Leadership Model. Includes three characteristics: following the Prince George's County child care licensing manual implicitly, consulting the licensing specialist for advice on problems, and going beyond the minimum standards set by the state of Maryland.

*Human Values:* The five values, which are considered by Sri Sathya Sai Baba to be inherent within each human being: Truth, Right Action, Peace, Love, and Nonviolence (Alderman, 1998).

*Love:* The energy that emanates from the heart, the motivating force of the body, mind, and spirit. Sri Sathya Sai Baba states that love "is free from all selfishness, far removed from anger, and never takes but only gives" (Sathya Sai Education in Human Values Foundation, 2001, p.33).

*Nonviolence:* Living in ways that do not cause harm to other people or any form of life in terms of one's thoughts, words, and deeds. Sri Sathya Sai Baba states that nonviolence " means one should not cause hurt or injury even by a word, a look, or a gesture, and that tolerance, fortitude, equanimity, help one to be steady in nonviolence" (Sathya Sai Education in Human Values Foundation, 2001, p.39).

*Peace:* Ability to maintain emotional and mental equanimity in the face of both triumphs and tragedies. Sri Sathya Sai Baba states that peace "can only be

found inside, within you” (Sathya Sai Education in Human Values Foundation, 2001, p.27).

*Right Action:* Relates to how we use our thoughts, senses, and body. It represents putting one’s thoughts and words into positive and right actions. Sri Sathya Sai Baba states that right action is “practicing what you preach, doing as you say it has to be done, keeping precept and practice in line” (Sathya Sai Education in Human Values Foundation, 2001, p.19).

*Sri Sathya Sai Baba:* A well-known and recognized contemporary world educator, who posits that violence, despair, and fear in the world are due to the absence of human values. In order to awaken the universal human values in the hearts and minds of individuals, Sri Sathya Sai Baba established an education system in India, which has been enthusiastically received in many countries with diverse cultures and religions worldwide (Sathya Sai Education in Human Values Foundation, 2001).

*Subvalues:* Each human value is subdivided into subvalues, which serve as a foundation for bringing these core values into daily practice.

*The Nayak Leadership Model for Child Care Center Directors:* Leadership model based on four leadership behaviors designed by the researcher specifically for this dissertation project.

*Truth:* The ability to listen to one’s conscience to distinguish right from wrong, and to evaluate the truth of a situation. Sri Sathya Sai Baba states that “truth is one’s real nature, and when you are yourself, there comes a great flood of joy welling up in you. Contentment, humility, and detachment, they keep you

on the path of truth” (Sri Sathya Sai Education in Human Values Foundation, 2001, p.13).

### *Brief Review of Related Literature*

The topic of child care has become a significant concern, mainly due to societal changes (Whitebook & Sakai, 2004). A majority of American families rely more on child care because both parents have to work to support the family (Whitebook & Sakai, 2004). With higher divorce rates and more single parents, many mothers no longer have the option to stay home (Love, 2001). According to the Children’s Defense Fund, three out of five children under the age of six are left with caregivers on an ongoing basis (Norton, 2004). Sixty-four percent of the mothers with children under the age of six and seventy-eight percent with children between the ages of six and seventeen are working outside of their homes (Norton, 2004). As a result, quality child care is a must in America. In order to provide the quality of child care centers, child care center directors play an integral part in delivering this service to the parents and children (Barlow, 2001).

Child care contributes towards many aspects of the economy. By offering quality child care, parents can focus more on their jobs rather than worrying about their children (Finlay, 2004). Parents who are more focused provide better work productivity within the job force (Finlay, 2004). In addition, employers receive the benefits of lower absenteeism, lower turnover, better chances of retention, and improved morale in the workplace (Brown, 2002). With these significant benefits available to our economy, this research can offer child care

center directors and child care center owners possible insights on how to increase their awareness on the importance of daily and disciplined practice of human values.

Everyone depends on the director, especially for setting an example for the staff and children (Covey, 1990). According to Turner (2001), a manager can influence the situation heavily through management style alone. A manager regarded as good can turn the worst situation into at least a tolerable one, whereas a bad manager can transform the best company into one of the worst (Turner, 2001). Therefore, it is important to study the human values of child care center directors to find patterns in leadership behavior that serve the well being of everyone. Similar studies in the school system have shown how principals and administrators have gone beyond the role of teaching and learned to respond to demanding situations by balancing values (Holland, 2004). According to Holland (2004), it is possible to balance these values in supervisory role that involves managerial responsibilities as well as professional obligations.

As a nation we allocate resources for supporting many facets of our lives. Funding is allocated for special programs in the public schools, which has outraged many citizens of different states (Sultan, 2000) because the preschool years are the foundation from which our society will grow (Wright, n.d.). Research shows evidence of elevated turnover levels among child care workers, in which child care center staff need to be more educated and better trained to do the job (Strauss, 2001). Answering the questions of this research can be of benefit to directors and owners that want to make changes to improve their child



care centers, especially as it relates to balancing their roles as caretakers and employees (Macdonald and Merrill, 2002). According to Ruggless (2002), theory shows that employee training is not enough, but that teaching, instilling, and leading people with a service oriented perspective may establish a pathway to self-sufficiency. In addition, training is not easily attainable because of high costs (Pekow, 2002). With low wages in the field, directors need practical information that can easily be translated into knowledge.

From the perspective of a long term business owner, there is a sense of social responsibility in conducting a study of this caliber. According to Leadbeater (2000), there comes a time where businesses have to distinguish between “charity and commerce or social purpose and profits” (p.1). Answering research questions of this nature can help child care businesses embed some form of social responsibility in their behavior towards the community. Directors play a large role in representing the business; therefore it is important for them to possess, communicate and instill the values needed in making good decisions.

According to Chibber (1995), ninety percent of leadership depends on character, which is based on universal human values. The other ten percent is based on the professional knowledge required to run the business (Chibber, 1995). Findings from the Stanford Research Institute have proven the character of leaders helps them function appropriately with other people (as cited in Chibber, 1995). Sathya Sai Baba (2004) stated that the well being of society depends greatly on the actions of each individual as they relate to everyone, rather than only to themselves and their families.

The five human values of love, peace, truth, right action, and non-violence can play a significant role in the leadership behaviors displayed by child care center directors. Alderman (1998) has stated that the five human values underpin the noble thoughts and achievements of mankind throughout history. Farmer and Farmer (1998) have stated that there are more world wide discussions on the importance of practicing the basic human values in our daily lives. Swami Ranganathananda (1991) has stated that the belief about the wholesome impact of human values on management dates back into the ancient times in India.

#### *Highlights of Methodology*

The research methodology used for the dissertation project included two survey questionnaires for distribution in child care centers in Prince George's County, Maryland. The first survey questionnaire was for the child care center directors of Prince George's County, Maryland. The second survey questionnaire was for the child care center staff working in the child care centers with the child care center directors.

The human values and the leadership behaviors of the child care center directors was statistically compared. The statistical analysis was used to evaluate if the human values of the child care center directors were significantly correlated with the leadership behaviors of the child care center directors. Results were used to show if, and if so how the human values of the child care center directors were related to the leadership behaviors of the child care center directors. Demographical data analyses for the child care center directors were used to determine if there were additional differences in the human values of the

child care center directors. Child care center staff completed a similar survey questionnaire that will be used to determine how the child care center staff view the human values and leadership behavior displayed by their child care center directors.

The child care center directors were provided a cover letter introducing the dissertation project. Child care center directors were requested to fill out the director survey as well as pass out the staff survey to the child care center staff. Since confidentiality was a major concern, child care center directors that agreed to participate in the study did not necessarily agree to have their child care center staff participate. Child care center directors were allowed to participate in the study even if they chose not to have their child care center staff participate. Child care center directors were given the option to receive a copy of the dissertation project results as a means to gain their trust and demonstrate the validity of the study.

#### *Limitations of the Study*

Results of this study may have been limited by the following conditions:

1. The child care center population for this study was confined to the licensed child care centers within Prince George's County, which is one county within the state of Maryland. The complete list of child care centers within Prince George's County, Maryland included licensed child care centers. The list excluded unlicensed child care centers, before/after school programs, Montessori schools, family home centers, and accredited schools containing elementary school grade levels. The study

was confined to licensed full time child care centers offering child care services to infants and children under the age of six. Programs that offer full time child care services to infants and children under the age of six as well as school age children were included in the study. Only the child care center directors of such programs were asked to participate in the study, excluding the principals or other officers involved in the elementary school age programs of the institution.

2. The results of this study can only be used to describe child care center directors in Prince George's County, Maryland. Prince George's County is a large suburban county with a predominantly minority population; therefore, the results of this study might not generalize to child care centers in urban settings, rural areas, or suburban counties with majority population. The study was limited to Prince George's County, Maryland, which has a total population of 838,716 (U.S. Census Bureau, 2005).
3. The population of child care center directors for this study were confined to directors working within licensed child care centers in Prince George's County, Maryland. The results of this study may not be applicable to unlicensed child care centers, family home centers, before/after school programs, Montessori schools, and accredited schools containing elementary school grade levels within Prince George's County, Maryland.
4. The human values research instruments proposed for this study were developed for use in Prince George's County, Maryland and may not be directly applicable to other counties within Maryland or other states and

territories. Slight modification of the instruments may be needed to apply this instrument to other portions of the state or country; however, the general methodology to evaluate human values as established by this study may be applied directly within other jurisdictions.

5. The Nayak Leadership Model and the accompanying research instruments for this study were developed for use in child care centers and may not be directly applicable to other businesses or industries that do not contain the four focuses of director leadership: government regulation, business orientation, customer service, and social responsibility. The Nayak Leadership Model was designed to describe the leadership behavior of child care center directors in Prince George's County, Maryland and is applicable to child care center directors in other counties, states, and territories.

#### *Research Expectations*

The purpose of this dissertation project was to evaluate and identify any statistically significant relationships between the human values of the child care center directors and their leadership behaviors. The evaluation was conducted through a self-assessment survey designed for child care center directors. Child care center directors rated themselves on statements connected to the five human values and four leadership behaviors. Comparisons on the five human values based upon the demographical characteristics of the child care center directors, the size/capacity of the child care centers and the ownership status of the child care center served as a basis in finding any significant differences that

might have existed among the variables. Survey results along with an analysis of the human values and leadership behaviors of child care center directors were used to show if, and if so, how the human values instrument's results were correlated with the leadership behaviors instrument's test results of child care center directors.

Results from the child care centers participating in the staff survey were also statistically compared. The survey responses of the child care center staff on the child care center directors' human values and leadership behavior were statistically compared to the child care center directors' survey results. Staff survey results were used to evaluate how child care center staff rated their child care center directors on the five human values in relation to their leadership behavior within child care centers.

Dissertation project results may be used to assist child care center owners in developing plans to recruit and develop the human values of child care center directors. The dissertation project results may also be used to develop the leadership behaviors of child care center directors in order to improve the leadership skills within child care centers in Prince George's County. The current licensing requirements and training for child care center directors does not consider the leadership aspects of operating child care centers. Information from this project may assist child care center owners or directors, licensing agencies, and training centers to better articulate the needs of the child care center directors to develop leadership qualities. The results from the study may also assist child care center directors and child care center owners in ensuring that

the five human values are modeled in the appropriate manner that is easily understood by the child care center staff.

Other counties within Maryland and states may also use this information and the resulting recommendations to develop programs to assist child care center directors in practicing human values and developing leadership abilities. This research project could have direct applicability to other child care centers within the United States. The collective evaluation of human values and leadership behaviors in child care center directors as well as the use of the resulting information may have benefit for the overall child care industry in the United States.

Finally, an expectation of this research project was that planners at the most senior levels of the licensing agencies, child care center owners, and training centers will use this study to imbed leadership focused information into the child care industry design. No other similar research effort has been identified that sought to quantify the human values of child care center directors in relation to their leadership behaviors. This project will be used to show that human values are a critical and crucial component of the leadership behaviors of child care center directors.

Information from this research project may therefore be used for the following areas to:

1. Help Child Care Administration recognize the importance of developing a human values program for child care center directors.
2. Enable child care center owners to develop a program of human values for their child care center directors to model to the child care center staff.
3. Provide input into the licensing agencies that govern child care centers.
4. Offer a proven methodology for the other counties within Maryland or other states to evaluate the child care center directors on the five human values and leadership behaviors.
5. Provide a leadership model, which is currently lacking in the field of child care.
6. Increase the awareness for the need in practicing the five human values in child care management and leadership.



## CHAPTER 2: REVIEW OF RELATED LITERATURE

### *Organization of the Literature Review*

Although formal studies on how human values associated with leadership characteristics of child care center directors appear to be lacking, there are numerous studies on first-level supervisors (Johnson, 2002), leadership (Yukl, 2002), values (Ackerman, 2004), human values (Alderman, 1998), and child care (Love, 2001) that are applicable to the proposed dissertation topic. There was some research on the importance of practicing human values in our daily lives, which played a role in its relevance to child care center directors (Miller & Miller, 2004). Research existed on the benefits of practicing human values in management, which dated back to ancient times in India (Ranganathananda, 1991). Most leadership models were applicable to large corporate organizations, with very little emphasis on smaller organizations (Yukl, 2002). Research specifically targeted towards child care center directors and their leadership styles was lacking (Whitebook & Sakai, 2004).

For the dissertation study, it was important to examine the research of others in three major areas including leadership, child care, and values. The following literature review contains a section for prior studies on leadership, child care, and values. Leadership literature in the area of general leadership and first level supervisors was reviewed in relation to its relevance to child care center directors in their role as leaders of child care centers. The literature review covered the aspects of the child care governing agency, structure of child care, child care workers, and leadership in child care. Finally, literature relevant to the

study of values was reviewed in the areas of basic values in leadership, human values, and human values in leadership.

### *Leadership*

#### *General Leadership*

According to Yukl (2002), despite its common usage, controversies continue to exist in distinguishing the differences between leadership and management. The author stated that so far people are willing to accept the idea that managing and leading are mutually exclusive. Theorists, however, engage in serious debates about the relationship between management and leadership, disagreeing on the connections between the two concepts. Yukl defined leadership as a process of influencing others and facilitating the efforts of individuals to accomplish specific objectives. The author stated that leaders require certain skills for different levels in management. Yukl also indicated that situational determinants and the nature of managerial work could influence the type of skills needed by a manager.

Kotter (1999) stated that managers maintain the current system within an organization. The author stated that leadership differs from management because it sets direction and clarifies vision within the organization. Kotter further stated that organizations need both leadership and management as an integral part of business operations. Finally, the author stated that strong leadership and strong management allow organizations to commit to their customers.

According to Kotter (2000), leadership motivates people to share an organizational vision. The author stated that leaders should do more leading and

less managing. Kotter further stated that good leaders possess four traits: drive/energy levels, intelligence, mental/emotional health, and integrity. Organizations that wish to survive changing times must encourage their leaders to behave like leaders rather than managers.

Kabacoff (2002) studied the relationships between emotional drivers and leadership behaviors, among a wide range of managers, organizations, job functions, and supervisory levels. The author examined the way each emotion driver clustered with leadership behaviors to limit the scope of his study. In order to investigate the relationships between variables, Kabacoff thought it was important to examine the way emotional drivers clustered with leadership behavior on each factor. As a result, the research design was based on a ten-factor cluster, examining the strengths of the relationships as positive or negative. The author's results suggest clear and interpretable relationships between a variety of emotional drivers and leadership behaviors. Kabacoff concluded that the correspondence between emotional drivers and leadership behaviors highlights the need to consider personal motivations when engaging in diverse leadership activities.

According to Chibber (1995), ninety percent of leadership depends on the leader's character, which is based on the universal human values of love, peace, truth, right action, and non-violence. The author stated that the other ten percent of leadership is based on the professional knowledge required to run the business. Findings from the Stanford Research Institute have proven that the character attributes of leaders help them function appropriately with other people.

Chibber stated that research on the connection between character and leadership supports his theory on leadership being a by-product of spirituality. Finally, the author stated that leadership is the key factor contributing to excellence in families, organizations, communities, nations, and the entire world. Chibber's research supported the importance of leadership based on the five human values.

Wiseman (2001) predicted the roles and behaviors of instructional leaders were more influenced by the situation or the context of each school rather than through a means of coordinated planning and cooperation across schools, regions, and nations. The author examined the hierarchal character of instructional leaders' behavior, instructional effectiveness, and instructional outcomes using many variables. Wiseman found that responsibility for school management activities is a positive predictor of teacher's instructional behavior while responsibility for classroom management activities was not. The author further stated that there is little evidence of the relationship between a teacher's instructional leadership behavior and the principal's instructional leadership behavior. Finally, Wiseman reported that although instructional leaders adjust their behavior to the level of authority given in managing instruction and student output according to the school's contexts, variation in instructional leadership behavior is a direct result of both the institutional and technical environments of schools.

According to Freidman (1998), leaders create vision and values for their organizations. The author stated that leaders create conditions for constructive

change and create disciples who encourage others to lead change, build capabilities, and translate vision into tangible behaviors. Freidman further stated that the goal is to create cascading leadership, which requires leaders to create more leaders that create even more leaders. Finally, the author stated that orderly and successful succession is a by-product of creating leaders.

Freidman's work suggested that leaders should teach the future leaders within their organizations using proper modeling techniques that are easily understood by individuals wanting to step forward into a leadership position.

Greer (2005) stated that great leaders possess a mix of personal charisma, the right situation, and devoted followers. The author stated that leaders need charisma to become great leaders. Greer further stated that charisma alone couldn't make a great leader, but its absence can only break one. Finally, the author stated that the power of charismatic leaders depends on the perceptions of others. Greer's work suggested that the perceptions of subordinates play a major role in the level of power charismatic leaders possess.

Alvesson and Sveningsson (2003) state that specific settings within organizations must be studied in some depth before any assumptions can be made about leadership on a general level. The authors stated that in a large R&D intensive knowledge organization, management and leadership are seen as two different ideas, which are disconnected to their line of work. Alvesson and Sveningsson further state that managers were found caught between two forces. On one hand, managers concentrated on leadership as it relates to celebrating visions, values, and strategies. On the other hand, managers were tied up in

practical constraints and administrative demands, which overwhelm the other leadership behaviors. Finally, the authors stated that managers separate the positions of good leadership from bad management to the extent that they sustain the image behind being a good leader. As a result, Alvesson and Sveningsson found that good leadership is perceived as an image.

Bower (1997) highlighted the importance behind building a company with leadership. The author stated that building leadership in a company starts when the head of the organization begins to behave like a leader. Bower further stated that the head of the organization should try to master fourteen key qualities. The fourteen qualities of a good leader include trustworthiness, fairness, unassuming behavior, the willingness to listen, open-mindedness, sensitivity to people, sensitivity to situations, good judgment, initiative, broad mindedness, flexibility/adaptability, timely/effective decision making, capacity to motivate, and a sense of urgency. Finally, the author urged leaders to practice cultivating the fourteen qualities into their daily lives.

Understanding the ever-changing dynamics of management, Dr. James Calvin (2003), professor and director of Leadership Development at Johns Hopkins University, stated that managers must now be leaders. The author stated that today's business environment is fast paced and changing constantly, thereby it is a perfect time to undergo a paradigm shift to the network transformative oriented leadership style. Calvin further stated that the transformative leader-manager model is proactive and restorative in nature, which can help managers cope with critical change factors. Finally, the author

stated that the leader-manager model could be applied across the border in many situations because of its transformative nature. Calvin's research supported Kotter's (1999) theory that managers have to act more like leaders within today's organizations.

Joseph (2003) conducted a study on the impact of emotional competencies on 295 managers' styles of leadership. The author examined nine leadership styles in relation to nine emotional competencies. Joseph based the study on the following styles: principle-centered, servant, entrepreneurial, transformational, visionary, strategic, transactional, charismatic, and empowering. Finally, the author stated that the leadership styles of managers are predictable based on their individual emotional competencies.

Maccoby (2004) stated that good leadership is considered a competitive advantage for a company to possess in the business world. The author stated that good leadership entails exceptional talent coupled with the ability to attract faithful followers. Maccoby further stated that leaders and followers form relationships, which are based on reactions between each other rather than real behaviors. Finally, the author stated that leaders must first manage their own transference by knowing themselves, promoting mutual understanding, and creating a common enemy. By knowing themselves, leaders are in a better position to practice good leadership.

According to Hogan, Curphy, and Hogan (1994), leadership occurs when others willingly follow the goals of the organization. The authors stated that leadership is about persuasion, not domination. Hogan et al. further stated that

evidence supports the common sense belief that leadership matters and affects organizational effectiveness. Finally, the authors stated that leaders' credibility and trustworthiness might be the most important factor in subordinates' judgments of their effectiveness in the organization.

According to O'Brien (2003), individuals tend to view leadership as a role or a position that is acquired through promotions. The author stated that leadership should be regarded as a relationship among individuals. O'Brien further stated that successful relationships are "the heart and soul of any successful business" (p.1). Finally, the author stated that leaders can have a profound effect on their followers and organization by developing trusting, caring, and honest relationships.

Studies conducted on leadership in organizations helped formulate a basis for a dissertation project on leadership in child care centers. Literature on leadership helped identify the different aspects of leadership behavior evident among child care center directors. Information was used to identify behaviors demonstrated by child care center directors from a business aspect as opposed to existing research conducted on early childhood education programs. Since the topic of leadership is so diverse, it is important to conduct research as it specifically relates to management in organizations. This dissertation project will provide child care center directors and child care center owners with a leadership model specifically tailored for Prince George's County, Maryland.



### *First-level Supervisors*

Wagner and Hollenbeck (2002) reported that a study of employees at Prudential Insurance Company concluded that two general classes of supervisory behavior exist: employee-oriented behavior and job-oriented behavior. The authors stated that work attitudes and productivity were better in groups led by supervisors showing employee-oriented behavior. Wagner and Hollenbeck stated that supervisory managers spend the greatest amount of time directing the employees of the organization. The authors further stated that flat organizations tend to rely on the first level supervisor for all their management needs. Therefore, first-level supervisors are expected to demonstrate the managerial skills and roles needed to run the entire organization.

Robbins (2001) stated that first-level supervisors are typically asked to play “God” on many occasions, evaluating the performance of the organization’s subordinates. The author stated that in large organizations, lower level managers generally conduct about 95 percent of all performance evaluations. Regardless of the organization’s size, it is evident that managers in the position of a first level supervisor can have a major impact on the organization’s culture. Robbins stated that research shows that employees pay close attention to the first level supervisor’s words and actions. The author further stated that first level supervisors are responsible for establishing the organization’s norms, translating and promoting them throughout the organization.

Skansi (2000) studied the relationship between the leadership styles of managers in a Croatian power supply company and the degree of management

work efficiency. The author stated that a significant interdependence exists between the leadership styles and the degree of management work efficiency. Skansi further stated that there are no significant differences found between lower and middle level managers within the power supply company. Finally, the author stated that the dominant leadership styles found at the power supply company were of a consulting and participative nature, both of which resulted in higher work efficiencies. As a result, Skansi's study indicated that first level managers tend to display behaviors conducive to participation and consultation.

Giordano (2005) stated that Kouzes and Posner designed a leadership model, which encompasses five central practices of exemplary leadership. The author stated that the five central practices include challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Giordano further stated that leaders could implement the five central practices to establish a good rapport with their followers. Finally, the author stated that leaders should try to maintain interest and participation as their organizations move forward.

According to Kouzes and Posner (2002), there is considerable empirical support in favor of their five practices of exemplary leadership. The authors stated that in-depth interviews and written case studies about the personal experiences of leaders helped develop the conceptual framework underlying the exemplary leadership model. Kouzes and Posner further stated that the exemplary leadership model is powerful in assessing the leadership capabilities of individuals. Finally, the authors stated that the five practices of exemplary

leaders do make a difference at the personal, interpersonal, small group, and organizational level.

George (2003) stated that leaders are pulled in many directions but that authentic leaders have five qualities. The author stated that the five qualities include understanding their purpose, practicing solid values, leading with their heart, establishing enduring relationships, and demonstrating self-discipline. George further stated that a wake up call is not enough to create a change. Finally, the author stated that leaders need to recognize the power they hold to be a force for good in the world.

According to Kim and Mauborgne (2004), innovative companies are capable of breaking free from the norm by creating value in their organizations. The authors stated that leaders have the responsibility of developing a different competitive mind-set, which incorporates values. Kim and Mauborgne further stated that customers look for values within organizations, which shows the effectiveness of managers in examining how they conduct business. Finally, the authors stated that high-growth companies are different from other organizations because of the way managers operate their businesses. Kim and Mauborgne's study implies that smaller organizations give their leaders the forum in which to create value-based businesses.

Johnson (2002) studied ninety-three first-level supervisors to determine the degree to which their personal values correlated with their leadership behavior. The variables examined by Johnson were derived from the Schwartz Value System and Quinn's Competing Values Framework. The psychological,

physical, spiritual, and emotional condition of the participants may have influenced the survey results; and the survey did not account for differences in gender, race, age, education, and experience. The areas and constraints associated with Johnson's research were: first-level supervisors in the plant, leadership behavior was based on self-processed statements about leadership, and the study focused only on the values and behaviors of leaders in the first-level supervisory position. The author found a significant relationship between personal value profiles and leadership behavior. Specifically, the results supported Johnson's claim that personal values as measured by the Schwartz Value System were correlated with the four leadership models defined by Quinn's Competing Values Framework. Instead of a one to one relationship, Johnson discovered that more than one value cluster contributed to the leadership models of first-level supervisors.

According to Covey (1992), managers on many different levels face a conflict in the need for operational integrity and self-supervision. The author stated that this chronic conflict creates the need for constant control by the manager. Covey (1992) further stated that leaders are able take steps to empower their circle of influence, improving conditions within the organization. Finally, the author stated that individuals must take measures to first better themselves before proceeding to influence subordinates.

Hallowell (1999) stated that different types of managers have different kinds of leadership roles. The author stated that all leaders have an interpersonal role, which is a critical aspect of management Hallowell further stated that

building interpersonal relationships with members inside and outside of the organization has a meaningful impact. Finally, the author stated that in order to have a meaningful impact, leaders must engage with organizational members on a regular and consistent basis.

Miller and Miller (2004) recognized that organizations are continuously changing from bureaucratic structures to teams and groups. The authors stated that a “new contract” has emerged between employers and employees where individuals are responsible for their own development. Miller and Miller further stated that the leader’s job is to help employees become self-actualized, investing their emotions and minds to improving society. Finally, the authors stated that leaders must see people as possessing unique talents, needs, and jobs that fit their personality. First-level supervisors have the personal contact needed to help their employees.

Directors have contact with child care center staff and the children enrolled in the center. As a result, directors are first-level supervisors that have the power to influence everyone in the child care center. A literature review on first-level supervisors served the purpose of understanding the role directors’ can play in child care centers. This dissertation project will reveal the relationship the human values of the child care center directors have on the child care center in their role as first-level supervisors.

## *Child Care Centers*

### *Governing Agency*

In Maryland, the Child Care Administration, a governing agency, regulates child care centers throughout the state. Under its jurisdiction, the regulations require child care centers to employ at least one qualified child care center director (Maryland Department of Human Resources, 2004). Qualifications for a child care center director are clearly outlined in the regulations manual designed by the state government. The child care center director, however, is not necessarily the owner of the business (Whiteside & Sakai, 2004). In some child care centers the child care center director is the owner of the business, however, in most instances the child care center director is an employee hired to perform the job (Jorde-Bloom, 2000). Whether the child care center is director-owner or director-employee operated, the child care center director's behavior is very important to the daily operations of the business. Child care center directors are considered leaders, especially in terms of influencing others within the organization.

According to Coplan (2003), there are many issues surrounding the safety procedures of child care centers. The author stated that it is crucial to conduct background checks on potential child care center workers. Coplan further stated that parents should check the staff training requirements set by the regulating agency as well as the procedures used to conduct background checks. Finally, the author stated that the responsibility of ensuring the safety of child care

centers not only rests with the governing agency, but also the parents and citizens.

Reviewing literature surrounding the governing agency of child care centers in Prince George's County, Maryland established a basis in analyzing the legal aspects of child care centers. Establishing the legal aspects of child care centers revealed the role and requirements behind having child care center directors in charge of the business. Since the governing agency within Prince George's County, Maryland requires at least one qualified child care center director per child care center, it is even more important for the researcher to review the regulations surrounding child care centers.

#### *Need and Structure of Child Care*

For a study on child care center directors, it is important to understand the purpose of their existence and the need for child care centers. Child care centers can vary in terms of the services offered as well as their organizational size or capacity. Literature review on child care centers uncovered the reason child care centers were established and continue to grow in the United States.

According to Whitebook and Sakai (2004), the demand for child care services has been steadily increasing as a result of demographic trends, research in early childhood education, and government policies. The authors stated that the number of mothers of preschool children entering the workforce has continued to increase from 12 percent after World War II to nearly 65 percent in 2003. Whitebook and Sakai found that most children under the age of 6 in the United States spend time on a regular basis in non-parental care. The authors

further stated that 28 percent of the children were found to attend child care centers for at least 35 hours per week. Therefore, child care centers play a major role in the lives of children in the United States.

Tiffany (2001) defined child care centers as businesses, providing a service that involves watching children while their parents work. The author stated that the need for child care centers or non-parental establishments became increasingly necessary as more parents entered the workforce in the United States. Tiffany further stated that a variety of child care services exist in the industry, ranging from small operations in a home to large commercialized establishments. Finally, the author stated that the child care industry has undergone a tremendous transformation because of globalization, influencing the types of jobs and the number of work hours demanded from parents

According to Lombardi (2002), child care centers provide a service where children can learn and grow while their parents work. The author stated that child care centers are responsible for preparing children under the age of 6 for their school age years. Lombardi further stated that the government is beginning to recognize the importance of child care centers as providers of early childhood education. In 1989, the United States President and the Governors worked together to create a national educational goal to improve the quality of education in America. Finally, the author stated that child care centers are a significant part of a child's development and learning. As a result, child care centers are receiving more attention in the educational and business arena than in the past.



Brown (2002) stated that high quality child care directly affects the economy. The author stated that over the next ten years at least 85 percent of the workforce might consist of working parents. Brown (2002) further stated that child care centers need more support in terms of investments to produce quality service. Finally, the author stated educating children helps them become more productive adults, which helps the economy.

Senge (1990) stated that the essence of systems thinking is to be able to focus on the interrelationships of events rather than on a linear cause-effect chain. The author stated that systems thinking involves looking at the big picture and understanding the fact that situations placed in isolation will not be solved through quick fix solutions. Senge (1990) further stated that systems thinking helps leaders look carefully at all components of a situation by examining possible interactions and predicting outcomes that could result in implementing proposed changes. Finally, the author stated that systems thinking requires everyone in the situation to be involved in creating solutions rather than encouraging finger pointing at one possible source of the problem. Child care centers are considered complex organizations in which systems thinking can be used to solve intricate problems.

According to Thornton (2004), leaders involved in the educational realm have failed to understand the interconnectedness of social systems. The author stated that meaningful changes can occur if the underlying root causes of organizational problems are addressed rather than taking care of the symptoms. Thornton further stated that systems thinking forces educational leaders to

consider methods of organizational change. Finally, the author stated that systems thinking should assist leaders in becoming better problem solvers.

Tougas (2004) stated that child care centers have specific functions, which have existed for several thousands of years. The author stated that child care centers can take on different forms, depending on the area in which the service is provided, the funds invested towards the child care center, and the entities responsible for providing the resources. Tougas further stated that child care centers provide an educational function, practical function, social/cultural function, economic function, and democratic/civic function. Finally, the author stated that child care centers benefit many individuals in society.

#### *Child Care Workers*

Love's (2001) research involved studying the entire child care system in relation to its potential to change through director leadership. Love assumed that all aspects of the child care center influenced the quality of the child care, in terms of its success. The project was structured with the author as the director's mentor, compiling and formatting the information as a case study focused on one organization. Love examined the director's goals and then spent periods observing possible changes. The research was not limited to just the director's interactions with the child care center, but also included relationships among staff, children, parents, board of directors, licensing agency, church board, community agencies, and the mentoring agency. The author, however, limited the research to one center program and personally stayed involved in the change process. Love's study shows that change is possible through director leadership.

Macdonald and Merrill (2002) closely studied the issue of child care center staff as caretakers versus employees. The authors differentiated between the tasks done out of love for the children and those completed for the pay, from the perspective of the child care center staff. Macdonald and Merrill referred to the differentiation as recognition versus redistribution. Finally, the authors strongly believed and argued that child care center staff can function as both caretakers and employees by practicing skill and virtue.

Reynolds (2002) stated that strong leadership is the underlying principle behind every high quality program. The author stated that child care center directors set the standards for the business and implement the goals of the child care program. Reynolds further stated that the director's leadership abilities are evident with the choices of child care staff, child to teacher ratio, training, wages, and the procedures outlined in dealing with problems. Finally, the author stated that a good child care center director is familiar with every child, knows what is happening in the center the entire day, and is capable of stepping into any teacher's shoes.

According to Stewart (2002), child care professionals can make a difference in children's lives. The author stated that child care professionals are role models. Stewart further stated that connections with others or relationships need to be established among the children, especially since television has become the primary teaching tool in most American homes. Finally, the author stated that as role models, child care professionals can give hope to the future children of America.

Lally (2003) stated that there is a growing need for child care in the United States. The author stated that the need for child care is going to continue to grow. Lally further stated that child care center staff should be regarded as professional educators offering families an educationally unique service. Finally, the author stated that ongoing training for child care center directors and child care center staff should be a guaranteed part of any child care system.

Young (2001) stated that research supports the theory that child care should rest in the hands of well-trained caregivers. The author stated that the field of child care is characterized by high job turnover, poor compensation, and few opportunities for advancement. Young further stated that policy makers and child care advocates have given considerable attention to improving child care quality, but their efforts have focused primarily on the children and hardly ever on adults. Finally, the author stated that more support is needed from advocates at the national, state, and local levels in seeking solutions to the child care staffing crisis.

According to the National Association for Education of Young Children (NAEYC) (2004), ethical dilemmas are a common occurrence in child care centers nationwide. The association stated that often the right answer or the best ethical course of action to take is not obvious to the child care worker, meaning there may be no positive way to handle a situation or no readily apparent solution. NAEYC recognized that one important value may contradict another value, leaving child care workers caught "on the horns of a dilemma" (p.2). As a result, NAEYC urged child care workers to act on their professional

responsibility to consult with all involved parties in seeking the most ethical or moral course of action to take in a particular situation. Knowledge gained from a training program on human values would provide an additional resource for child care center directors and child care center staff to use in resolving such dilemmas.

Child care centers have typically been examined from the role they play as institutions of early childhood education or their purpose as a business. Values are commonly looked upon as part of the childrens' curriculum. There is not much research or information on how values can be demonstrated and instilled by the child care center director. This dissertation project addresses the importance of human values among child care center directors. Literature review on the child care industry can assist in revealing trends and background information on its latest developments.

### *Leadership in Child Care*

Bloom (2004), author of *Leadership in Action*, stated that leadership is the business of every director who serves in a child care center. The author stated that leadership is an essential ingredient of every thriving organization as well as one of the strongest predictors of high-quality child care programs. Bloom further stated that leadership is about how directors think of themselves and the role they play in child care centers. Finally, the author stated that the philosophical background behind leaders and leadership in child care stems from three perspectives: the exercise of influence, an expression of values, and a statement of hopes or dreams.

According to Kellegrew and Youcha (2004), for individuals who work with infants, toddlers, and their families, there is a need for effective leadership that bridges knowledge in the areas of discipline and professional settings. The authors stated that contributions from all leaders in the child care industry is necessary. Kellegrew and Youcha further stated that despite the need for leadership, few child care professionals develop policies or act as advocates for young children and their families in terms of developing leadership skills. Finally, the authors stated that academic preparation, on the job training, and professional development activities fail to focus on developing the leadership skills of child care professionals. There is a great need for leadership studies in the child care industry.

Stebbins (2004) stated that a group of committed leaders launched the State Early Childhood Policy Leadership forum to discuss how states have implemented early childhood initiatives through a series of health, education, and child care programs. The author stated that the success of the state's early childhood policy agenda depends on one individual or a small group of policymakers willing to lead a diverse group of stakeholders toward a common goal. Stebbins further stated that individuals involved in the early childhood field would benefit greatly from a forum conducive to talking and sharing ideas about leadership development, balancing leadership, and generating creative solutions for emerging policy issues. Finally, the author stated that to benefit their child care centers, child care center professionals should use ten recommendations cited by the State Early Childhood Policy Leadership Forum participants.

### *Leadership Models for Child Care*

According to Yukl (2002), past researchers have discovered many leadership theories, leadership behaviors, and leadership models. The author stated that major findings have been discovered in the area of leadership; however, many of the results are inconsistent or inconclusive for one specific field of study. Yukl (2002) further stated that the number of studies using more than one approach to leadership is increasing within many different industries. Examining the different approaches revealed that an integrating conceptual framework encompasses a core set of intervening leadership variables. The dilemma, however, is that the conceptual leadership model applies to management in large organizations, with some variation at each management level. Smaller organizations require a more scaled down approach that includes a personalized approach specific to the business being closely examined. As a result, the conceptual framework used by large corporations will not specifically work for a study involving smaller organizations such as child care centers.

Haddal (2005) stated that the Moss Model of Collaborative Leadership was designed for the Norwegian child care system. The author stated that the model addresses the child care dilemma in balancing quality, accessibility, and affordability. Haddal further stated that the core content of the model is based on five learning areas which must apply to every child care program: society/religion/ethics, aesthetic subjects, language/text/communication, nature/environment/technology, and physical activity/health. The Moss Model of Collaborative Leadership is more applicable to a study that examines leadership

from the perspective of serving the children or implementing a socially responsible program. For a study involving child care center directors, human values, and leadership behavior, the Moss Model of Collaborative Leadership is not applicable.

With insufficient research in the area of leadership and child care, leadership models applicable to child care center directors are not available. Furthermore, general leadership models or leadership models designed for other industries are not applicable to child care center directors or the child care business. The researcher has designed a model suitable and applicable to the proposed dissertation study to validate a relationship between human values and leadership.

A literature review on leadership in child care reveals the need for more research in the area of child care leadership. With child care center directors as the main leaders in child care, it is important to conduct more research on the role they serve in their capacity as child care center directors. A study involving child care leadership can benefit and assist child care center directors in prioritizing and developing the human values needed to operate successful child care centers. A model specifically designed for leadership behaviors in Prince George's County, Maryland child care centers can help child care center directors evaluate and monitor their role in child care centers.



## *Values*

### *Basic Values in Leadership*

Values and leadership have been examined from many perspectives and in many industries. Recently, values have received more attention because of the corruption in corporate America (Ackerman, 2004). Child care centers are also important institutions where values should be examined. Since the child care center director is considered the head of daily operations, this dissertation project serves the purpose of examining the values that are important in leading a child care business. A literature review on previous research about values and leadership will provide some insights on their relationship to other industries.

According to Ackerman (2004), the downfall of well liked companies such as Enron and Arthur Anderson were primarily due to management's lack of attention to values that were once part of both company's original roots. The author stated that a company's integrity is equivalent to its brand because it sends an underlying message about the organization to the community. Ackerman further stated values such as integrity begin as a feeling and then translate into passionate action. The author's theory is that leaders play a significant role in translating the organization's values to the other members.

Elliot (2004) stated that in today's age, business owners are beginning to recognize the connection between leadership and values. The author stated that management's commitment to instill values as an organization's driving force can optimize performance and employee contribution. Elliot further stated that values such as integrity are born through feeling and then realized through action.

Values must be orchestrated in a straightforward manner, conducive to an environment of faith and trust among all affected by the organization. Finally, the author stated that managers are responsible for the growth of an organization and the livelihood of employees; therefore integrity is important.

Aldrich (1999) stated that organizations must transform their traditional enterprises into true value-based organizations. The author stated that organizations could use 12 steps comprised of rigorous exercises to improve their values. Aldrich further stated that the 12 steps are proven methodologies, which have been repeatedly applied in successful businesses worldwide. Finally, the author stated that organizational leaders should examine how values can be generated throughout the organization.

Sarros and Santora (2001) examined the personal value orientations of top-level executives and their relationship to leadership behaviors. The authors adopted a belief with an underlying implicit understanding that says good leadership relies on articulating value orientation, whereas past studies have concentrated on Hofstede's paradigm and international generic comparisons rather than tackling a direct approach to values and leadership style. Sarros and Santora found that executives who possess fundamental human virtues such as benevolence and honesty coupled with a need for personal gratification and success were closely associated with transformational leadership behaviors. The authors further stated that the relationships between leadership style and value orientations show a strong positive correlation among transformational leadership behaviors and values that benefit personal and professional development.

Holland (2004) discussed how administrators balance the demands placed on them as supervisors in terms of executing managerial and professional values. The author stated that professional values give principals the authority to make good decisions that in their opinion enhance students' learning. Holland further stated that principals perform a supervisory role with the teachers, making decisions by maintaining three professional values: trust, judgment, and interpretation. The author found that three of their values did not conflict among the five administrators surveyed. The values were shown to complement one another, which the author was able to further evaluate through the study.

Burke (2001) conducted a study on women in the workplace. According to his research, women who say that their organization's values are supportive of work-personal life balance also report greater family satisfaction, fewer psychological problems, and more a positive emotional well-being. The author stated that women's perceptions of organizational values supportive of work-personal life balance were unrelated to their regular work hours, extra-hours worked, and job involvement. Burke further stated that the most common method of changing organizational values is to change the workplace policies with a solid reward and recognition system. Finally, the author stated that inconsistent results involving this study show that in some cases policies have brought about changes in value, attitude, and behavior. Burke limited his study to how organizational values supporting work-personal life balance have work and personal consequences, rather than examining the influence they have on company productivity.

Fryzell and Lo (2003) conducted a study on the relationship among the knowledge of Chinese managers on the subject of environmental issues, how strongly they feel about environmental protection, and the different steps they can take in this area. According to Fryzell and Lo, environmental knowledge and values are predictive of personal managerial behaviors, such as keeping informed of company issues and working to minimize the impacts of the environment on the company. The authors stated that both environmental values and knowledge have an effect on managerial behavior in initiating new programs under their leadership. Fryzell and Lo found that environmental values only had a modest influence on manager's support for environmental advocacy.

According to Rue (2001), values are the essence of all human beings, influencing the decisions individuals make at work. The author stated that personal values have an impact on the individual and those they influence while serving in a leadership role. Rue further stated that individuals gain personal power when they discover the values that guide their behavior. Finally, the author stated leaders that understand their personal values set a clear example and have more options in shaping their organizational cultures.

Wolf (2004) stated that recent unethical practices of businesses have prompted the emergence of new leadership models based on values. The author stated that it is becoming increasingly important to balance work life with the individual's inner self. As a result the child care industry needs to shape up their child care center directors to meet new demands in the work place. Wolf further stated that leaders could follow simple spiritual leadership principles in their own

organizations. Finally, the author stated that leaders should focus on values, give employees an opportunity to express their spirituality, and encourage community involvement.

Looman (2003) stated that leadership as a skill is responsible for guiding the success of a group. Value driven leadership is responsible for creating and maintaining the character of the members in the organization. The author stated that there is a serious need for leaders to transform our culture. In order for leaders to transform their organizations, they first need to be clear about their own personal values. Looman further stated that there are six ways leaders can derive their own personal values: logic, feelings, senses, intuition, authority figures, and science. Today's global demands call for leaders who are reflective. Reflective leaders focus on creativity, intelligence, and integrity, rather than making lots of money. Finally, the author stated that reflective leaders work towards touching souls as opposed to controlling their actions.

### *Human Values*

According to Hawley (1993), it is natural for people to yearn for spiritually rooted qualities in the workplace. The author further stated that leaders motivated by the five human values could improve working environments and run more successful operations. Covey (1990) urged leaders to look within themselves first before asking followers to model certain behaviors. Similarly, Hawley instructed leaders to become aware of their human values and live by them in a way others can emulate them. Directors have ample opportunity to demonstrate values in

their leadership of child care centers because of the various tasks involved in operating this type of business (Kozaryn, 2000).

The International Association for Human Values, founded in 1997 in Geneva, was established to foster on a global scale a deeper understanding of the values that unite us as one big human community. The association has promoted programs of personal development, encouraging the daily practice of human values. In addition, the association has supported the incorporation of human values in every facet of daily life. Finally, the association stated that the practice of being oriented by human values leads to the development of a more peaceful and sustainable world. As a result, human values are becoming a global practice.

The Sathya Sai Education in Human Values Foundation (2001) stated that character is the most crucial and enduring quality an individual can possess. The foundation supported the theory that human values play an important role in establishing character in young children. The Sathya Sai Education in Human Values Foundation defined the values and subvalues as written and designed by Sri Sathya Sai Baba.

Alderman (1998) stated that human values underpin the noble thoughts and achievements of mankind throughout history. The author supported Sri Sathya Sai Baba's philosophy and the methodology of the Sathya Sai Education in Human Values Program. Alderman further stated the human values program is about unifying the five human values of right conduct, peace, truth, love, and non-violence. Finally, the author has conducted research on the Sathya Sai

Education in Human Values Program as well as participated in observing programs that have been accepted worldwide.

Farmer and Farmer (1998) stated that there are worldwide discussions on the importance of practicing basic human values in our lives. The authors stated world wide discussions are becoming increasingly common, especially in terms of teachers developing human values within their classrooms. Farmer and Farmer have examined and studied the works of Sri Sathya Sai Baba's teachings on human values, designing a single publication of the best works in the entire program.

The Sathya Sai Education in Human Values Trust of the United Kingdom (2005) stated that difficulties in the 21<sup>st</sup> century presents many external influences, demands, and constraints, which can cause individuals to loose hold of the values that make up society. The organization stated that the human values program has sought to draw out the basic human values of right conduct, peace, truth, love, and non-violence, which are inherent in the fundamental makeup of the human personality. The Sathya Sai Education in Human Values Trust of the United Kingdom further stated that adults have the ability to inspire children and other individuals if they practice the human values. Finally, the organization stated that individuals should become value conscious adults.

A study on the five human values as it relates to child care center directors would be a valuable contribution to the child care industry. Various studies on human values show the importance and relevance they have played in other

educational institutions. The purpose of this dissertation study is to apply human values to the child care setting.

### *Human Values in Leadership*

Baba (2004) stated that the workplace should be infused with character and good conduct. The author stated that individuals should adhere to righteousness in the workplace. Baba further stated that managers must learn the art of “self-management” or “man-management” before managing anyone else. Finally, the author stated individuals should promote the welfare of society through their own actions in the workplace.

Swami Ranganathananda (1991) stated that individuals must take a more humane approach in their day-to-day dealings to benefit themselves and society. The author stated that without human values there would be chaos in our society. Swami Ranganathananda further stated that the theory about the wholesome impact of human values on administration and management dates back into the ancient times in India. Finally, the author stated that human values in management are essential in operating more successful organizations and blossoming the character of individuals.

Miller and Miller (2005) stated that their collective business experience has taught them lessons on how the five human values are the fundamental roots of healthy, vibrant, and viable organizations as well as individuals. The authors stated that each human value fosters positive development within individuals and organizations. Miller and Miller further stated that these values are referred to as human values rather than “spiritual values” because “spiritual



values” imply that individuals have to aspire for these qualities in the future. Finally, the authors stated that addressing values as human values remind individuals that they are inherent within our spiritual natures.

According to Ballou, Godwin, and Shortridge (2003), employees’ attitudes at work play a role in the value of the organization. The authors stated that attitudes are characteristics that help employees balance their jobs and personal lives. Ballou, Godwin, and Shortridge further stated that workplace attitudes are intangible assets, which should receive attention within organizations. Finally, the authors’ study supported the theory that employees’ attitudes make a difference.

Rinke (1997) stated that winning leaders create an organizational philosophy, which gives employees a clear sense of direction on what the company stands for, where it is headed, and what must be done to make it succeed. The author stated managers should identify values that are important to them and to the company. Rinke further stated that the initial list of important values should be narrowed down to five. The five human values would fit into Rinke’s theory of narrowing the important values down to five so that leaders can create a value-focused organizational philosophy.

Guffey (2003) stated that nonverbal messages could sometimes speak louder than verbal forms of communication. The author stated that in order to improve nonverbal communication, it is important for the speaker to establish and maintain eye contact. Guffey further stated that the eyes are the “windows to the soul” (p.81) and the most accurate predictor of a person’s true feelings about a situation. Finally, the author stated that in the United States maintaining eye

contact means that the listener is interested, attentive, strong, and credible.

Child care center directors have to consider the nonverbal as well as the verbal forms of communication in modeling the human values to the child care center staff.

Raudsepp (2004) stated that eye contact is very important in communicating with other individuals. The author stated that individuals with good eye contact portray openness and honesty in their words. Raudsepp further stated that individuals who do not maintain proper eye contact are seen as anxious, irritated, and want the conversation to end. Child care center directors should maintain eye contact with the child care center staff when translating the five human values.

According to LaMotta and James (2003), many business experts believe that values and the actions of leaders in organizations guide the spirit in the workplace. The authors stated that management involves an assessment of what individuals think the character of the managers are in terms of trust. LaMotta and James further stated that conscious leadership full of trust, integrity, and service are the core qualities of leaders, which originate from the inside of a leader. Finally, the authors stated that bogus leadership results from antithetical behaviors displayed on the outside of the leader, which are subconscious and unsuited for creating a public image.

Cohen and Prusak (2001) examined the role that social capital plays in organizations. The authors defined social capital as “the stock of active connections among people” (p.4). Cohen and Prusak stated that social capital

includes the trust, mutual understanding, shared values, and behavior, which bind the members of the organization. Finally, the authors stated that social capital enables cooperative action within the organization.

Sokolow (2002) stated that superintendents and educational leaders should become more in touch with their spiritual roots. The author stated that leaders with spiritual roots become more enlightened leaders for the future. Sokolow further stated that enlightened leadership is grounded within spiritual principles. Finally, the author stated that spiritual principles are based on doing the right things for the right reasons. Child care center directors should become more in touch with their spiritual roots.

Human values relationship to leadership is receiving more attention worldwide. Leadership alone is important, but leadership with human values can bring about greater changes within organizations and the world. Child care center directors who practice the five human values in their roles as leaders within child care centers could bring forth positive changes.

#### *Literature Summary*

Values and leadership play a big role in operating an ethical business. Past research shows the importance of values among leaders, especially how it directly affects individuals below them in the organization. Furthermore, organizations such as child care centers are influencing the children of America. More research is needed in the area of values and child care center directors, especially in the area of human values as they relate to leadership.

The literature review helped define key terms such as leadership, first-level supervisory, child care centers, values, and human values, and specifically how other researchers have investigated them. More specifically, reviewing literature revealed survey methods and other key information needed in conducting research. This dissertation project is unique in that it involves studying the five human values within child care center directors, the leadership behavior of child care center directors, and specifically how child care center staff perceive the child care center directors' actual human values and leadership behavior. Most importantly, a dissertation project involving human values and leadership among child care center directors will make an original contribution to the child care industry.

## CHAPTER 3: METHODOLOGY

### *Overview*

The purpose of this dissertation project was to identify and define the relationships between human values and the leadership behaviors of child care center directors with Prince George's County, Maryland. The methodology for the quantitative evaluation included a mail-back questionnaire survey of two groups: the child care center directors and the child care center staff within each child care center. In addition, a statistical analysis was conducted on the association, if any, of the demographical characteristics of the child care center directors in relation to each of the five human values and each of the four leadership behaviors. Survey questions were divided into three categories including demographical data, human values, and leadership behaviors.

The first population surveyed was the child care center directors within Prince George's County, Maryland. Since each child care center is required to have at least one child care center director, all of the licensed child care centers within Prince George's County were included in this study. The second population survey was the child care center staff located within each of the child care centers in Prince George's County, Maryland. Responses from each of the groups were statistically compared within each independent group. Responses from each of the groups were also statistically compared between each other.

A quantitative assessment of the human values of each child care center director were conducted to determine how the child care center directors in Prince George's County ranked on each of the five human values. A quantitative

assessment of each of the four leadership behaviors was conducted on the child care center directors within Prince George's County, Maryland. Descriptive analyses were conducted to characterize the correlation among the demographical characteristics, size/capacity of the child care center, and the ownership status of the child care center to the human values of the child care center directors. Child care center directors rated themselves on the survey, similar to a self-assessment. Child care center staff rated their child care center directors on the five human values and four leadership behaviors.

#### *Restatement of the Problem*

The purpose of this dissertation project was to discover where the child care center directors rated on the each of the five human values and the four leadership behaviors. This proposed research project was a quantitative, descriptive, and correlational study of the child care center directors in Prince George's County, Maryland. According to the Maryland Department of Human Resources (2004), the general responsibilities of a child care director are to plan, supervise, and be available to the parents. The basic intent of Regulation 21 in the licensing manual is to ensure child care center directors with the help of child care center staff are available to meet the needs of children and parents on a daily basis (Maryland Department of Human Resources, 2004). Considerations on how child care center directors can become better leaders within their organizations is currently not a part of the Maryland Department of Human Resources guidelines.

This dissertation project addressed this void by showing how human values can play a role in leadership behavior as displayed by child care center directors. In the daily operations of a child care center, the most visible aspects of the system focus on the children, employees, and the families being served (Love, 2001). Unless there is a problem or complaint that brings these issues to the surface, the less visible aspects of the director are completely forgotten in the dynamics of this operation (Maryland Department of Human Resources, 2004). Since all aspects of the child care center play a role in the entire organization's system (Senge, 1990), the research questions for study discovered the human values of the child care center directors based on a self-assessment and the role these human values play in managing child care centers.

#### *Statement of Hypotheses*

The following research questions, hypotheses, and null hypotheses were proposed to guide this dissertation study:

1. Where do child care center directors in Prince George's County rank on the five human values as described in the Sri Sathya Sai Education of Human Values?

H<sub>01</sub>: Directors will rate at or below neutral on each of the five human values.

H<sub>A1</sub>: Directors will rate above neutral on each of the five human values.

2. What, if any, differences exist with respect to the human values of the child care center directors in relation to the size/capacity and ownership status of the child care centers?

$H_{02}$ : There are no significant differences in the human values of the child care center directors based upon the size/capacity and ownership status of the child care centers.

$H_{A2}$ : There are significant differences in the human values of the child care center directors based upon the size/capacity and ownership status of the child care centers.

3. What, if any, differences exist with respect to the human values of the child care center directors in relation to the demographical characteristics of the child care center directors: age, gender, years of experience as a director, and educational background?

$H_{03}$ : There are no significant differences in the human values of the child care center directors based upon the demographical characteristics of the child care center directors.

$H_{A3}$ : There are significant differences in the human values of the child care center directors based upon the demographical characteristics of the child care center directors.

4. Do the human values of the child care center directors significantly correlate with the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?



H<sub>04</sub>: There is not a significant correlation between the human values and leadership behaviors of child care center directors.

H<sub>A4</sub>: There is a significant positive correlation between the human values and leadership behaviors of child care center directors.

5. How do the child care center staff rate their child care center directors on the five human values as described in the Sri Sathya Sai Education of Human Values?

H<sub>05</sub>: The child care center staff will rate their child care center directors neutral or below in modeling each of the five human values.

H<sub>A5</sub>: The child care center staff will rate their child care center directors above neutral in modeling each of the five human values.

6. How do the child care center staff rate their child care center directors on the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?

H<sub>06</sub>: The child care center staff will rate their child care center directors neutral or below on each of the four Nayak Leadership behaviors.

H<sub>A6</sub>: The child care center staff will rate their child care center directors above neutral on each of the four Nayak Leadership behaviors.

### *Description of Research Design*

The survey method was the best approach to study the human values and leadership behavior of a large group of child care center directors (Trochim, 2001). The survey method allowed for a larger sample size, compared to conducting individual interviews with each child care center director within Prince George's County. According to Cozby (2003), the survey method served the purpose of allowing the researcher to ask research participants about themselves. For the dissertation, the survey method allowed the researcher to ask child care center directors specific questions that corresponded with each of the five human values in the study and ultimately determined how the child care directors ranked on each of the five human values. In addition, the survey method allowed the researcher to ask child care center staff specific questions that corresponded with the five human values and four leadership behaviors of their child care center directors.

A mailed survey initially assisted the researcher in gathering as many measurements possible within child care centers in Prince George's County, Maryland (Trochim, 2001). Ultimately, personal telephone calls served the purpose of gathering as many measurements needed to complete the research study because of a low expected return rate on mailed surveys (Trochim, 2001). Trochim (2001) stated that telephone interviews enable the researcher to gather information more rapidly, keeping the data collection period to a minimum. The author stated, however, that researchers could unknowingly influence the respondents with their own set of biases and prejudices. Cozby (2004) stated

that one potential problem is that the interviewer could bias the respondent's answers by showing some form of approval or disapproval of particular answers.

Using the prepared cover letter and survey form, the researcher maintained the same data collection process when gathering data via telephone. Respondents were not given any additional information. Respondents were given the option to have another survey mailed or faxed to them. Due to lack of time, some respondents preferred to respond via telephone. The researcher read the cover letter to all the telephone participants and asked the questions as stated on the survey. The study was of a quantitative rather than a qualitative nature. As a result, the respondent's were unaware of how their number responses were associated with the final outcome of the study.

#### *Operational Definition of Variables*

According to Cozby (2003), the purpose of most research projects involves studying the relationship between two or among more variables along with the relative strength of this relationship. Cozby defines the independent variable as the variable that is manipulated in the study in order to observe the magnitude of its affect on the dependent variable. The independent variables in the dissertation research were the response results of five human values questions asked of the child care center directors. Child care center directors filled out a survey questionnaire, which helped rank them on a scale of 1 to 7 in terms of the human values they saw as important to their daily jobs at the child care center.

The dependent variables in the proposed dissertation were the response results of leadership behaviors in the Nayak Leadership Model. The independent variables in the study are the results based on five human values. The covariates were the size of the child care centers, ownership status, experience level, age, gender, and level of education. Child care center directors filled out a survey questionnaire, which asked them to select the category that best described them on a scale of 1 to 7. Child care center directors answered survey questions that corresponded directly to each of the four leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors. The child care center staff that were given permission to participate also answered survey questions on a scale of 1 to 7, which were identical in nature and order to the child care center director survey.

Part of the proposed methodology was to survey the employees of child care centers. It was difficult to gain access into child care centers to survey the child care staff. Child care center directors and child care center owners hesitated allowing a stranger access to their child care center staff and children. Based on the list of licensed child care centers in Prince George's County, child care center directors also received an additional survey instrument specifically designed for the child care staff. An attempt was made to have the instruments distributed by the researcher to a sample of child care center staff, but there were no guarantees access would be granted or that any of the child care center staff would participate. Staff surveys were mailed to the child care center directors who respond positively on the telephone in allowing their child care center staff to

participate. Child care center staff were provided separate envelopes to mail their surveys directly back to the researcher. Child care center directors were allowed to participate in the study even if they chose to deny access to the child care center staff.

#### *Description of Materials and Instruments*

Survey instruments were designed to assess the human values of the child care center directors as well as their leadership behaviors. Survey questions were based upon the currently identified five human values and leadership behaviors designed by the researcher. Two survey instruments were designed, one for the child care center directors (Appendix A) and one for the child care center staff (Appendix B). The difference between the survey instruments was the wording that was used to tailor the survey to the individuals that completed the survey and the demographical information that appeared only on the directors' survey instrument. The remaining questions were identical but presented from the first person perspective of the director and second person perspective on the child care center staff.

An original questionnaire was developed based on research conducted on the Sri Sathya Sai Education of Human Values (Farmer & Farmer, 1998). Examining research conducted by individuals in the area of human values assisted the researcher in developing a well-defined and suitable questionnaire for the child care center directors and their child care center staff. Original questions were written in a seven-point Likert scale format integrating the theoretical framework of the Sri Sathya Sai Education of Human Values Program

(Alderman, 1998). The survey underwent a pilot study for reliability, using child care center directors and child care center staff in Prince George's County, Maryland. Around 5 child care centers were randomly selected to participate in the pilot study. The researcher verbally requested their participation before sending the survey instruments.

Alderman (1998) has identified five human values as originally designed by the Sri Sathya Sai Education of Human Values Program. Each of the five human values consists of many subvalues, which are known to overlap from one human value to another. For the dissertation study, the five human values that were examined are love, right action, peace, truth, and non-violence.

Survey questions on the director survey corresponded to each of the human values. Five questions for each of the human values were designed to total twenty-five questions for the human values portion of the survey instrument. Table 1 reflects the questions that corresponded to each value in Section B of the directors' survey:

Table 1

*Survey Questions for the Five Human Values*

<b>Human Values</b>	<b>Survey Questions</b>
Love	1, 9, 13, 17, 22
Right action	7, 10, 14, 18, 24
Peace	2, 8, 11, 15, 19
Truth	3, 4, 6, 20, 25
Non-violence	5, 12, 16, 21, 23

With the lack of leadership models applicable to the child care industry, the researcher developed the Nayak Leadership Model for Child Care Center Directors (NLMCCCD) based on four leadership behaviors (Appendix C): community image/parent focused, curriculum/child focused, government/regulation focused, and business/profit focused. Using a seven-point Likert scale format, original questions were written incorporating the NLMCCD. The human values and leadership-oriented questions were consolidated into one survey instrument for the child care center directors.

Similar to the survey design employed to gather data on the five human values, Section A (Appendix A) of the director survey asked child care center directors questions corresponding to the four leadership behaviors in the Nayak Leadership Model for Child Care Center Directors. Appendix C provides a description of each of the leadership behaviors. The descriptions were used as a basis in designing original survey questions that asked child care center directors about their leadership behavior in the child care center. Table 2 shows the survey questions designed for each of the leadership behaviors. Three questions were designed for each of the four leadership behaviors.

Table 2

*Survey Questions for the Leadership Behaviors*

<b>Leadership Behaviors</b>	<b>Survey Questions</b>
Community image/parent focused	1, 7, 5, 14, 19
Curriculum/child focused	6, 3, 9, 15, 16
Government/regulation focused	10, 2, 12, 13, 17
Business/profit focused	11, 4, 8, 20, 18

The director survey for child care center directors also contained questions about the demographics of the child care center director, the size/capacity of the child care center, and the ownership status of the child care center director. For data processing purposes, categories or options were provided for each of the survey questions, rather than a blank for the child care center to fill in. Survey questions were linked to each of the five human values and four leadership behaviors. Child care center directors were asked in the demographical section to choose a category that best described their number of years of experience as a child care center director, age, educational background, and gender. The two final demographical questions asked child care center directors to choose a category that best described the ownership status and size/capacity of the child care center.

A second survey instrument was designed for the child care center staff in child care centers (Appendix B) where the directors worked. Original questions were written for the staff survey that coincided with all of the questions on the



child care center directors' survey. Identical questions were written for both the director survey and staff survey that maintained content validity, except for the exclusion of the demographical information on the staff survey. In addition, the researcher intended to ensure each question on the staff survey measured the same variables on the directors' survey. Table 3 reflects the survey questions that responded to each of the five human values of the child care center director, from the perspective of the child care center staff (Appendix B). Survey questions were listed on the director survey and staff survey in Section B in identical order. Table 4 reflects the survey questions that responded to each of the leadership behaviors of the child care center directors in Section A (Appendix B), from the perspective of the child care center staff.

Table 3

*Survey Questions for Staff on the Five Human Values*

<b>Human Values</b>	<b>Survey Questions</b>
Love	1, 9, 13, 17, 22
Right action	7, 10, 14, 18, 24
Peace	2, 8, 11, 15, 19
Truth	3, 4, 6, 20, 25
Non-violence	5, 12, 16, 21, 23

Table 4

*Survey Questions for Staff on the Four Leadership Behaviors.*

<b>Leadership Behaviors</b>	<b>Survey Questions</b>
Community image/parent focused	1, 7, 5, 14, 19
Curriculum/child focused	6, 3, 9, 15, 16
Government/regulation focused	10, 2, 12, 13, 17
Business/profit focused	11, 4, 8, 20, 18

Instrument survey questions were designed for each of the research questions posed in this dissertation project. Each of the research questions was included on the survey instruments as part of the investigation in the project. There were a total of six research questions. There were six hypotheses in this dissertation research project. The relationship between each of these hypotheses to the instrument questions is shown in Table 5.

Table 5

*Survey Questions for the Research Project Hypotheses Statements*

<b>Hypothesis Tested</b>	<b>Survey Questions</b>
H <sub>1</sub> Directors human values	Director survey section B – 25 questions
H <sub>2</sub> Size/capacity ownership status	Director survey options on size/capacity and ownership status
H <sub>3</sub> Demographical characteristics	Director survey options on age, gender, years of experience as a director, and educational level
H <sub>4</sub> Human values leadership behavior	Director survey sections A – 20 questions
H <sub>5</sub> Staff rating on human values	Staff survey section B – 25 questions
H <sub>6</sub> Staff rating on leadership behaviors	Staff survey section A – 20 questions

The dissertations of other researchers were examined for content and methodology. Johnson (2002) constructed two instruments, which were consolidated into a single questionnaire. The questionnaire for the dissertation was designed using Johnson's survey instrument as a benchmark. Johnson's approaches to limit the number of survey pages and utilize the seven-point Likert scale were emulated in this dissertation project. For its applicability to this dissertation, the researcher limited both questionnaires as much as possible and at the same time posed enough questions to validate the surveys. In addition, the

researcher eliminated the possibility of intimidating and discouraging child care center directors and child care center staff from completing a lengthy document with several pages.

### *Selection of Subjects*

The population study consisted of all child care centers located in Prince George's County, Maryland and their child care center directors. There were several associations and organizations in Maryland that listed the names, addresses, and telephone numbers of licensed child care centers and their child care center directors. According to Child Care Demographics Maryland Report of 2004, there are 255 licensed child care centers in Prince George's County (Maryland Committee for Children, 2004).

The researcher contacted the Prince George's Child Resource Center (2004) in Largo, Maryland to inquire about a published list of child care centers within Prince George's County, Maryland. The director of the locate division of the resource center, indicated that labels of regulated child care programs in Prince George's County, Maryland were available for purchase. Child care centers willingly provide their information to the resource center on a yearly basis. Child Care Administration is the governing licensing agency in Prince George's County, Maryland that regulates child care centers. Child Care Administration provides a monthly update to the Prince George's Child Resource Center on any operational changes in child care centers. Child Care Administration to the Prince George's Child Resource Center reports existing

child care centers that are closed or relocated. Child Care Administration also reports the opening of new centers in Prince George's County, Maryland.

As soon as the dissertation proposal was approved by Northcentral University, the labels and accompanying information was purchased from the Prince George's Child Resource Center. The database purchased by the researcher was last updated in January of 2005 and included all licensed child care centers in Prince George's County, Maryland. The governing agency, Child Care Administration, does not directly release information on licensed child care centers within Prince George's County, Maryland or any other county within the state of Maryland to the public. The Prince George's Child Resource Center receives the list of licensed child care centers in Prince George's County, Maryland from Child Care Administration, Region 4. The list of licensed child care centers can only be purchased from the Prince George's Child Resource Center.

The researcher has eighteen years of experience in the child care industry within Prince George's County, Maryland. In addition, the researcher has lived in Prince George's County, Maryland since 1986. According to the U.S. Census Bureau (2005), Prince George's County is a large suburban county comprising 485 square miles in the state of Maryland. Prince George's County, Maryland is located right outside of Washington, D.C. and is a part of the Washington Metropolitan Area. The U.S. Census Bureau's 2003 estimate reported a population of 838,716 in Prince George's County, Maryland (U.S. Census Bureau, 2005). In 2000, Prince George's County, Maryland consisted of 27 percent white persons, 62.7 percent Black or African American persons, 3.9

percent Asian persons, and 6.4 percent other races (U.S. Census Bureau, 2005). Prince George's County's majority population consists of minorities. In the year 2000, 27.2 percent of the population consisted of individuals holding a bachelor's degree or higher.

### *Procedures*

As soon as the Northcentral ethics committee and dissertation committee approved both questionnaires, child care center directors and child care center staff at five child care centers were selected to participate in a pilot project which evaluated both instruments. The pilot project ensured the questions were structured to reflect appropriate responses, meaning the instrument measured exactly what the researcher intended it to measure. At least five child care center directors were randomly selected to participate in the pilot study. The researcher requested participation via telephone before mailing the survey instruments. If the randomly selected child care center director allowed their child care center staff to participate in the staff survey, the researcher provided the appropriate number of surveys. If the randomly selected child care center director did not wish to have his or her staff participate, then the researcher randomly selected another possible participant until a total of five child care center directors agreed to participate. The child care center directors and child care center staff were asked to review the surveys and analyze the instruments. Child care center directors and child care center staff reviewed the instruments by marking the statements that appeared unclear or confusing to them. Upon final validation and proposal acceptance from Northcentral University, the surveys were mailed out

to all child care centers on the most current Prince George's Child Resource Center's list within Prince George's County, Maryland.

Potential child care center directors and child care center staff participant received the questionnaires, a postage-paid return envelope, and a cover letter explaining the nature of the investigation project and requesting their participation in the study. A reminder phone call was made to the child care center directors to encourage their participation in the research project, asking the participants to complete and return the questionnaire (Appendix E & F). Three weeks after the telephone calls were completed, an analysis of the survey returns was conducted to determine sampling adequacy within the research design. The data processing section elaborates on the procedures, which were used to determine sampling adequacy. Telephone calls were made to ensure sampling adequacy. The data collection process remained consistent, regardless of whether the information was gathered via mail, telephone, fax, or email. Respondents were given options to ensure the maximum level of participation by the child care center directors.

Child care center directors were encouraged to have their child care staff fill out the survey. Child care center directors were not forced to have their child care center staff participate in the study. Child care center directors were allowed to participate even if they denied access to their child care center staff. Child care center directors were not pressured to grant access to their child care center staff. Child care center directors were also given the option to have the staff survey mailed, faxed, or emailed. Telephone surveys were not an option because the number of child care center staff in each child care center varied

from a few employees to more than 20. Due to time constraints, it was not possible to interview each and every child care center staff member.

### *Discussion of Data Processing*

According to Trochim (2001), four interrelated components influence the conclusion researchers might reach from conducting a statistical test in a study: sample size, effect size, alpha level, and power. The author stated that if the researcher knows the values for any of the three components, it is possible to compute the value of the fourth or missing component. Using the sample size for one proportion on Lenth's (2004) Web site, the sample size was calculated as 194 participants ( $n=194$ ). Trochim stated that the statistical power should be greater than 80% in value, meaning the researcher should aim to have at least 80 chances out of 100 of finding a relationship when there is one. Setting the power at .8003 and the alpha at .05 yielded a sample size of 194.

The most recent information stated that there are 225 child care centers in the Prince George's County area, which means there was a possibility of 225 participants or child care center directors. The known information was entered to find out the power. Using alpha at .05, a sample size of 225, and null value at .5, the results reflected a power of .8558. The sample size of 225 provided a power over the minimum 80% recommended by Trochim. According to Trochim (2001), the response rate for surveys is generally low. The author recommended making contact with the participants in the study by conducting telephone interviews. For the dissertation, the researcher intended on meeting the minimum 80% sample size recommended by Trochim. Since the 80% was not achieved by mailing the



surveys, the researcher contacted additional potential participants or child care center directors until at least the 80% was met.

The proposed method of analysis for the dissertation was conducted using SPSS™ 13.0 Windows Student Version Software and Microsoft Excel. As part of this dissertation project, data collected from the child care center directors was analyzed. Microsoft Excel was used to derive means for each of the human values and leadership behavior survey questions. A statistical software package, SPSS, was used to determine what, if any differences exist among the demographic information of the child care center directors and the human values of the child care center directors (Garson, 2001). To determine if the constructs-related items were consistent in what the study intended to measure, correlations between and among the instrument items was first calculated. SPSS contained variance component estimation analysis such as Multiple Analyses of Variance (ANOVA and MANOVA) to estimate the significance of random factors such as the director's age, education level, gender, experience level, size of the center, and ownership status. The software also provided options to use the Kruskal-Wallis test to estimate the significance in random factors for where the distribution is not normal. SPSS was used to derive descriptive statistics for the survey questions on the director survey and staff survey. Descriptive statistics were also calculated for the analyses conducted to answer some of the research questions. Since procedures are designed to fit the characteristics of any project, SPSS facilitated ensuring that the conclusions of this dissertation were as accurate, precise, and custom tailored as possible.

To determine if, and if so how directors' values differ by the organizational size, center ownership status, and demographical characteristics, an analysis of variance was performed. The analysis of variance tested for differences in the means of human values and the constructs including organizational size, center ownership status, and the demographical characteristics of directors. The Kruskal-Wallis tested for data distributions that appeared not to be normal. To protect the anonymity of individual child care center directors and child care center staff, individual survey responses were grouped together to form an aggregate survey response. Descriptive statistics were used to calculate the aggregate survey response.

Since some of the data was collected via telephone rather than mail-back or fax, a statistical test was conducted to ensure there was not a difference in means. A random sub-sample of the child care center directors' responses was used to determine whether or not a significant difference was found.

#### *Methodological Assumptions and Limitations*

The major limitation of this research project was that the study examined only the child care center directors' human values and leadership behavior within Prince George's County, Maryland, which included only 225 child care centers. Research findings will have direct applicability to Prince George's County with only inference potential on the state of Maryland or the entire United States of America as a whole. The methodology developed and tested during this research project can be used by other counties in the state of Maryland or by other states.

The study design did not evaluate the human values of the child care center owners or those of the child care center staff. The study design did not evaluate or examine the other individuals involved in operating child care centers, such as the parents or government licensing specialists. The sole purpose of this study, however, was to evaluate the correlations between the human values and leadership behavior of the child care center directors within Prince George's County, Maryland.

The study design gave child care center staff the opportunity to evaluate their child care center director. Due to security issues and other business reasons, child care center directors were apprehensive in allowing access to the child care center staff. A limitation of the study was the difficulty in gaining a sufficient level of responses from the child care center staff.

An assumption of this investigation was that the human values of the child care center directors affect the leadership behaviors modeled by the child care center directors. Another assumption of this investigation was that the child care center staff are able to see the human values and leadership behaviors as modeled by the child care center directors. Other unknown factors may also influence the human values and leadership behaviors of child care center directors or the manner in which the child care center staff view the human values and leadership behaviors of child care center staff.

## CHAPTER 4: FINDINGS CHAPTER

### *Overview*

Chapter 4 reports the findings of the quantitative analysis conducted to determine the relationship between the human values and leadership behavior among child care center directors. The chapter includes a description of the survey return rate, and the results of the survey data analysis in the context of the research questions and hypotheses for the dissertation project.

Descriptive (means and frequencies) and inferential statistics (ANOVA tests) are presented for each of the research questions and their associated hypotheses. According to Aczel and Sounderpandian (2002) ANOVA requires an assumption that the populations under study are normally distributed with means that may or may not be equal, but with equal variances. Upon conducting the ANOVA tests, there was strong evidence that suggested non-normality in data distribution. The data resembled a whale shape or was skewed to the right, which indicated that the Kruskal-Wallis test was the most appropriate test to ensure adequate statistical results. Kruskal-Wallis test results are presented for each of the research questions and their associated hypotheses.

Since some of the data was collected via telephone rather than mail-back or fax, a statistical test was conducted to ensure there was not a difference in means. Even though both sets of child care center directors received the same cover letter introduction to the study and the survey instruments, the researcher conducted a statistical test to discover if there were any differences in the means that would show an interjection of any personal biases. A random sub-sample of

the child care center directors' responses was used to determine whether or not a significant difference was found. Child care center directors that responded by mail were labeled as respondents X, whereas child care center directors that responded by telephone were labeled as respondents Y. Using the random sub-sample, X and Y were tested for a difference in means. There were no significant differences found between the means of sample X and Y.

Statistical results are presented in a table format along with a description of the prominent findings. Descriptive statistics (means and frequencies) are also presented for the survey questions on the human values and leadership behaviors of the child care center directors. Descriptive statistics (means and frequencies) are provided for the survey questions on the director survey (child care center director responses) and the staff survey (child care center staff responses).

The purpose of this dissertation project is to discover how child care center directors rate on the each of the five Sri Sathya Sai Baba's human values and the four Nayak leadership behaviors. This research project is a quantitative, descriptive, and correlational study of the child care center directors in Prince George's County, Maryland.

The sample size was 225 child care center directors in Prince George's County, Maryland. The response rate for the child care center directors was 89.3 percent or 201 child care center directors (participants). Ten child care centers participated in the staff portion of the study. The ten child care centers that

participated in the staff portion of the study also participated in the director portion of the study.

The Prince George's County, Maryland child care center directors and child care center staff were selected for the study because of its representative structure of a county comprised of a majority of minorities. The researcher has eighteen years of experience in the child care industry within Prince George's County, Maryland. In addition, the researcher has lived in Prince George's County, Maryland since 1986. According to the U.S. Census Bureau (2005), Prince George's County is a large suburban county comprising 485 square miles in the state of Maryland. Prince George's County, Maryland is contiguous to Washington, D.C. and is a part of the Washington Metropolitan Area. The U.S. Census Bureau's 2003 estimate reports a population of 838,716 in Prince George's County, Maryland (U.S. Census Bureau, 2005). In 2000, Prince George's County, Maryland consisted of 27 percent white persons, 62.7 percent Black or African American persons, 3.9 percent Asian persons, and 6.4 percent other races (U.S. Census Bureau, 2005). Prince George's County's majority population consists of minorities, which is the largest growing population within the United States.

The following research questions guided the investigation:

1. Where do child care center directors in Prince George's County rank on the five human values as described in the Sri Sathya Sai Education of Human Values (Sathya Sai Education in Human Values Foundation, 2001)?

2. What, if any, differences exist with respect to the human values of the child care center directors in relation to the size/capacity and ownership status of the child care centers?
3. What, if any, differences exist with respect to the human values of the child care center directors in relation to the demographical characteristics of the child care center directors?
4. Do the human values of child care center directors significantly correlate with the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?
5. How do the child care center staff rate their child care center directors on the five human values?
6. How do the child care center staff rate their child care center directors on the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?

The methodology included survey instruments administered to the child center directors (Appendix A) and the child care center staff (Appendix B). Survey items at the top of the child care center director survey (Appendix A) solicited demographic information from the respondents. Survey items in Section A: numbers 1 through 20 of the child care center director survey (Appendix A) were used to solicit responses on the leadership behaviors of child care center directors. Survey items in Section B: numbers 1 through 25 of the child care center director survey (Appendix A) were used to solicit responses on the human values of the child care center director. Survey items in Section A: numbers 1

through 20 of the child care center staff (Appendix B) were used to solicit responses from the child care center staff on the leadership behaviors of child care center directors. Survey items in Section B: numbers 1 through 25 of the child care center staff survey (Appendix B) were used to solicit responses from the child care center staff on the human values of the child care center director.

#### *Return Rates of the Survey Instrument*

The director survey instrument was mailed to 225 child care center directors in Prince George's County, Maryland. The initial mailing included all licensed child care centers in Prince George's County, Maryland. A cover letter (Appendix D) and several stamped return envelopes were included with the mailing.

The staff survey instrument was mailed along with the director survey instrument to 225 child care center directors in Prince George's County, Maryland. The mailing included all licensed child care centers in Prince George's County, Maryland. A staff cover letter (Appendix E) and stamped return envelopes were included with the mailing. Permission from the child care center directors was needed in order for the child care center staff to receive and participate in the study. Permission was requested from the child care center directors because they are the only accessible means to survey the child care center staff. To respect the privacy of the child care center staff that may feel hesitant to participate in the survey even after receiving permission from the child care center director, separate envelopes and cover letters were provided for their



convenience. Child care center staff were also given the opportunity to fax their responses to the survey.

The initial response rate to the director survey was 2.6 percent. Only six child care center directors responded to the director survey instrument. The six child care center directors also granted permission for their child care center staff to participate in the staff survey.

All nonrespondents (child care center directors) to the director survey received a follow-up telephone call from the researcher. The researcher explained the study to the child care center directors by reading the same cover letter that was initially mailed to the child care centers. Child care center directors willing to participate in the study were sent another director survey and cover letter via transmittal fax if they chose to do so. Child care center directors were given the option to conduct a telephone interview of the director survey in place of the transmittal fax or mail. Child care center directors that were contacted via telephone were not pressured into participating in the staff survey. The researcher read the cover letter and the survey instruments "word for word". Due to the quantitative nature of the study, the child care center directors were not aware of how their number responses influenced the outcome of their survey results. Child care center directors were asked to respond by selecting one number from 1 to 7 that best described them. The researcher did not engage in any conversations prior to the telephone survey, which might influence the responses of the child care center directors. The only information provided to the child care center directors was the information stated on the cover letter

designed for the study. Child care center directors that were willing to participate in the staff survey were sent another copy.

The final response rate of the director survey was 89.3 percent (201) for the child care center directors. Trochim (2001) stated that the statistical power in the response rate should be greater than 80 percent in value, meaning the researcher should aim to have at least 80 chances out of 100 of finding a relationship when there is one. Setting the power at .8003 and the alpha at .05 yielded a sample size of 194. The final response rate of 89.3 is above the 80 percent recommended by Trochim.

The final response rate for the staff survey was 4.4 percent. The response rate included the staff from 10 out of 225 child care centers in Prince George's County, Maryland. Only 10 out of 201 child care center directors that participated in the director survey allowed access to their child care center staff. Child care center directors that did not participate in the director survey were also unwilling to grant access to their child care center staff.

#### *Analysis of Scales*

Since the survey instruments are new and based on theory, an analysis of scales was conducted on SPSS using the reliability analysis and factor analysis features. The reliability analysis procedure calculated the number of commonly used measures of scales for reliability and provided information about the relationships between individual items in the scale. The Alpha Cronbach model of reliability was used. According to Trochim (2001), the Cronbach's Alpha tends to be the highest estimate of reliability. The Cronbach's Alpha has an important use

as a measure of reliability of a psychometric instrument because it is the mean correlation across the survey items. Factor analysis attempts to identify underlying variables or factors to explain the pattern of correlations with a set of observed variables. It reduces a large number of variables into smaller factors.

#### *Reliability Analysis for Human Values*

Table 6 presents the items statistics for the reliability analysis conducted on the human values. There were 25 questions on the human values portion of the director survey. The mean and standard deviation for each question are presented for 201 responses to the director survey. All of the means for the survey responses are averaged around a 7 or 6. Summary items statistics are presented in Table 7 reflecting the item means and variances. The Cronbach's Alpha was .856, with a Cronbach's Alpha based on standardized items at .877. A Cronbach's Alpha of .70 or higher is considered acceptable and high in reliability.

Table 6

*Reliability Analysis Scales Items Statistics for the Human Values*

	Mean	Std. deviation	N
HV1	6.692	0.628	201
HV2	6.721	0.634	201
HV3	6.617	0.705	201
HV4	6.761	0.550	201
HV5	6.751	0.498	201
HV6	6.547	0.647	201
HV7	6.657	0.535	201
HV8	6.647	0.624	201
HV9	5.871	0.902	201
HV11	6.736	0.505	201
HV12	6.816	0.401	201
HV13	6.448	0.713	201
HV14	6.836	0.422	201
HV15	6.378	0.746	201
HV16	6.821	0.410	201
HV17	6.433	0.968	201
HV18	6.542	1.005	201
HV10	6.647	0.529	201
HV19	6.458	0.721	201
HV20	6.682	0.518	201
HV21	6.726	0.479	201
HV22	6.756	0.475	201
HV23	6.547	0.616	201
HV24	6.527	0.600	201
HV25	5.488	1.010	201

Table 7

*Reliability Analysis Summary Item Statistics for the Human Values*

Summary item statistics	Mean	Range	Variance	N of Items
Item means	6.564	1.348	0.090	25
Item variances	0.432	0.860	0.065	25
Inter-item correlations	0.223	0.789	0.016	25

The reliability analysis was also conducted using the split half feature. The human value questions were divided in half. The first part included questions 1 through 14, whereas the second part included questions 15 through 25. The first part included 13 questions, whereas the second part included 12 questions. The Cronbach's Alpha for part one was .777 and part two was .756. Statistics for the split half are presented in Table 8. Summary item statistics including means, variances, and correlations for the split half are presented in Table 9.

Table 8

*Reliability Split Half Statistics Cronbach's Alpha for the Human Values*

Part	Questions	N of items	Cronbach's alpha
1	HV1-HV14	13	0.777
2	HV15-HV25	12	0.756

Table 9

*Reliability Split Half Summary Item Statistics for the Human Values*

		Mean	Variance	N of Items
Item means	Part 1	6.623	0.062	13
	Part 2	6.500	0.120	12
	Both parts	6.564	0.090	25
Item variances	Part 1	0.373	0.030	13
	Part 2	0.496	0.102	12
	Both parts	0.432	0.065	25
Inter-item correlations	Part 1	0.231	0.017	13
	Part 2	0.252	0.024	12
	Both parts	0.223	0.016	25

*Reliability Analysis for the Leadership Behaviors.*

Table 10 presents the scale items statistics for the reliability analysis conducted on the leadership behaviors. There were 20 questions on the

leadership behaviors portion of the director survey. The mean and standard deviation for each question are presented for the 201 responses to the director survey. All of the means for the survey responses are averaged from a 4 to a 7. Summary items statistics are presented in Table 11 reflecting the item means and variances. The Cronbach's Alpha was .739, with a Cronbach's Alpha based on standardized items at .725. A Cronbach's Alpha of .70 or higher is considered acceptable and high in reliability.

Table 10

*Reliability Analysis Scales Items Statistics for the Leadership Behaviors*

	Mean	Std. deviation	N
LB1	6.647	0.538	201
LB2	5.930	1.614	201
LB3	6.741	0.532	201
LB4	3.771	1.676	201
LB5	4.159	1.347	201
LB6	6.567	0.810	201
LB7	5.299	1.497	201
LB8	4.627	1.821	201
LB9	6.816	0.389	201
LB10	6.552	0.894	201
LB11	4.920	1.686	201
LB12	6.328	1.110	201
LB13	6.065	1.136	201
LB14	6.672	0.626	201
LB15	6.338	0.914	201
LB16	6.831	0.481	201
LB17	6.577	0.803	201
LB18	5.711	1.080	201
LB19	4.915	1.161	201
LB20	4.214	1.466	201

Table 11

*Reliability Analysis Summary Item Statistics for the Leadership Behaviors*

Summary item statistics	Mean	Range	Variance	N of items
Item means	5.784	3.060	1.020	20
Item variances	1.355	3.164	0.995	20
Inter-item covariances	0.168	2.045	0.092	20
Inter-item correlations	0.116	1.016	0.026	20

The reliability analysis was also conducted using the split half feature. The leadership questions were divided in half. The first part included questions 1 through 10, whereas the second part included questions 11 through 20. The Cronbach's Alpha for part one was .529 and part two was .648. According to Trochim (2001), split half statistics can be lower in alpha primarily because of the unequal split in the type of questions placed in each part. Statistics for the split half are presented in Table 12. Summary item statistics for the split half are presented in Table 13.

Table 12

*Reliability Split Half Statistics Cronbach's Alpha for the Leadership Behaviors*

Part	Questions	N of items	Cronbach's alpha
1	LB1-LB10	10	0.529
2	LB11-LB20	10	0.648

Table 13

*Reliability Split Half Summary Item Statistics for the Leadership Behaviors*

		Mean	Variance	N of items
Item means	Part 1	5.711	1.351	10
	Part 2	5.857	0.790	10
	Both parts	5.784	1.020	20
Item variances	Part 1	1.496	1.427	10
	Part 2	1.213	0.630	10
	Both parts	1.355	0.995	20
Inter-item correlations	Part 1	0.091	0.026	10
	Part 2	0.151	0.027	10
	Both parts	0.116	0.026	20

*Factor Analysis for the Human Values*

Factor analysis was conducted for the questions on the human values portion of the director survey. There were 25 questions on the human values survey. The correlation matrix is presented for the 25 questions in Tables 14 through 16. The principal components analysis is presented in Table 17.



Table 14

*Factor Analysis Correlation Matrix for Human Values Part I*

	HV1	HV2	HV3	HV4	HV5	HV6	HV7	HV8
HV1	1.000	0.298	0.364	0.205	0.057	0.196	0.115	0.167
HV2	0.298	1.000	0.252	0.367	0.445	0.105	0.365	0.470
HV3	0.364	0.252	1.000	0.253	0.340	0.308	0.259	0.168
HV4	0.205	0.367	0.253	1.000	0.366	0.299	0.297	0.336
HV5	0.057	0.445	0.340	0.366	1.000	0.300	0.504	0.456
HV6	0.196	0.105	0.308	0.299	0.300	1.000	0.328	0.233
HV7	0.115	0.365	0.259	0.297	0.504	0.328	1.000	0.533
HV8	0.167	0.470	0.168	0.336	0.456	0.233	0.533	1.000
HV9	0.265	0.103	0.236	0.079	0.162	0.190	0.084	0.069
HV10	0.167	0.063	0.252	0.207	0.215	0.232	0.188	0.135
HV11	0.058	0.207	0.304	0.312	0.354	0.260	0.255	0.274
HV12	0.012	0.132	0.262	0.140	0.370	0.371	0.333	0.218
HV13	0.343	0.001	0.184	0.057	0.005	0.116	0.130	0.177
HV14	0.091	0.052	0.208	0.196	0.257	0.276	0.192	0.291
HV15	0.272	0.076	0.058	0.051	0.160	0.191	0.201	0.116
HV16	0.309	0.230	0.246	0.164	0.246	0.145	0.243	0.338
HV17	0.328	0.018	0.142	0.101	0.090	0.171	0.163	0.122
HV18	0.314	0.231	0.231	0.118	0.071	0.233	0.078	0.108
HV19	0.258	0.040	0.150	0.025	0.138	0.211	0.176	0.128
HV20	0.327	0.201	0.130	0.241	0.351	0.284	0.343	0.315
HV21	0.266	0.176	0.176	0.168	0.216	0.179	0.236	0.260
HV22	0.451	0.272	0.198	0.235	0.313	0.339	0.279	0.366
HV23	0.167	0.239	0.220	0.240	0.300	0.386	0.421	0.336
HV24	0.115	0.165	0.279	0.096	0.207	0.244	0.286	0.179
HV25	-0.109	-0.013	0.095	-0.032	-0.006	-0.020	0.135	0.100

Table 15

*Factor Analysis Correlation Matrix for Human Values Part II*

	HV9	HV10	HV11	HV12	HV13	HV14	HV15	HV16
HV1	0.265	0.167	0.058	0.012	0.343	0.091	0.272	0.309
HV2	0.103	0.063	0.207	0.132	0.001	0.052	0.076	0.230
HV3	0.236	0.252	0.304	0.262	0.184	0.208	0.058	0.246
HV4	0.079	0.207	0.312	0.140	0.057	0.196	0.051	0.164
HV5	0.162	0.215	0.354	0.370	0.005	0.257	0.160	0.246
HV6	0.190	0.232	0.260	0.371	0.116	0.276	0.191	0.145
HV7	0.084	0.188	0.255	0.333	0.130	0.192	0.201	0.243
HV8	0.069	0.135	0.274	0.218	0.177	0.291	0.116	0.338
HV9	1.000	0.355	0.166	0.044	0.308	0.088	0.504	0.181
HV10	0.355	1.000	0.380	0.375	0.130	0.277	0.277	0.284
HV11	0.166	0.380	1.000	0.524	0.093	0.265	0.160	0.351
HV12	0.044	0.375	0.524	1.000	0.115	0.382	0.050	0.285
HV13	0.308	0.130	0.093	0.115	1.000	0.013	0.263	0.156
HV14	0.088	0.277	0.265	0.382	0.013	1.000	0.071	0.408
HV15	0.504	0.277	0.160	0.050	0.263	0.071	1.000	0.256
HV16	0.181	0.284	0.351	0.285	0.156	0.408	0.256	1.000
HV17	0.294	0.271	0.143	0.180	0.464	0.077	0.458	0.184
HV18	0.116	0.193	0.116	0.125	-0.027	0.152	0.165	0.286
HV19	0.507	0.374	0.210	0.155	0.387	0.084	0.681	0.245
HV20	0.243	0.336	0.346	0.270	0.347	0.240	0.495	0.437
HV21	0.265	0.426	0.361	0.309	0.214	0.222	0.375	0.462
HV22	0.230	0.233	0.315	0.262	0.162	0.274	0.276	0.392
HV23	0.110	0.213	0.322	0.349	0.168	0.194	0.157	0.292
HV24	0.062	0.133	0.246	0.364	0.076	0.245	0.144	0.223
HV25	0.037	0.006	0.136	0.198	0.077	0.060	0.020	0.043

Table 16

*Factor Analysis Correlation Matrix for Human Values Part III*

	HV17	HV18	HV19	HV20	HV21	HV22	HV23	HV24	HV25
HV1	0.328	0.314	0.258	0.327	0.266	0.451	0.167	0.115	-0.109
HV2	0.018	0.231	0.040	0.201	0.176	0.272	0.239	0.165	-0.013
HV3	0.142	0.231	0.150	0.130	0.176	0.198	0.220	0.279	0.095
HV4	0.101	0.118	0.025	0.241	0.168	0.235	0.240	0.096	-0.032
HV5	0.090	0.071	0.138	0.351	0.216	0.313	0.300	0.207	-0.006
HV6	0.171	0.233	0.211	0.284	0.179	0.339	0.386	0.244	-0.020
HV7	0.163	0.078	0.176	0.343	0.236	0.279	0.421	0.286	0.135
HV8	0.122	0.108	0.128	0.315	0.260	0.366	0.336	0.179	0.100
HV9	0.294	0.116	0.507	0.243	0.265	0.230	0.110	0.062	0.037
HV10	0.271	0.193	0.374	0.336	0.426	0.233	0.213	0.133	0.006
HV11	0.143	0.116	0.210	0.346	0.361	0.315	0.322	0.246	0.136
HV12	0.180	0.125	0.155	0.270	0.309	0.262	0.349	0.364	0.198
HV13	0.464	-0.027	0.387	0.347	0.214	0.162	0.168	0.076	0.077
HV14	0.077	0.152	0.084	0.240	0.222	0.274	0.194	0.245	0.060
HV15	0.458	0.165	0.681	0.495	0.375	0.276	0.157	0.144	0.020
HV16	0.184	0.286	0.245	0.437	0.462	0.392	0.292	0.223	0.043
HV17	1.000	0.210	0.560	0.356	0.181	0.209	0.171	0.018	0.069
HV18	0.210	1.000	0.118	0.170	0.133	0.310	0.100	0.029	0.157
HV19	0.560	0.118	1.000	0.500	0.335	0.182	0.221	0.190	0.131
HV20	0.356	0.170	0.500	1.000	0.594	0.334	0.345	0.221	-0.017
HV21	0.181	0.133	0.335	0.594	1.000	0.431	0.324	0.226	-0.002
HV22	0.209	0.310	0.182	0.334	0.431	1.000	0.339	0.313	-0.032
HV23	0.171	0.100	0.221	0.345	0.324	0.339	1.000	0.487	0.107
HV24	0.018	0.029	0.190	0.221	0.226	0.313	0.487	1.000	0.308
HV25	0.069	0.157	0.131	-0.017	-0.002	-0.032	0.107	0.308	1.000

Table 17

*Principal Component Analysis Factor Analysis for the Human Values*

Communalities	Initial	Extraction
HV1	1.000	0.769
HV2	1.000	0.689
HV3	1.000	0.599
HV4	1.000	0.502
HV5	1.000	0.668
HV6	1.000	0.569
HV7	1.000	0.631
HV8	1.000	0.639
HV9	1.000	0.536
HV10	1.000	0.614
HV11	1.000	0.546
HV12	1.000	0.653
HV13	1.000	0.545
HV14	1.000	0.452
HV15	1.000	0.675
HV16	1.000	0.634
HV17	1.000	0.551
HV18	1.000	0.686
HV19	1.000	0.767
HV20	1.000	0.673
HV21	1.000	0.651
HV22	1.000	0.589
HV23	1.000	0.604
HV24	1.000	0.649
HV25	1.000	0.807

*Factor Analysis for the Leadership Behaviors*

Factor analysis was conducted for the questions on the leadership behaviors portion of the director survey. There were 20 questions on the leadership behaviors survey. The correlation matrix is presented for the 25 questions in Tables 18 through 20. The principal components analysis is presented in Table 21.

Table 18

*Factor Analysis Correlation Matrix for Leadership Behaviors Part I*

	LB1	LB2	LB3	LB4	LB5	LB6	LB7	LB8
LB1	1.000	0.098	0.273	0.032	-0.025	0.026	0.038	-0.043
LB2	0.098	1.000	0.328	0.138	0.141	-0.019	0.230	0.105
LB3	0.273	0.328	1.000	0.113	0.058	0.145	0.091	-0.131
LB4	0.032	0.138	0.113	1.000	0.703	-0.040	0.340	0.213
LB5	-0.025	0.141	0.058	0.703	1.000	-0.014	0.259	0.275
LB6	0.026	-0.019	0.145	-0.040	-0.014	1.000	-0.087	0.002
LB7	0.038	0.230	0.091	0.340	0.259	-0.087	1.000	0.107
LB8	-0.043	0.105	-0.131	0.213	0.275	0.002	0.107	1.000
LB9	0.022	-0.044	0.156	-0.088	-0.097	0.222	-0.077	-0.062
LB10	0.137	0.221	0.218	0.051	-0.024	0.049	0.157	-0.281
LB11	0.007	0.106	0.049	0.540	0.358	-0.044	0.378	0.316
LB12	0.187	0.370	0.340	0.215	0.099	-0.030	0.245	-0.132
LB13	0.046	-0.047	-0.014	0.155	0.137	0.025	0.139	0.142
LB14	0.040	0.061	0.149	-0.020	-0.003	0.044	0.127	-0.007
LB15	0.031	0.091	0.027	0.008	0.041	0.091	0.240	0.148
LB16	0.000	-0.035	0.200	-0.036	-0.059	0.209	-0.013	0.002
LB17	0.081	0.178	0.304	0.132	-0.016	0.048	0.301	-0.231
LB18	0.108	0.264	0.131	0.074	0.008	0.074	0.190	0.100
LB19	-0.048	0.133	-0.003	0.273	0.140	-0.076	0.530	-0.103
LB20	0.052	0.093	0.129	0.639	0.469	-0.157	0.313	0.054

Table 19

*Factor Analysis Correlation Matrix for Leadership Behaviors Part II*

	LB9	LB10	LB11	LB12	LB13	LB14	LB15	LB16
LB1	0.022	0.137	0.007	0.187	0.046	0.040	0.031	0.000
LB2	-0.044	0.221	0.106	0.370	-0.047	0.061	0.091	-0.035
LB3	0.156	0.218	0.049	0.340	-0.014	0.149	0.027	0.200
LB4	-0.088	0.051	0.540	0.215	0.155	-0.020	0.008	-0.036
LB5	-0.097	-0.024	0.358	0.099	0.137	-0.003	0.041	-0.059
LB6	0.222	0.049	-0.044	-0.030	0.025	0.044	0.091	0.209
LB7	-0.077	0.157	0.378	0.245	0.139	0.127	0.240	-0.013
LB8	-0.062	-0.281	0.316	-0.132	0.142	-0.007	0.148	0.002
LB9	1.000	0.193	-0.106	0.002	0.038	0.244	-0.021	0.287
LB10	0.193	1.000	-0.030	0.285	0.043	0.192	0.107	0.358
LB11	-0.106	-0.030	1.000	0.166	0.089	-0.058	0.154	-0.060
LB12	0.002	0.285	0.166	1.000	-0.017	0.120	0.092	-0.027
LB13	0.038	0.043	0.089	-0.017	1.000	0.241	0.167	0.084
LB14	0.244	0.192	-0.058	0.120	0.241	1.000	0.152	0.413
LB15	-0.021	0.107	0.154	0.092	0.167	0.152	1.000	0.040
LB16	0.287	0.358	-0.060	-0.027	0.084	0.413	0.040	1.000
LB17	0.070	0.306	0.163	0.734	-0.014	0.090	0.046	0.034
LB18	0.087	0.150	0.309	0.138	0.040	0.096	0.327	0.050
LB19	-0.068	0.137	0.395	0.235	-0.083	0.092	0.183	0.019
LB20	-0.124	0.138	0.466	0.206	0.067	-0.016	-0.013	0.052

Table 20

*Factor Analysis Correlation Matrix for Leadership Behaviors Part III*

	LB17	LB18	LB19	LB20
LB1	0.081	0.108	-0.048	0.052
LB2	0.178	0.264	0.133	0.093
LB3	0.304	0.131	-0.003	0.129
LB4	0.132	0.074	0.273	0.639
LB5	-0.016	0.008	0.140	0.469
LB6	0.048	0.074	-0.076	-0.157
LB7	0.301	0.190	0.530	0.313
LB8	-0.231	0.100	-0.103	0.054
LB9	0.070	0.087	-0.068	-0.124
LB10	0.306	0.150	0.137	0.138
LB11	0.163	0.309	0.395	0.466
LB12	0.734	0.138	0.235	0.206
LB13	-0.014	0.040	-0.083	0.067
LB14	0.090	0.096	0.092	-0.016
LB15	0.046	0.327	0.183	-0.013
LB16	0.034	0.050	0.019	0.052
LB17	1.000	0.164	0.256	0.162
LB18	0.164	1.000	0.319	0.203
LB19	0.256	0.319	1.000	0.498
LB20	0.162	0.203	0.498	1.000

Table 21

*Principal Component Analysis Factor Analysis for Leadership Behaviors*

Communalities	Initial	Extraction
LB1	1.000	0.313
LB2	1.000	0.470
LB3	1.000	0.591
LB4	1.000	0.824
LB5	1.000	0.700
LB6	1.000	0.487
LB7	1.000	0.559
LB8	1.000	0.624
LB9	1.000	0.469
LB10	1.000	0.492
LB11	1.000	0.619
LB12	1.000	0.718
LB13	1.000	0.630
LB14	1.000	0.603
LB15	1.000	0.589
LB16	1.000	0.645
LB17	1.000	0.637
LB18	1.000	0.622
LB19	1.000	0.763
LB20	1.000	0.708

*Descriptive Statistics*

The following section provides statistics to describe the demographic characteristics of the child care center directors. The following section also provides statistics to describe the ownership status and size/capacity of child care centers in Prince George's County, Maryland that participated in the study. The statistics include frequencies and percentages.



*Demographic Characteristics of Child Care Center Directors*

The frequency and percent of child care center directors by gender are shown in Table 22. The vast majority of the child care center directors were female (97.5 percent) in gender followed by male (2.5 percent).

Table 22

*Frequency Table by Gender*

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Female	196	97.5
Male	5	2.5
Total	201	100

The frequency and percent of child care center directors by years of experience as a child care center director are shown in Table 23. The majority of the child care center directors had 10 or more years of experience as a child care center director (43.3 percent) followed by 6 to 9 years (26.4 percent), 3 to 5 years (20.4 percent), and 0 to 2 years (10 percent).

Table 23

*Frequency Table by Years of Experience*

<b>Years of experience</b>	<b>Frequency</b>	<b>Percent</b>
0 to 2 years	20	10.0
3 to 5 years	41	20.4
6 to 9 years	53	26.4
10 + years	87	43.3
Total	201	100

The frequency and percent of child care center directors by respondent's age are shown in Table 24. The majority of the child care center directors were in the age range of 40 to 49 years of age (47.3 percent) followed by the age of 50 and above (24.9 percent) and 30 to 39 years of age (19.4 percent). A small minority of child care center directors were 26 to 30 years of age (6 percent) and 21 to 25 years of age (2.5 percent).

Table 24

*Frequency Table by Respondent's Age*

<b>Respondent's age</b>	<b>Frequency</b>	<b>Percent</b>
21 to 25	5	2.5
26 to 30	12	6
30 to 39	39	19.4
40 to 49	95	47.3
50 and above	50	24.9
Total	201	100

The frequency and percent of child care center directors by educational level are shown in Table 25. The majority of the child care center directors were in the bachelor's degree category (60.2 percent) followed by associate's degree category (26.9 percent). A small minority of child care center directors were in the graduate degree category (12.9 percent).

Table 25

*Frequency Table by Educational Degree*

<b>Educational degree</b>	<b>Frequency</b>	<b>Percent</b>
Associate's degree	54	26.9
Bachelor's degree	121	60.2
Graduate degree	26	12.9
Total	201	100

*Characteristics of the Child Care Centers*

The frequency and percent of child care centers by ownership status are shown in Table 26. The majority of the child care centers were corporations (32.8 percent) followed by church affiliated (19.4 percent), minority owned business (16.9 percent), non-profit (14.9 percent), and proprietary (11.9 percent). A small minority of child care centers were government or county operated (4 percent).

Table 26

*Frequency Table for the Ownership Status*

<b>Ownership status</b>	<b>Frequency</b>	<b>Percent</b>
Proprietary	24	11.9
Corporation	66	32.8
Non-profit	30	14.9
Church affiliated	39	19.4
Minority owned business	34	16.9
Government/county	8	4.0
Total	201	100

The frequency and percent of child care centers by the size or capacity are shown in Table 27. The majority of the child care centers were licensed for 8 to 50 children (42.3 percent) followed by 51 to 75 children (21.9). The remaining child care centers were licensed for 101 or more children (19.9 percent) and 76 to 100 children (15.9 percent).

Table 27

*Frequency Table for the Size or Capacity*

<b>Size or capacity</b>	<b>Frequency</b>	<b>Percent</b>
8 to 50 children	85	42.3
51 to 75 children	44	21.9
76 to 100 children	32	15.9
101 and above	40	19.9
Total	201	100

*Descriptive Statistics on the Director Survey Questions*

The following section provides descriptive statistics on the responses to the leadership behavior questions in Section A and human values questions in Section B of the director survey (Appendix A). Descriptive statistics include frequencies and percentages for the child care center directors' responses to the director survey.

*Leadership Behavior Questions*

Section A of the director survey consisted of questions 1 to 20. All responses by the child care center directors were made on a scale of "1" = least like me to "7" = most like me. The four leadership behaviors were each associated with 5 questions on the survey. The four leadership behaviors were the community image/parent focused, curriculum/child focused, government/regulation focused, and business/profit focused.

The community image/parent focused leadership behavior corresponded with questions 1, 5, 7, 14, and 19 on Section A of the director survey. The frequency and percent of child care center directors by the community image/parent focused leadership behavior are shown in Table 28. The majority of child care center directors responded with a score of 6 for the community image/parent focused leadership behavior (57.7 percent) followed by a score of 5 (31.3 percent) and 4 (7 percent). A small minority of child care center directors responded with a score of 7 (3 percent) and 3 (1 percent).

Table 28

*Directors' Frequency Table for Community Image/parent Focused*

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
3	2	1.0
4	14	7.0
5	63	31.3
6	116	57.7
7	6	3.0
Total	201	100

The curriculum/child focused leadership behavior corresponded with questions 3, 6, 9, 15, and 16 on Section A of the director survey. The frequency and percent of child care center directors by the curriculum/child focused leadership behavior are shown in Table 29. The majority of child care center directors responded with a score of 7 for the curriculum/child focused leadership

behavior (73.6 percent) followed by a score of 6 (25.9 percent). A small minority of child care center directors responded with a score of 5 (.5 percent).

Table 29

*Directors' Frequency Table for Curriculum/child Focused*

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
5	1	.5
6	52	25.9
7	148	73.6
Total	201	100

The government/regulation focused leadership behavior corresponded with questions 2, 10, 12, 13, and 17 on Section A of the director survey. The frequency and percent of child care center directors by the government/regulation focused leadership behavior are shown in Table 30. The majority of child care center directors responded with a score of 7 for the parent focused leadership behavior (45.3 percent) followed very closely by a score of 6 (44.8 percent). A small minority of child care center directors responded with a score of 5 (6.5 percent) and 4 (3.4 percent).

Table 30

*Directors' Frequency Table for Government/regulation Focused*

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
4	7	3.4
5	13	6.5
6	90	44.8
7	91	45.3
Total	201	100

The business/profit focused leadership behavior corresponded with questions 4, 8, 11, 18, and 20 on Section A of the director survey. The frequency and percent of child care center directors by the business/profit focused leadership behavior are shown in Table 31. The majority of child care center directors responded with a score of 5 for the business/profit focused leadership behavior (47.3 percent) followed by a tie score between a 6 (17.9 percent) and a 4 (17.9 percent). The remaining child care center directors responded with a 3 (11.4 percent) or a 2 (5.5 percent).



Table 31

*Directors' Frequency Table for Business/profit Focused*

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
2	11	5.5
3	23	11.4
4	36	17.9
5	95	47.3
6	36	17.9
Total	201	100

*Human Values Questions*

Section B of the director survey consisted of questions 1 to 25. All responses by the child care center directors were made on a scale of "1" = least like me to "7" = most like me. The five human values were each associated with 5 questions on the survey. The five human values in the study were love, right action, peace, truth, and nonviolence.

The human value of love corresponded with questions 1, 9, 13, 17, and 22 on Section B of the director survey. The frequency and percent of child care center directors by the human value of love are shown in Table 32. The majority of child care center directors responded with a score of 7 for the human value love (54.2 percent) followed by a score of 6 (41.8 percent). A small minority of child care center directors responded with a 5 (2.5 percent) and a 4 (1.5 percent).

Table 32

*Directors' Frequency Table for Love*

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
4	3	1.5
5	5	2.5
6	84	41.8
7	109	54.2
Total	201	100

The human value of right action corresponded with questions 7, 10, 14, 18, and 24 on Section B of the director survey. The frequency and percent of child care center directors by the human value of right action are shown in Table 33. The majority of child care center directors responded with a score of 7 for the human value right action (73.2 percent) followed by a score of 6 (25.8 percent). A small minority of child care center directors responded with a 5 (1.0 percent).

Table 33

*Directors' Frequency Table for Right Action*

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
5	2	1.0
6	52	25.8
7	173	73.2
Total	201	100

The human value of peace corresponded with questions 2, 8, 11, 15, and 19 on Section B of the director survey. The frequency and percent of child care center directors by the human value of peace are shown in Table 34. The majority of child care center directors responded with a score of 7 for the human value peace (63.7 percent) followed by a score of 6 (34.3 percent). A small minority of child care center directors responded with a 5 (2.0 percent).

Table 34

*Directors' Frequency Table for Peace*

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
5	4	2.0
6	69	34.3
7	128	63.7
Total	201	100

The human value of truth corresponded with questions 3, 4, 6, 20, and 25 on Section B of the director survey. The frequency and percent of child care center directors by the human value of truth are shown in Table 35. The majority of child care center directors responded with a score of 6 for the human value truth (50.8 percent) followed by a score of 7 (46.2 percent). A small minority of child care center directors responded with a 5 (3.0 percent).

Table 35

*Directors' Frequency Table for Truth*

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
5	5	3.0
6	101	50.8
7	94	46.2
Total	201	100

The human value of nonviolence corresponded with questions 5, 12, 16, 21, and 23 on Section B of the director survey. The frequency and percent of child care center directors by the human value of nonviolence are shown in Table 36. The majority of child care center directors responded with a score of 7 for the human value nonviolence (78.5 percent) followed by a score of 6 (21.5 percent).

Table 36

*Directors' Frequency Table for Nonviolence*

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
6	43	21.5
7	158	78.5
Total	201	100

### *Descriptive Statistics on Staff Survey Questions*

The following section provides descriptive statistics on the responses to the leadership behavior questions in Section A and human values questions in Section B of the staff survey. Staff survey responses include the ratings of the child care center directors by their child care staff. The child care center staff at ten child care centers in Prince George's County, Maryland completed the staff survey. Descriptive statistics include frequencies and percentages of the child care center staffs' responses with all ten child care centers combined into an aggregate total.

#### *Leadership Behavior Questions*

Section A of the staff survey consisted of questions 1 to 20. All responses by the child care center staff were made on a scale of "1" = least like me to "7" = most like me. The four leadership behaviors were each associated with 5 questions on the survey.

The community image/parent focused leadership behavior corresponded with questions 1, 5, 7, 14, and 19 on Section A of the staff survey. The frequency and percent of the child care center staffs' responses by the community image/parent focused leadership behavior are shown in Table 37. The majority of child care center staff responded with a score of 5 (40 percent) or 6 (40 percent) for the community/parent focused leadership behavior (total 80 percent). A small minority of child care center staff responded with a score of 4 (20 percent).

Table 37

*Staff Frequency Table for Community/parent Focused*

<b>Responses</b>	<b>Frequencies</b>	<b>Percent</b>
4	2	20
5	4	40
6	4	40
Total	10	100

The curriculum/child focused leadership behavior corresponded with questions 3, 6, 9, 15, and 16 on Section A of the staff survey. The frequency and percent of the child care center staffs' responses by the curriculum/child focused leadership behavior are shown in Table 38. The child care center staff rated their child care center on the leadership behaviors. The majority of child care center staff responded with a score of 6 for the curriculum/child focused leadership behavior (60 percent), followed by a score of 7 (30 percent). A small minority of child care center staff responded with a score of 5 (10 percent).

Table 38

*Staff Frequency Table for Curriculum/child Focused*

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
5	1	10
6	6	60
7	3	30
Total	10	100

The government/regulation focused leadership behavior corresponded with questions 2, 10, 12, 13, and 17 on Section A of the staff survey. The frequency and percent of the child care center staffs' responses by the government/regulation focused leadership behavior are shown in Table 39. The child care center staff rated their child care center on the leadership behaviors. The highest percentage of child care center staff responded with a score of 6 for the government/regulation focused leadership behavior (50 percent). An equal number of child care center staff responded with a 5 (20 percent) and a 7 (20 percent). A small minority of child care center staff responded with a 4 (10 percent).

Table 39

*Staff Frequency Table for Government/regulation Focused*

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
4	1	10
5	2	20
6	5	50
7	2	20
Total	10	100

The business/profit focused leadership behavior corresponded with questions 4, 8, 11, 18, and 20 on Section A of the staff survey. The frequency and percent of child care center staffs' responses by the business/profit focused leadership behavior are shown in Table 40. The child care center staff rated their

child care center director on the leadership behaviors. The child care center staff rated their child care center on the leadership behaviors. An equal amount of child care center staff responded with a 3 (30 percent), 4 (30 percent), or 5 (30 percent) for the business/profit focused leadership behavior (90 percent total). A minority of child care center staff responded with a 6 (10 percent).

Table 40

*Staff Frequency Table for Business/profit Focused*

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
3	3	30
4	3	30
5	3	30
6	1	10
Total	10	100

*Human Values Questions*

Section B of the staff survey consisted of questions 1 to 25. All responses by the child care center staff were made on a scale of "1" = least like me to "7" = most like me. The five human values were each associated with 5 questions on the survey.

The human value of love corresponded with questions 1, 9, 13, 17, and 22 on Section B of the staff survey. The frequency and percent of the child care center staffs' responses by the human value of love are shown in Table 41. The child care center staff rated their child care center director on the human values.



The majority of child care center staff responded with a score of 6 for the human value of love (60 percent) followed by a score of 7 (30 percent). A small minority of child care center staff responded with a 4 (1 percent).

Table 41

*Staff Frequency Table for Love*

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
4	1	10
6	6	60
7	3	30
Total	10	100

The human value of right action corresponded with questions 7, 10, 14, 18, and 24 on Section B of the staff survey. The frequency and percent of the child care center staffs' responses by the human value of right action are shown in Table 42. The child care center staff rated their child care center director on the human values. The majority of child care center staff responded with a score of 6 for the human value right action (50 percent) followed by a score of 7 (30 percent). A small minority of child care center staff responded with a 4 (1.0) and a 5 (1.0 percent).

Table 42

*Staff Frequency Table for Right Action*

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
4	1	10
5	1	10
6	5	50
7	3	30
Total	10	100

The human value of peace corresponded with questions 2, 8, 11, 15, and 19 on Section B of the staff survey. The frequency and percent of child care center staff responses by the human value of peace are shown in Table 43. The child care center staff rated their child care center director on the human values. The majority of child care center staff responded with a score of 6 for the human value peace (50 percent) followed by a score of 3 (30 percent). A small minority of child care center staff responded with a 5 (20 percent).

Table 43

*Staff Frequency Table for Peace*

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
5	2	20
6	5	50
7	3	30
Total	10	100

The human value of truth corresponded with questions 3, 4, 6, 20, and 25 on Section B of the staff survey. The frequency and percent of child care center staffs' responses by the human value of truth are shown in Table 44. The child care center staff rated their child care center director on the human values. Half of the child care center staff responded with a 6 for the human value of truth (50 percent). An equal number of child care center staff responded with a 5 (20 percent) or a 7 (20 percent). A small minority of child care center staff responded with a 4 (1 percent).

Table 44

*Staff Frequency Table for Truth*

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
4	1	10
5	2	20
6	5	50
7	2	20
Total	10	100

The human value of nonviolence corresponded with questions 5, 12, 16, 21, and 23 on Section B of the staff survey. The frequency and percent of child care center staffs' responses by the human value of nonviolence are shown in Table 45. The child care center staff rated their child care center director on the human values. The majority of child care center staff responded with a score of

6 for the human value nonviolence (70 percent). The remaining child care center staff responded with a 5 (10 percent) or a 7 (20 percent).

Table 45

*Staff Frequency Table for Nonviolence*

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
5	1	10
6	7	70
7	2	20
Total	10	100

*Research Question Findings*

This section provides descriptive (means, modes, medians, standard deviations, variances, and frequencies) relating to research questions 1 through 6. In addition, inferential statistics (ANOVA, Kruskal-Wallis, and correlation tests) are also provided for specific research questions. Formal hypothesis testing was conducted to test for population means.

*Research Question 1: Child Care Center Directors and the Five Human Values*

Data relating to research question 1: "Where do child care center directors in Prince George's County rank on the five human values as described in the Sri Sathya Sai Education of Human Values?" are summarized in Table 30. Love had a mean of 6, median of 7, and a mode of 7. Right action had a mean of 7, median of 7, and a mode of 7. Peace and nonviolence had a mean, median, and

mode of 7. Truth had a mean of 6, median of 6, and a mode of 7. The standard deviation and variance are listed in Table 46.

Table 46

*Child Care Center Directors Ranking on the Five Human Values*

Statistics	Love	Right action	Peace	Truth	Nonviolence
Mean	6	7	7	6	7
Median	7	7	7	6	7
Mode	7	7	7	7	7
Standard deviation	.625	.362	.407	.383	.324
Variance	.391	.131	.165	.147	.105

Formal hypothesis testing for population mean was conducted for each of the human values. According to Aczel and Sounderpandian (2002), the test statistic  $t$  is acceptable if the population is not normal, the population standard deviation is unknown, and the sample size is at least 30.

*Figure 1.* Hypothesis testing of the directors' survey responses population mean for the human value of love.

<b>Evidence</b>			
Sample size	201	$N$	
Sample Mean	6.487562	$\bar{x}$	
Sample Stdev.	0.625376	$S$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		147.0749	$t$
			At an $\alpha$ of
Null Hypothesis		$p$ -value	5%
$H_0: \mu =$		0.0000	<b>Reject</b>
$H_0: \mu \geq$		1.0000	
$H_0: \mu \leq 4$		0.0000	<b>Reject</b>

Figure 2 Hypothesis testing of the directors' survey responses population mean for the human value of right action.

<b>Evidence</b>			
Sample size	201	$n$	
Sample Mean	6.721393	$\bar{x}$	
Sample Stdev.	0.4711582	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		202.2509	$t$
			At an $\alpha$ of
Null Hypothesis		$p$ -value	0.05
$H_0: \mu =$		0.0000	<b>Reject</b>
$H_0: \mu \geq$		1.0000	
$H_0: \mu \leq 4$		0.0000	<b>Reject</b>

Figure 3. Hypothesis testing of the directors' survey responses population mean for the human value of peace.

<b>Evidence</b>			
Sample size	201	$n$	
Sample Mean	6.616915	$\bar{x}$	
Sample Stdev.	0.526794	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		178.0789	$t$
			At an $\alpha$ of
Null Hypothesis		$p$ -value	0.05
$H_0: \mu =$		0.0000	<b>Reject</b>
$H_0: \mu \geq$		1.0000	
$H_0: \mu \leq 4$		0.0000	<b>Reject</b>

Figure 4. Hypothesis testing of the directors' survey responses population mean for the human value of truth.

<b>Evidence</b>			
Sample size	201	$n$	
Sample Mean	6.442786	$\bar{x}$	
Sample Stdev.	0.545857	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		167.3372	$t$
			At an $\alpha$ of
Null Hypothesis		$p$ -value	0.05
$H_0: \mu =$		0.0000	<b>Reject</b>
$H_0: \mu \geq$		1.0000	
$H_0: \mu \leq 4$		0.0000	<b>Reject</b>

Figure 5. Hypothesis testing of the directors' survey responses population mean for the human value of nonviolence.

<b>Evidence</b>			
Sample size	201	$n$	
Sample Mean	6.786070	$\bar{x}$	
Sample Stdev.	0.411102	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		234.0273	$t$
			At an $\alpha$ of
Null Hypothesis		$p$ -value	0.05
$H_0: \mu =$		0.0000	<b>Reject</b>
$H_0: \mu \geq$		1.0000	
$H_0: \mu \leq 4$		0.0000	<b>Reject</b>

Formal hypothesis testing was conducted for differences in population means between the child care center directors that responded by mail versus those that responded by telephone. Differences in population means were tested

for the human values and leadership behaviors. No significant differences were found in the means of the sub-samples of child care center directors.

*Research Question 2: Size/Capacity and Ownership Status*

Data relating to research question 2: “What, if any, differences exist with respect to the human values of the child care center directors based upon the size/capacity and ownership status of the child care centers?” are summarized in the following tables.

The descriptive statistics for the five human values and the size/capacity of child care centers in the study are summarized in Table 47. There were total of 201 child care centers that participated in the study, which were broken down into groups: 8 to 50 children (85), 51 to 75 children (44), 76 to 100 children (32), and 101 or more (40). ANOVA mean squares, *F* values, and significance levels of survey items for the responses to the five human values and ownership status are shown in Table 48. Multiple comparisons using Tukey are shown in Table 49.



Table 47

*Descriptive Statistics for the Human Values and the Size/Capacity*

<b>Human value</b>	<b>Size/capacity</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>
Love	8 to 50 children	85	7	0.645
	51 to 75 children	44	6	0.579
	76 to 100 children	32	6	0.718
	101 + children	40	7	0.49
	Total	201	6	0.625
Right action	8 to 50 children	85	7	0.324
	51 to 75 children	44	7	0.394
	76 to 100 children	32	6	0.414
	101 + children	40	7	0.273
	Total	201	7	0.362
Peace	8 to 50 children	85	7	0.39
	51 to 75 children	44	7	0.407
	76 to 100 children	32	6	0.437
	101 + children	40	7	0.402
	Total	201	7	0.407
Truth	8 to 50 children	85	6	0.37
	51 to 75 children	44	6	0.457
	76 to 100 children	32	6	0.364
	101 + children	40	6	0.3
	Total	201	6	0.383
Nonviolence	8 to 50 children	85	7	0.294
	51 to 75 children	44	7	0.371
	76 to 100 children	32	7	0.352
	101 + children	40	7	0.229
	Total	201	7	0.324

Table 48

*ANOVA for the Human Values and the Size/Capacity*

<b>Human value</b>		<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>p</b>
Love	Between groups	3.518	3	1.173	3.093	0.028
	Within groups	74.701	197	0.379		
	Total	78.219	200			
Right action	Between groups	2.504	3	0.835	6.937	0.000
	Within groups	23.705	197	0.120		
	Total	26.209	200			
Peace	Between groups	0.937	3	0.312	1.914	0.129
	Within groups	32.154	197	0.163		
	Total	33.091	200			
Truth	Between groups	1.346	3	0.449	3.150	0.026
	Within groups	28.062	197	0.142		
	Total	29.408	200			
Nonviolence	Between groups	1.975	3	0.658	6.817	0.000
	Within groups	19.025	197	0.097		
	Total	21.000	200			

Table 49

*Multiple Comparisons: Tukey for Human Values and Size/Capacity*

<b>Human value</b>	<b>(I) Size/capacity</b>	<b>(J) Size/capacity</b>	<b>Mean diff. (I-J)</b>	<b>Sig.</b>
Love	8 to 50 children	51 to 75 children	0.178	0.404
		76 to 100 children	0.315	0.069
		101 + children	-0.06	0.956
	51 to 75 children	8 to 50 children	-0.178	0.404
		76 to 100 children	0.136	0.776
		101 + children	-0.239	0.289
	76 to 100 children	8 to 50 children	-0.315	0.069
		51 to 75 children	-0.136	0.776
		101 + children	-0.375	0.053
	101 + children	8 to 50 children	0.06	0.956
		51 to 75 children	0.239	0.289
		76 to 100 children	0.375	0.053
Right action	8 to 50 children	51 to 75 children	0.21	0.007
		76 to 100 children	0.288	0.001
		101 + children	0.086	0.572
	51 to 75 children	8 to 50 children	-0.21	0.007
		76 to 100 children	0.078	0.765
		101 + children	-0.124	0.36
	76 to 100 children	8 to 50 children	-0.288	0.001
		51 to 75 children	-0.078	0.765
		101 + children	-0.203	0.069
	101 + children	8 to 50 children	-0.086	0.572
		51 to 75 children	0.124	0.36
		76 to 100 children	0.203	0.069
Peace	8 to 50 children	51 to 75 Children	0.136	0.27
		76 to 100 children	0.171	0.175
		101 + children	0.069	0.811
	51 to 75 children	8 to 50 children	-0.136	0.27
		76 to 100 children	0.035	0.982
		101 + children	-0.067	0.871
	76 to 100 children	8 to 50 children	-0.171	0.175
		51 to 75 children	-0.035	0.982
		101 + children	-0.103	0.708
	101 + children	8 to 50 children	-0.069	0.811

		51 to 75 children	0.067	0.871
		76 to 100 children	0.103	0.708
Truth	8 to 50 children	51 to 75 children	0.214	0.013
		76 to 100 children	0.05	0.921
		101 + children	0.067	0.791
	51 to 75 children	8 to 50 children	-0.214	0.013
		76 to 100 children	-0.165	0.24
		101 + children	-0.147	0.283
	76 to 100 children	8 to 50 children	-0.05	0.921
		51 to 75 Children	0.165	0.24
		101 + children	0.018	0.997
	101 + children	8 to 50 children	-0.067	0.791
		51 to 75 Children	0.147	0.283
		76 to 100 children	-0.018	0.997
Nonviolence	8 to 50 children	51 to 75 children	0.212	0.002
		76 to 100 children	0.231	0.002
		101 + children	0.076	0.584
	51 to 75 children	8 to 50 children	-0.212	0.002
		76 to 100 children	0.018	0.994
		101 + children	-0.137	0.186
	76 to 100 children	8 to 50 children	-0.231	0.002
		51 to 75 children	-0.018	0.994
		101 + children	-0.155	0.156
	101 + children	8 to 50 children	-0.076	0.584
		51 to 75 children	0.137	0.186
		76 to 100 children	0.155	0.156

Strong evidence indicated that the data was not normally distributed.

Evidence was found in the frequency tests for the child care center directors' responses. Data was right –skewed, resembling a whale shaped curve. As a result, Kruskal-Wallis mean ranks and chi-square computed H statistics are shown in Tables 50 and 51.

Table 50

*Mean Ranks for the Human Values and the Size/Capacity*

<b>Human value</b>	<b>Size/capacity</b>	<b>N</b>	<b>Mean rank</b>
Love	8 to 50 children	85	109.01
	51 to 75 children	44	90.15
	76 to 100 children	32	82.39
	101 + children	40	110.81
	Total	201	
Right action	8 to 50 children	85	121.11
	51 to 75 children	44	84.49
	76 to 100 children	32	73.88
	101 + children	40	98.14
	Total	201	
Peace	8 to 50 children	85	111.78
	51 to 75 children	44	90.43
	76 to 100 children	32	87.36
	101 + children	40	100.64
	Total	201	
Truth	8 to 50 children	85	114.42
	51 to 75 children	44	81.24
	76 to 100 children	32	99.59
	101 + children	40	95.35
	Total	201	
Nonviolence	8 to 50 children	85	121.01
	51 to 75 children	44	81.88
	76 to 100 children	32	78.58
	101 + children	40	97.46
	Total	201	

Table 51

*Kruskal-Wallis for the Human Values and the Size/Capacity*

	<b>Love</b>	<b>Right action</b>	<b>Peace</b>	<b>Truth</b>	<b>Nonviolence</b>
Chi-square	9.84	21.81	6.40	10.39	21.98
Df	3	3	3	3	3
Asymp. sig.	0.02	0.00	0.09	0.02	0.00

The descriptive statistics for the five human values and the ownership status of child care centers in the study are summarized in Table 52. There were total of 201 child care centers that participated in the study, which were broken down into groups: proprietary (24), corporation (66), non-profit (30), church affiliated (39), minority owned businesses (34), and government/county operated (8). ANOVA mean squares,  $F$  values, and significance levels of survey items for the responses to the five human values and ownership status are shown in Table 53. Multiple comparisons using Tukey are shown in Table 54.

Table 52

*Descriptive Statistics for the Human Values and Ownership Status*

<b>Human value</b>	<b>Ownership status</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>
Love	Proprietary	24	7	0.504
	Corporation	66	6	0.576
	Non-profit	30	6	0.563
	Church affiliated	39	6	0.884
	Minority owned	34	7	0.431
	Government/county	8	6	0.518
	Total	201	6	0.625
Right action	Proprietary	24	7	0.276
	Corporation	66	7	0.425
	Non-profit	30	7	0.374
	Church affiliated	39	7	0.285
	Minority owned	34	7	0.296
	Government/county	8	7	0.239
	Total	201	7	0.362
Peace	Proprietary	24	7	0.355
	Corporation	66	6	0.464
	Non-profit	30	7	0.319
	Church affiliated	39	7	0.451
	Minority owned	34	7	0.352
	Government/county	8	7	0.185
	Total	201	7	0.407
Truth	Proprietary	24	7	0.349
	Corporation	66	6	0.432
	Non-profit	30	6	0.400
	Church affiliated	39	7	0.304
	Minority owned	34	7	0.274
	Government/county	8	7	0.214
	Total	201	6	0.383
Nonviolence	Proprietary	24	7	0.262
	Corporation	66	7	0.369
	Non-profit	30	7	0.268
	Church affiliated	39	7	0.299
	Minority owned	34	7	0.293
	Government/county	8	7	0.151
	Total	201	7	0.324

Table 53

*ANOVA for the Human Values and Ownership Status*

<b>Human value</b>		<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>p</b>
Love	Between groups	3.970	5	0.794	2.085	0.069
	Within groups	74.249	195	0.381		
	Total	78.219	200			
Right action	Between groups	2.285	5	0.457	3.726	0.003
	Within groups	23.923	195	0.123		
	Total	26.209	200			
Peace	Between groups	1.192	5	0.238	1.457	0.206
	Within groups	31.900	195	0.164		
	Total	33.091	200			
Truth	Between groups	3.522	5	0.704	5.305	0.000
	Within groups	25.887	195	0.133		
	Total	29.408	200			
Nonviolence	Between groups	2.117	5	0.423	4.372	0.001
	Within groups	18.883	195	0.097		
	Total	21.000	200			



Table 54

*Multiple Comparisons: Tukey for Human Values and Ownership Status*

Human value	(I) Ownership	(J) Ownership	Mean diff. (I-J)	Sig.
Love	Proprietary	Corporation	0.205	0.733
		Non-profit	0.183	0.887
		Church affiliated	0.122	0.974
		Minority owned	-0.181	0.880
		Govern/county	0.208	0.962
	Corporation	Proprietary	-0.205	0.733
		Non-profit	-0.021	1.000
		Church affiliated	-0.083	0.986
		Minority owned	-0.386	0.040
		Govern/county	0.004	1.000
	Non-profit	Proprietary	-0.183	0.887
		Corporation	0.021	1.000
		Church affiliated	-0.062	0.998
		Minority owned	-0.365	0.176
		Govern/county	0.025	1.000
	Church affiliated	Proprietary	-0.122	0.974
		Corporation	0.083	0.986
		Non-profit	0.062	0.998
		Minority owned	-0.303	0.295
		Govern/county	0.087	0.999
	Minority owned	Proprietary	0.181	0.880
		Corporation	0.386	0.040
		Non-profit	0.365	0.176
		Church affiliated	0.303	0.295
		Govern/county	0.390	0.595
Govern/county	Proprietary	-0.208	0.962	
	Corporation	-0.004	1.000	
	Non-profit	-0.025	1.000	
	Church affiliated	-0.087	0.999	
	Minority owned	-0.390	0.595	
Right action	Proprietary	Corporation	0.259	0.026
		Non-profit	0.230	0.162
		Church affiliated	0.055	0.990
		Minority owned	0.072	0.973
		Govern/county	-0.017	1.000
	Corporation	Proprietary	-0.259	0.026
		Non-profit	-0.029	0.999
		Church affiliated	-0.204	0.049

		Minority owned	-0.188	0.119	
		Govern/county	-0.276	0.290	
Non-profit	Proprietary	Corporation	-0.230	0.162	
		Church affiliated	0.029	0.999	
		Minority owned	-0.175	0.315	
		Govern/county	-0.158	0.464	
			-0.247	0.488	
Church affiliated	Proprietary	Corporation	-0.055	0.990	
		Non-profit	0.204	0.049	
		Minority owned	0.175	0.315	
		Govern/county	0.016	1.000	
			-0.072	0.995	
Minority owned	Proprietary	Corporation	-0.072	0.973	
		Non-profit	0.188	0.119	
		Church affiliated	0.158	0.464	
		Govern/county	-0.016	1.000	
			-0.088	0.988	
Govern/county	Proprietary	Corporation	0.017	1.000	
		Non-profit	0.276	0.290	
		Church affiliated	0.247	0.488	
		Minority owned	0.072	0.995	
			0.088	0.988	
Peace	Proprietary	Corporation	0.168	0.504	
		Non-profit	0.050	0.998	
		Church affiliated	0.004	1.000	
		Minority owned	0.003	1.000	
		Govern/county	-0.050	1.000	
	Corporation	Proprietary	Non-profit	-0.168	0.504
			Church affiliated	-0.118	0.770
			Minority owned	-0.164	0.339
			Govern/county	-0.165	0.384
				-0.218	0.702
	Non-profit	Proprietary	Corporation	-0.050	0.998
			Church affiliated	0.118	0.770
			Minority owned	-0.046	0.997
			Govern/county	-0.047	0.997
				-0.100	0.989
	Church affiliated	Proprietary	Corporation	-0.004	1.000
			Non-profit	0.164	0.339
			Minority owned	0.046	0.997
			Govern/county	-0.001	1.000
				-0.054	0.999
Minority owned	Proprietary	Corporation	-0.003	1.000	
			0.165	0.384	

		Non-profit	0.047	0.997
		Church affiliated	0.001	1.000
		Govern/county	-0.053	0.999
	Govern/county	Proprietary	0.050	1.000
		Corporation	0.218	0.702
		Non-profit	0.100	0.989
		Church affiliated	0.054	0.999
		Minority owned	0.053	0.999
Truth	Proprietary	Corporation	0.301	0.008
		Non-profit	0.212	0.281
		Church affiliated	0.051	0.995
		Minority owned	0.005	1.000
		Govern/county	-0.042	1.000
	Corporation	Proprietary	-0.301	0.008
		Non-profit	-0.089	0.877
		Church affiliated	-0.250	0.010
		Minority owned	-0.295	0.002
		Govern/county	-0.342	0.126
	Non-profit	Proprietary	-0.212	0.281
		Corporation	0.089	0.877
		Church affiliated	-0.161	0.455
		Minority owned	-0.206	0.216
		Govern/county	-0.253	0.502
	Church affiliated	Proprietary	-0.051	0.995
		Corporation	0.250	0.010
		Non-profit	0.161	0.455
		Minority owned	-0.045	0.995
		Govern/county	-0.092	0.987
	Minority owned	Proprietary	-0.005	1.000
		Corporation	0.295	0.002
		Non-profit	0.206	0.216
		Church affiliated	0.045	0.995
		Govern/county	-0.047	0.999
	Govern/county	Proprietary	0.042	1.000
		Corporation	0.342	0.126
		Non-profit	0.253	0.502
		Church affiliated	0.092	0.987
		Minority owned	0.047	0.999
Nonviolence	Proprietary	Corporation	0.242	0.016
		Non-profit	0.067	0.970
		Church affiliated	0.028	0.999
		Minority owned	0.051	0.990
		Govern/county	-0.067	0.995
	Corporation	Proprietary	-0.242	0.016

	Non-profit	-0.176	0.111
	Church affiliated	-0.214	0.010
	Minority owned	-0.191	0.045
	Govern/county	-0.309	0.090
Non-profit	Proprietary	-0.067	0.970
	Corporation	0.176	0.111
	Church affiliated	-0.038	0.996
	Minority owned	-0.016	1.000
	Govern/county	-0.133	0.890
Church affiliated	Proprietary	-0.028	0.999
	Corporation	0.214	0.010
	Non-profit	0.038	0.996
	Minority owned	0.023	1.000
	Govern/county	-0.095	0.970
Minority owned	Proprietary	-0.051	0.990
	Corporation	0.191	0.045
	Non-profit	0.016	1.000
	Church affiliated	-0.023	1.000
	Govern/county	-0.118	0.929
Govern/county	Proprietary	0.067	0.995
	Corporation	0.309	0.090
	Non-profit	0.133	0.890
	Church affiliated	0.095	0.970
	Minority owned	0.118	0.929

Strong evidence indicated that the data was not normally distributed. As a result, Kruskal-Wallis mean ranks and chi-square computed H statistics are shown in Tables 55 and 56.

Table 55

*Mean Ranks for the Human Values and Ownership Status*

<b>Human value</b>	<b>Status of center</b>	<b>N</b>	<b>Mean rank</b>
Love	Proprietary	24	106.79
	Corporation	66	89.42
	Non-profit	30	90.83
	Church affiliated	39	107.49
	Minority owned business	34	124.29
	Government/county operated	8	86.69
	Total	201	
Right action	Proprietary	24	123.90
	Corporation	66	85.11
	Non-profit	30	85.45
	Church affiliated	39	112.71
	Minority owned business	34	110.32
	Government/county operated	8	125.00
	Total	201	
Peace	Proprietary	24	108.08
	Corporation	66	88.08
	Non-profit	30	97.90
	Church affiliated	39	113.71
	Minority owned business	34	107.43
	Government/county operated	8	108.69
	Total	201	
Truth	Proprietary	24	124.00
	Corporation	66	76.33
	Non-profit	30	89.65
	Church affiliated	39	114.67
	Minority owned business	34	119.69
	Government/county operated	8	132.06
	Total	201	
Nonviolence	Proprietary	24	117.73
	Corporation	66	77.61
	Non-profit	30	103.92
	Church affiliated	39	115.54
	Minority owned business	34	108.94
	Government/county operated	8	128.19
	Total	201	

Table 56

*Kruskal-Wallis for the Human Values and Ownership Status*

	<b>Love</b>	<b>Right action</b>	<b>Peace</b>	<b>Truth</b>	<b>Nonviolence</b>
Chi-square	13.28	15.34	6.37	25.70	19.57
Df	5	5	5	5	5
Asymp. sig.	0.02	0.01	0.27	0.00	0.00

*Research Question 3: Demographic Characteristics*

Data relating to research question 3: “What, if any, differences exist with respect to the human values of the child care center directors in relation to the demographic characteristics of the child care center directors: age, gender, years of experience as a director, and educational background?” are summarized in the following tables.

The descriptive statistics for the five human values and the child care center directors’ ages are summarized in Table 57. There were a total of 201 child care centers that participated in the study, which were stratified into five classes: 21-25 (5), 26-30 (12), 30-39 (39), 40-49 (95), and 50 or above (50). ANOVA mean squares, *F* values, and significance levels of survey items for the responses to the five human values and directors’ ages are shown in Table 58. Multiple comparisons using Tukey are shown in Table 59.

Table 57

*Descriptive Statistics for the Human Values and Directors' Ages*

<b>Human value</b>	<b>Age</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>
Love	21 – 25	5	7	0.447
	26 – 30	12	6	0.651
	30 – 39	39	7	0.552
	40 – 49	95	7	0.666
	50 +	50	6	0.606
	Total	201	6	0.625
Right action	21 – 25	5	7	0.141
	26 – 30	12	6	0.481
	30 - 39	39	7	0.444
	40 - 49	95	7	0.333
	50 +	50	7	0.319
	Total	201	7	0.362
Peace	21 - 25	5	7	0.329
	26 - 30	12	6	0.463
	30 - 39	39	7	0.451
	40 - 49	95	7	0.387
	50 +	50	7	0.406
	Total	201	7	0.407
Truth	21 - 25	5	6	0.167
	26 - 30	12	6	0.481
	30 - 39	39	6	0.544
	40 - 49	95	6	0.333
	50 +	50	6	0.306
	Total	201	6	0.383
Nonviolence	21 - 25	5	7	0.219
	26 - 30	12	7	0.408
	30 - 39	39	7	0.386
	40 - 49	95	7	0.314
	50 +	50	7	0.279
	Total	201	7	0.324

Table 58

*ANOVA for the Human Values and Directors' Ages*

<b>Human value</b>		<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>p</b>
Love	Between groups	1.415	4	0.354	0.903	0.463
	Within groups	76.804	196	0.392		
	Total	78.219	200			
Right action	Between groups	0.728	4	0.182	1.400	0.236
	Within groups	25.481	196	0.130		
	Total	26.209	200			
Peace	Between groups	0.450	4	0.112	0.675	0.610
	Within groups	32.641	196	0.167		
	Total	33.091	200			
Truth	Between groups	0.454	4	0.113	0.768	0.547
	Within groups	28.954	196	0.148		
	Total	29.408	200			
Nonviolence	Between groups	0.235	4	0.059	0.555	0.696
	Within groups	20.765	196	0.106		
	Total	21.000	200			



Table 59

*Multiple Comparisons: Tukey for Human Values and Directors' Ages*

Human value	(I) Age	(J) Age	Mean diff.(I-J)	Sig.
Love	21 - 25	26 - 30	0.467	0.628
		30 - 39	0.236	0.932
		40 - 49	0.295	0.843
		50 +	0.400	0.652
	26 - 30	21 - 25	-0.467	0.628
		30 - 39	-0.231	0.798
		40 - 49	-0.172	0.898
		50 +	-0.067	0.997
	30 - 39	21 - 25	-0.236	0.932
		26 - 30	0.231	0.798
		40 - 49	0.059	0.988
		50 +	0.164	0.736
	40 - 49	21 - 25	-0.295	0.843
		26 - 30	0.172	0.898
		30 - 39	-0.059	0.988
		50 +	0.105	0.872
	50 +	21 - 25	-0.400	0.652
		26 - 30	0.067	0.997
		30 - 39	-0.164	0.736
		40 - 49	-0.105	0.872
Right action	21 - 25	26 - 30	0.167	0.908
		30 - 39	-0.046	0.999
		40 - 49	-0.036	1.000
		50 +	-0.104	0.973
	26 - 30	21 - 25	-0.167	0.908
		30 - 39	-0.213	0.383
		40 - 49	-0.202	0.358
		50 +	-0.271	0.138
	30 - 39	21 - 25	0.046	0.999
		26 - 30	0.213	0.383
		40 - 49	0.010	1.000
		50 +	-0.058	0.944
	40 - 49	21 - 25	0.036	1.000
		26 - 30	0.202	0.358
		30 - 39	-0.010	1.000
		50 +	-0.068	0.815
	50 +	21 - 25	0.104	0.973
		26 - 30	0.271	0.138

		30 - 39	0.058	0.944
		40 - 49	0.068	0.815
Peace	21 - 25	26 - 30	0.143	0.965
		30 - 39	-0.045	0.999
		40 - 49	-0.023	1.000
		50 +	-0.068	0.997
	26 - 30	21 - 25	-0.143	0.965
		30 - 39	-0.188	0.629
		40 - 49	-0.166	0.672
		50 +	-0.211	0.492
	30 - 39	21 - 25	0.045	0.999
		26 - 30	0.188	0.629
		40 - 49	0.022	0.999
		50 +	-0.023	0.999
	40 - 49	21 - 25	0.023	1.000
		26 - 30	0.166	0.672
		30 - 39	-0.022	0.999
		50 +	-0.045	0.970
	50 +	21 - 25	0.068	0.997
		26 - 30	0.211	0.492
		30 - 39	0.023	0.999
		40 - 49	0.045	0.970
Truth	21 - 25	26 - 30	0.207	0.850
		30 - 39	0.019	1.000
		40 - 49	0.013	1.000
		50 +	-0.004	1.000
	26 - 30	21 - 25	-0.207	0.850
		30 - 39	-0.187	0.580
		40 - 49	-0.194	0.469
		50 +	-0.211	0.433
	30 - 39	21 - 25	-0.019	1.000
		26 - 30	0.187	0.580
		40 - 49	-0.007	1.000
		50 +	-0.023	0.999
	40 - 49	21 - 25	-0.013	1.000
		26 - 30	0.194	0.469
		30 - 39	0.007	1.000
		50 +	-0.017	0.999
	50 +	21 - 25	0.004	1.000
		26 - 30	0.211	0.433
		30 - 39	0.023	0.999
		40 - 49	0.017	0.999
Nonviolence	21 - 25	26 - 30	0.207	0.756
		30 - 39	0.122	0.933

	40 - 49	0.112	0.945
	50 +	0.076	0.987
26 - 30	21 - 25	-0.207	0.756
	30 - 39	-0.085	0.934
	40 - 49	-0.095	0.875
	50 +	-0.131	0.723
30 - 39	21 - 25	-0.122	0.933
	26 - 30	0.085	0.934
	40 - 49	-0.010	1.000
	50 +	-0.046	0.964
40 - 49	21 - 25	-0.112	0.945
	26 - 30	0.095	0.875
	30 - 39	0.010	1.000
	50 +	-0.036	0.971
50 +	21 - 25	-0.076	0.987
	26 - 30	0.131	0.723
	30 - 39	0.046	0.964
	40 - 49	0.036	0.971

Strong evidence indicated that the data was not normally distributed. As a result, Kruskal-Wallis mean ranks and chi-square computed H statistics are shown in Tables 60 and 61.

Table 60

*Mean Ranks for the Human Values and Directors' Ages*

<b>Human value</b>	<b>Directors' ages</b>	<b>N</b>	<b>Mean rank</b>
Love	21 - 25	5	127.70
	26 - 30	12	87.00
	30 - 39	39	106.27
	40 - 49	95	103.94
	50 +	50	91.99
	Total	201	
Right action	21 - 25	5	77.30
	26 - 30	12	73.17
	30 - 39	39	108.83
	40 - 49	95	97.73
	50 +	50	110.16
	Total	201	
Peace	21 - 25	5	90.40
	26 - 30	12	78.58
	30 - 39	39	106.74
	40 - 49	95	98.72
	50 +	50	107.30
	Total	201	
Truth	21 - 25	5	98.90
	26 - 30	12	78.46
	30 - 39	39	107.69
	40 - 49	95	100.63
	50 +	50	102.10
	Total	201	
Nonviolence	21 - 25	5	117.40
	26 - 30	12	88.79
	30 - 39	39	102.92
	40 - 49	95	99.31
	50 +	50	104.00
	Total	201	

Table 61

*Kruskal-Wallis for the Human Values and Directors' Ages*

	<b>Love</b>	<b>Right action</b>	<b>Peace</b>	<b>Truth</b>	<b>Nonviolence</b>
Chi-square	4.57	6.12	3.19	2.44	1.32
Df	4	4	4	4	4
Asymp. sig.	0.33	0.19	0.53	0.66	0.86

The descriptive statistics for the five human values and the child care center directors' gender are summarized in Table 62. There were a total of 201 child care centers that participated in the study, which had 196 female and 5 male child care center directors. ANOVA mean squares, *F* values, and significance levels of survey items for the responses to the five human values and gender are shown in Table 63. Multiple comparisons using Tukey are not possible with only two groups.

Table 62

*Descriptive Statistics for the Human Values and Directors' Gender*

Human value	Gender	N	Mean	Std. deviation
Love	Female	196	6	0.62
	Male	5	6	0.837
	Total	201	6	0.625
Right action	Female	196	7	0.362
	Male	5	6	0.179
	Total	201	7	0.362
Peace	Female	196	7	0.397
	Male	5	6	0.654
	Total	201	7	0.407
Truth	Female	196	6	0.383
	Male	5	6	0.358
	Total	201	6	0.383
Nonviolence	Female	196	7	0.32
	Male	5	6	0.261
	Total	201	7	0.324

Table 63

*ANOVA for the Human Values and Directors' Gender*

Human value		Sum of squares	df	Mean square	F	p
Love	Between groups	0.424	1	0.424	1.085	0.299
	Within groups	77.795	199	0.391		
	Total	78.219	200			
Right action	Between groups	0.531	1	0.531	4.115	0.044
	Within groups	25.678	199	0.129		
	Total	26.209	200			
Peace	Between groups	0.621	1	0.621	3.807	0.052
	Within groups	32.470	199	0.163		
	Total	33.091	200			
Truth	Between groups	0.344	1	0.344	2.353	0.127
	Within groups	29.064	199	0.146		
	Total	29.408	200			
Nonviolence	Between groups	0.711	1	0.711	6.972	0.009
	Within groups	20.289	199	0.102		
	Total	21.000	200			

Strong evidence indicated that the data was not normally distributed. As a result, Kruskal-Wallis mean ranks and chi-square computed H statistics are shown in Tables 64 and 65.

Table 64

*Mean Ranks for the Human Values and Directors' Gender*

<b>Human value</b>	<b>Gender</b>	<b>N</b>	<b>Mean rank</b>
Love	Female	196	101.53
	Male	5	80.20
	Total	201	
Right action	Female	196	102.59
	Male	5	38.80
	Total	201	
Peace	Female	196	101.83
	Male	5	68.40
	Total	201	
Truth	Female	196	102.07
	Male	5	59.20
	Total	201	
Nonviolence	Female	196	102.66
	Male	5	36.00
	Total	201	

Table 65

*Kruskal-Wallis for the Human Values and Directors' Gender*

	<b>Love</b>	<b>Right action</b>	<b>Peace</b>	<b>Truth</b>	<b>Nonviolence</b>
Chi-square	0.85	6.16	1.68	2.75	7.14
Df	1	1	1	1	1
Asymp. sig.	0.36	0.01	0.19	0.10	0.01

The descriptive statistics for the five human values and the child care center directors' years of experience are summarized in Table 66. There were a total of 201 child care centers that participated in the study, which were stratified into the classes: 0 to 2 years (20), 3 to 5 years (41), 6 to 9 years (53), and 10 or more years of experience. ANOVA mean squares, *F* values, and significance levels of survey items for the responses to the five human values and directors' years of experience are shown in Table 67. Multiple comparisons using Tukey are shown in Table 68.



Table 66

*Descriptive Statistics for the Human Values and Directors' Experience*

<b>Human value</b>		<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>
Love	0 to 2 years	20	7	0.587
	3 to 5 years	41	6	0.581
	6 to 9 years	53	6	0.765
	10 + years	87	7	0.542
	Total	201	6	0.625
Right action	0 to 2 years	20	7	0.331
	3 to 5 years	41	7	0.433
	6 to 9 years	53	7	0.287
	10 + years	87	7	0.368
	Total	201	7	0.362
Peace	0 to 2 years	20	7	0.37
	3 to 5 years	41	6	0.5
	6 to 9 years	53	7	0.394
	10 + years	87	7	0.347
	Total	201	7	0.407
Truth	0 to 2 years	20	6	0.326
	3 to 5 years	41	6	0.559
	6 to 9 years	53	6	0.287
	10 + years	87	6	0.335
	Total	201	6	0.383
Nonviolence	0 to 2 years	20	7	0.289
	3 to 5 years	41	7	0.422
	6 to 9 years	53	7	0.288
	10 + years	87	7	0.293
	Total	201	7	0.324

Table 67

*ANOVA for the Human Values and Directors' Experience*

<b>Human value</b>		<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>p</b>
Love	Between groups	2.440	3	0.813	2.114	0.100
	Within groups	75.779	197	0.385		
	Total	78.219	200			
Right action	Between groups	0.740	3	0.247	1.908	0.130
	Within groups	25.469	197	0.129		
	Total	26.209	200			
Peace	Between groups	2.066	3	0.689	4.373	0.005
	Within groups	31.025	197	0.157		
	Total	33.091	200			
Truth	Between groups	0.961	3	0.320	2.218	0.087
	Within groups	28.447	197	0.144		
	Total	29.408	200			
Nonviolence	Between groups	0.604	3	0.201	1.946	0.124
	Within groups	20.396	197	0.104		
	Total	21.000	200			

Table 68

*Multiple Comparisons: Tukey for Human Values and Directors' Experience*

Human value	(I) Experience	(J) Experience	Mean diff. (I-J)	Sig.
Love	0 to 2 years	3 to 5 years	0.284	0.337
		6 to 9 years	0.273	0.340
		10 + years	0.075	0.961
	3 to 5 years	0 to 2 years	-0.284	0.337
		6 to 9 years	-0.012	1.000
		10 + years	-0.209	0.287
	6 to 9 years	0 to 2 years	-0.273	0.340
		3 to 5 years	0.012	1.000
		10 + years	-0.197	0.264
	10 + years	0 to 2 years	-0.075	0.961
		3 to 5 years	0.209	0.287
		6 to 9 years	0.197	0.264
Right action	0 to 2 years	3 to 5 years	0.068	0.898
		6 to 9 years	-0.087	0.794
		10 + years	-0.076	0.830
	3 to 5 years	0 to 2 years	-0.068	0.898
		6 to 9 years	-0.155	0.165
		10 + years	-0.144	0.151
	6 to 9 years	0 to 2 years	0.087	0.794
		3 to 5 years	0.155	0.165
		10 + years	0.011	0.998
	10 + years	0 to 2 years	0.076	0.830
		3 to 5 years	0.144	0.151
		6 to 9 years	-0.011	0.998
Peace	0 to 2 years	3 to 5 years	0.190	0.296
		6 to 9 years	0.059	0.942
		10 + years	-0.075	0.871
	3 to 5 years	0 to 2 years	-0.190	0.296
		6 to 9 years	-0.131	0.385
		10 + years	-0.266	0.003
	6 to 9 years	0 to 2 years	-0.059	0.942
		3 to 5 years	0.131	0.385
		10 + years	-0.134	0.215
	10 + years	0 to 2 years	0.075	0.871
		3 to 5 years	0.266	0.003
		6 to 9 years	0.134	0.215

Truth	0 to 2 years	3 to 5 years	0.187	0.274
		6 to 9 years	0.013	0.999
		10 + years	0.022	0.996
	3 to 5 years	0 to 2 years	-0.187	0.274
		6 to 9 years	-0.174	0.128
		10 + years	-0.165	0.102
	6 to 9 years	0 to 2 years	-0.013	0.999
		3 to 5 years	0.174	0.128
		10 + years	0.008	0.999
	10 + years	0 to 2 years	-0.022	0.996
		3 to 5 years	0.165	0.102
		6 to 9 years	-0.008	0.999
Nonviolence	0 to 2 years	3 to 5 years	0.126	0.481
		6 to 9 years	-0.016	0.998
		10 + years	-0.009	1.000
	3 to 5 years	0 to 2 years	-0.126	0.481
		6 to 9 years	-0.142	0.151
		10 + years	-0.134	0.126
	6 to 9 years	0 to 2 years	0.016	0.998
		3 to 5 years	0.142	0.151
		10 + years	0.007	0.999
	10 + years	0 to 2 years	0.009	1.000
		3 to 5 years	0.134	0.126
		6 to 9 years	-0.007	0.999

Strong evidence indicated that the data was not normally distributed. As a result, Kruskal-Wallis mean ranks and chi-square computed H statistics are shown in Tables 69 and 70.

Table 69

*Mean Ranks for the Human Values and Directors' Experience*

<b>Human value</b>	<b>Experience</b>	<b>N</b>	<b>Mean rank</b>
Love	0 to 2 years	20	115.83
	3 to 5 years	41	88.34
	6 to 9 years	53	95.09
	10 + years	87	107.16
	Total	201	
Right action	0 to 2 years	20	90.95
	3 to 5 years	41	86.94
	6 to 9 years	53	103.89
	10 + years	87	108.18
	Total	201	
Peace	0 to 2 years	20	102.18
	3 to 5 years	41	82.34
	6 to 9 years	53	93.96
	10 + years	87	113.81
	Total	201	
Truth	0 to 2 years	20	103.48
	3 to 5 years	41	88.20
	6 to 9 years	53	103.31
	10 + years	87	105.06
	Total	201	
Nonviolence	0 to 2 years	20	101.80
	3 to 5 years	41	88.68
	6 to 9 years	53	105.05
	10 + years	87	104.16
	Total	201	

Table 70

*Kruskal-Wallis for the Human Values and Directors' Experience*

	<b>Love</b>	<b>Right action</b>	<b>Peace</b>	<b>Truth</b>	<b>Nonviolence</b>
Chi-square	6.20	4.67	9.62	2.63	2.63
Df	3	3	3	3	3
Asymp. sig.	0.10	0.20	0.02	0.45	0.45

The descriptive statistics for the five human values and the child care center directors' educational level are summarized in Table 71. There were a total of 201 child care centers that participated in the study, which were stratified into three classes: associate's degree (54), bachelor's degree (121), and graduate degree (26). ANOVA mean squares, *F* values, and significance levels of survey items for the responses to the five human values and directors' educational levels are shown in Table 72. Multiple comparisons using Tukey are shown in Table 73.

Table 71

*Descriptive Statistics for the Human Values and Directors' Educational Level*

<b>Human value</b>	<b>Educational level</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>
Love	Associate's degree	54	6	0.738
	Bachelor's degree	121	7	0.579
	Graduate degree	26	7	0.578
	Total	201	6	0.625
Right action	Associate's degree	54	7	0.396
	Bachelor's degree	121	7	0.349
	Graduate degree	26	7	0.359
	Total	201	7	0.362
Peace	Associate's degree	54	7	0.405
	Bachelor's degree	121	7	0.408
	Graduate degree	26	7	0.405
	Total	201	7	0.407
Truth	Associate's degree	54	6	0.404
	Bachelor's degree	121	6	0.387
	Graduate degree	26	6	0.327
	Total	201	6	0.383
Nonviolence	Associate's degree	54	7	0.289
	Bachelor's degree	121	7	0.345
	Graduate degree	26	7	0.287
	Total	201	7	0.324

Table 72

*ANOVA for the Human Values and Directors' Educational Level*

<b>Human value</b>		<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>p</b>
Love	Between groups	0.808	2	0.404	1.033	0.358
	Within groups	77.411	198	0.391		
	Total	78.219	200			
Right action	Between groups	0.067	2	0.034	0.255	0.775
	Within groups	26.142	198	0.132		
	Total	26.209	200			
Peace	Between groups	0.282	2	0.141	0.852	0.428
	Within groups	32.809	198	0.166		
	Total	33.091	200			
Truth	Between groups	0.080	2	0.040	0.271	0.763
	Within groups	29.328	198	0.148		
	Total	29.408	200			
Nonviolence	Between groups	0.189	2	0.094	0.897	0.410
	Within groups	20.811	198	0.105		
	Total	21.000	200			



Table 73

*Multiple Comparisons: Tukey for Human Values and Directors' Educational Level*

Human value	(I) Level of degree	(J) Level of degree	Mean diff (I-J)	Sig.
Love	Associate's degree	Bachelor's degree	-0.124	0.450
		Graduate degree	-0.188	0.420
	Bachelor's degree	Associate's degree	0.124	0.450
		Graduate degree	-0.065	0.882
	Graduate degree	Associate's degree	0.188	0.420
		Bachelor's degree	0.065	0.882
Right action	Associate's degree	Bachelor's degree	0.018	0.949
		Graduate degree	-0.036	0.907
	Bachelor's degree	Associate's degree	-0.018	0.949
		Graduate degree	-0.055	0.765
	Graduate degree	Associate's degree	0.036	0.907
		Bachelor's degree	0.055	0.765
Peace	Associate's degree	Bachelor's degree	-0.010	0.987
		Graduate degree	-0.118	0.446
	Bachelor's degree	Associate's degree	0.010	0.987
		Graduate degree	-0.108	0.440
	Graduate degree	Associate's degree	0.118	0.446
		Bachelor's degree	0.108	0.440
Truth	Associate's degree	Bachelor's degree	0.045	0.753
		Graduate degree	0.044	0.881
	Bachelor's degree	Associate's degree	-0.045	0.753
		Graduate degree	-0.001	1.000
	Graduate degree	Associate's degree	-0.044	0.881
		Bachelor's degree	0.001	1.000
Nonviolence	Associate's degree	Bachelor's degree	0.063	0.463
		Graduate degree	0.001	1.000
	Bachelor's degree	Associate's degree	-0.063	0.463
		Graduate degree	-0.062	0.652
	Graduate degree	Associate's degree	-0.001	1.000
		Bachelor's degree	0.062	0.652

Strong evidence indicated that the data was not normally distributed. As a result, Kruskal-Wallis mean ranks and chi-square computed H statistics are shown in Tables 74 and 75.

Table 74

*Mean Ranks for the Human Values and Directors' Educational Level*

<b>Human value</b>	<b>Education</b>	<b>N</b>	<b>Mean rank</b>
Love	Associate's degree	54	95.31
	Bachelor's degree	121	102.00
	Graduate degree	26	108.17
	Total	201	
Right action	Associate's degree	54	104.33
	Bachelor's degree	121	97.70
	Graduate degree	26	109.44
	Total	201	
Peace	Associate's degree	54	97.41
	Bachelor's degree	121	99.24
	Graduate degree	26	116.63
	Total	201	
Truth	Associate's degree	54	107.95
	Bachelor's degree	121	98.97
	Graduate degree	26	96.02
	Total	201	
Nonviolence	Associate's degree	54	104.72
	Bachelor's degree	121	98.07
	Graduate degree	26	106.88
	Total	201	

Table 75

*Kruskal-Wallis for the Human Values and Directors' Educational Level*

	<b>Love</b>	<b>Right action</b>	<b>Peace</b>	<b>Truth</b>	<b>Nonviolence</b>
Chi-square	1.24	1.17	2.29	1.15	0.88
Df	2	2	2	2	2
Asymp. sig.	0.54	0.56	0.32	0.56	0.64

*Research Question 4: Correlation of Human Values and Leadership Behaviors*

Data relating to research question 4: "Do the human values of the child care center directors significantly correlate with the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?" are summarized in Table 76.

Using Pearson's correlation, the correlations that were found to be significant at the .05 confidence level are love (human value) – community image/parent (leadership behavior), love (human value) – curriculum/child (leadership behavior), love (human value) – government/regulation (leadership behavior), right action (human value) – community image/parent (leadership behavior), right action (human value) – curriculum/child (leadership behavior), right action (human value) – government/regulation (leadership behavior), peace (human value) – community image/parent (leadership behavior), peace (human value) – curriculum/child (leadership behavior), peace (human value) – government/regulation (leadership behavior), truth (human value) – community image/parent (leadership behavior), truth (human value) – curriculum/child

(leadership behavior), truth (human value) – government/regulation (leadership behavior), nonviolence (human value) – curriculum/child (leadership behavior), and nonviolence (human value) – government/regulation (leadership behavior).

The Pearson correlations are shown in Table 76 with asterisks indicating the significant correlations.

Table 76

*Pearson's Correlation Between the Human Values and Leadership Behavior*

<b>Human values</b>		<b>Parent</b>	<b>Child</b>	<b>Government</b>	<b>Business</b>
Love	Pearson correlation	0.318*	0.252*	0.212*	0.130
	Sig. (2-tailed)	0.000	0.000	0.003	0.066
	N	201	201	201	201
Right action	Pearson correlation	0.143*	0.214*	0.232*	-0.001
	Sig. (2-tailed)	0.042	0.002	0.001	0.986
	N	201	201	201	201
Peace	Pearson correlation	0.195*	0.145*	0.289*	0.078
	Sig. (2-tailed)	0.006	0.041	0.000	0.269
	N	201	201	201	201
Truth	Pearson correlation	0.200*	0.270*	0.283*	0.021
	Sig. (2-tailed)	0.005	0.000	0.000	0.773
	N	201	201	201	201
Nonviolence	Pearson correlation	0.036	0.174*	0.275*	-0.091
	Sig. (2-tailed)	0.617	0.013	0.000	0.199
	N	201	201	201	201

Strong evidence indicated that the data was not normally distributed. As a result the Spearman's correlation is shown in Table 77. The same correlations were found to be significant at the .05 confidence level in the Spearman's and Pearson's, with the exception of two. In the Spearman's correlation, a significant correlation did not exist between the curriculum/child focused leadership behavior, and the human values of right action and nonviolence.

Table 77

*Spearman's Correlation Between the Human Values and Leadership Behavior*

<b>Human values</b>		<b>Parent</b>	<b>Child</b>	<b>Government</b>	<b>Business</b>
Love	Spearman's correlation	0.279*	0.292*	0.186*	0.068
	Sig. (2-tailed)	0.000	0.000	0.008	0.339
	N	201	201	201	201
Right action	Spearman's correlation	0.161*	0.110	0.260*	-0.041
	Sig. (2-tailed)	0.022	0.119	0.000	0.564
	N	201	201	201	201
Peace	Spearman's correlation	0.211*	0.150*	0.305*	0.071
	Sig. (2-tailed)	0.003	0.033	0.000	0.316
	N	201	201	201	201
Truth	Spearman's correlation	0.293*	0.207*	0.307*	0.009
	Sig. (2-tailed)	0.000	0.003	0.000	0.896
	N	201	201	201	201
Nonviolence	Spearman's correlation	0.112	0.116	0.324*	-0.115
	Sig. (2-tailed)	0.113	0.102	0.000	0.104
	N	201	201	201	201

*Research Question 5: Child Care Center Staff's Ratings of Directors' on Human Values*

Data relating to research question 5: "How do the child care center staff rate their child care center directors on the five human values as described in the Sri Sathya Sai Education of Human Values?" are summarized in the following tables. Ten child care center directors granted access to their child care center staff. Therefore, ten child care centers in Prince George's County, Maryland participated in the staff survey. A separate table is provided for the descriptive statistics of each child care center (Tables 79 through 98). A separate table is provided with the results of the ten child care centers as an aggregate total in Table 78. Table 99 will resummmaryze the information contained in Table 78.

Table 78

*Descriptive Statistics for the Ten Child Care Centers Human Values*

Statistics	Love	Right action	Peace	Truth	Nonviolence
Mean	6	6	6	6	6
Median	6	6	6	6	6
Mode	6	6	6	6	6
Std. deviation	.876	.943	.738	.919	.568
Variance	.767	.889	.544	.844	.322

Formal hypothesis testing for population mean was conducted for each of the human values rated by the child care center staff. According to Aczel and Sounderpandian (2002), the test statistic  $t$  is acceptable if the population is not normal and the sample size is less than 30.

Figure 6. Hypothesis testing of the staffs' survey responses population mean for the human value of love.

<b>Evidence</b>			
Sample size	10	$n$	
Sample Mean	6.1	$\bar{x}$	
Sample Stdev.	0.8756	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		22.0305	$t$
			At an $\alpha$ of
Null Hypothesis		$p$ -value	5%
$H_0: \mu =$		0.0000	
$H_0: \mu \geq$		1.0000	
$H_0: \mu \leq 4$		0.0000	<b>Reject</b>

Figure 7. Hypothesis testing of the staffs' survey responses population mean for the human value of right action.

<b>Evidence</b>			
Sample size	10	$n$	
Sample Mean	6	$\bar{x}$	
Sample Stdev.	0.94281	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		20.1246	$t$
			At an $\alpha$ of
	Null Hypothesis	$p$ -value	5%
	$H_0: \mu =$	0.0000	
	$H_0: \mu \geq$	1.0000	
	$H_0: \mu \leq 4$	0.0000	<b>Reject</b>

Figure 8. Hypothesis testing of the staffs' survey responses population mean for the human value of peace.

<b>Evidence</b>			
Sample size	10	$n$	
Sample Mean	6.1	$\bar{x}$	
Sample Stdev.	0.73786	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		26.1430	$t$
			At an $\alpha$ of
	Null Hypothesis	$p$ -value	5%
	$H_0: \mu =$	0.0000	
	$H_0: \mu \geq$	1.0000	
	$H_0: \mu \leq 4$	0.0000	<b>Reject</b>

Figure 9. Hypothesis testing of the staffs' survey responses population mean for the human value of truth.

<b>Evidence</b>			
Sample size	10	$n$	
Sample Mean	5.8	$\bar{x}$	
Sample Stdev.	0.91894	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		19.9591	$t$
			At an $\alpha$ of
	Null Hypothesis	$p$ -value	5%
	$H_0: \mu =$	0.0000	
	$H_0: \mu \geq$	1.0000	
	$H_0: \mu \leq 4$	0.0000	<b>Reject</b>

Figure 10. Hypothesis testing of the staffs' survey responses population mean for the human value of nonviolence.

<b>Evidence</b>			
Sample size	10	$n$	
Sample Mean	6.2	$\bar{x}$	
Sample Stdev.	0.63246	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		30.9998	$t$
			At an $\alpha$ of
	Null Hypothesis	$p$ -value	5%
	$H_0: \mu =$	0.0000	
	$H_0: \mu \geq$	1.0000	
	$H_0: \mu \leq 4$	0.0000	<b>Reject</b>

Child care center 1 had six child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the human values questions in Table 79. The mean for the child care center staff and child care center director of child care center 1 are



summarized in Table 80. The mean for love was 7 (director and staff). The means for right action and truth were 6 (director and staff). The means for peace and nonviolence were a 7 (director) and 6 (staff).

Table 79

*Descriptive Statistics for the Human Values of Child Care Center 1*

<b>Human values</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Love	7	7	7
Right action	6	7	7
Peace	6	6	6
Truth	6	6	7
Nonviolence	6	6	7

Table 80

*Mean for Child Care Center 1 Responses for Human Values*

<b>Human values</b>	<b>Director</b>	<b>Staff</b>
Love	7	7
Right action	6	6
Peace	7	6
Truth	6	6
Nonviolence	7	6

Child care center 2 had seven child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for

the responses to the human values questions in Table 81. The mean for the child care center staff and child care center director of child care center 2 are summarized in Table 82. The means for peace, truth, and nonviolence were 6 (director and staff). The means for love and right action were a 5 (director) and 6 (staff).

Table 81

*Descriptive Statistics for the Human Values of Child Care Center 2*

<b>Human values</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Love	6	7	7
Right action	6	6	6
Peace	6	6	6
Truth	6	6	7
Nonviolence	6	6	7

Table 82

*Mean for Child Care Center 2 Responses for Human Values*

<b>Human values</b>	<b>Director</b>	<b>Staff</b>
Love	5	6
Right action	5	6
Peace	6	6
Truth	6	6
Nonviolence	6	6

Child care center 3 had six child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the human values questions in Table 83. The mean for the child care center staff and child care center director of child care center 3 are summarized in Table 84. The means for all of the five human values for the child care center director were a 7. The means for all of the five human values for the child care center staff were a 6.

Table 83

*Descriptive Statistics for the Human Values of Child Care Center 3*

<b>Human values</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Love	6	7	7
Right action	6	6	7
Peace	6	7	7
Truth	6	7	7
Nonviolence	6	7	7

Table 84

*Mean for Child Care Center 3 Responses for Human Values*

<b>Human values</b>	<b>Director</b>	<b>Staff</b>
Love	7	6
Right action	7	6
Peace	7	6
Truth	7	6
Nonviolence	7	6

Child care center 4 had three child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the human values questions in Table 85. The mean for the child care center staff and child care center director of child care center 4 are summarized in Table 86. The means for all of the five human values were a 7 (director and staff).

Table 85

*Descriptive Statistics for the Human Values of Child Care Center 4*

<b>Human values</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Love	7	7	7
Right action	7	7	7
Peace	7	7	7
Truth	7	7	7
Nonviolence	7	7	7

Table 86

*Mean for Child Care Center 4 Responses for Human Values*

<b>Human values</b>	<b>Director</b>	<b>Staff</b>
Love	7	7
Right action	7	7
Peace	7	7
Truth	7	7
Nonviolence	7	7

Child care center 5 had seven child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the human values questions in Table 87. The mean for the child care center staff and child care center director of child care center 5 are summarized in Table 88. The means for all of the five human values for the child care center staff were a 6. The mean for truth was a 6 (director), with all of the other human values at 7.

Table 87

*Descriptive Statistics for the Human Values of Child Care Center 5*

<b>Human values</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Love	6	7	7
Right action	6	6	7
Peace	6	7	7
Truth	6	7	7
Nonviolence	6	6	7

Table 88

*Mean for Child Care Center 5 Responses for Human Values*

<b>Human values</b>	<b>Director</b>	<b>Staff</b>
Love	7	6
Right action	7	6
Peace	7	6
Truth	6	6
Nonviolence	7	6

Child care center 6 had fourteen child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the human values questions in Table 89. The mean for the child care center staff and child care center director of child care center 6 are summarized in Table 90. The means for the human values of the child care

center director were a 7. The mean for love and truth was a 6 (staff), whereas right action, peace, and nonviolence were a 7 (staff).

Table 89

*Descriptive Statistics for the Human Values of Child Care Center 6*

<b>Human values</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Love	6	7	7
Right action	7	7	7
Peace	7	7	7
Truth	6	7	7
Nonviolence	7	7	7

Table 90

*Mean for Child Care Center 6 Responses for Human Values*

<b>Human values</b>	<b>Director</b>	<b>Staff</b>
Love	7	6
Right action	7	7
Peace	7	7
Truth	7	6
Nonviolence	7	7

Child care center 7 had five child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the human values questions in Table 91. The mean for the child

care center staff and child care center director of child care center 7 are summarized in Table 92. The means for the human values was a 7 (director and staff).

Table 91

*Descriptive Statistics for the Human Values of Child Care Center 7*

<b>Human values</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Love	7	7	7
Right action	7	7	7
Peace	7	7	7
Truth	7	7	7
Nonviolence	7	7	7

Table 92

*Mean for Child Care Center 7 Responses for Human Values*

<b>Human values</b>	<b>Director</b>	<b>Staff</b>
Love	7	7
Right action	7	7
Peace	7	7
Truth	7	7
Nonviolence	7	7

Child care center 8 had eight child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for



the responses to the human values questions in Table 93. The mean for the child care center staff and child care center director of child care center 8 are summarized in Table 94. The means for the human values of the child care center director were a 6. The mean for love and nonviolence was a 6 (staff), whereas for right action, peace, and truth it was a 5 (staff).

Table 93

*Descriptive Statistics for the Human Values of Child Care Center 8*

<b>Human values</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Love	6	6	5
Right action	5	5	7
Peace	5	6	7
Truth	5	6	4
Nonviolence	6	6	4

Table 94

*Mean for Child Care Center 8 Responses for Human Values*

<b>Human values</b>	<b>Director</b>	<b>Staff</b>
Love	6	6
Right action	6	5
Peace	6	5
Truth	6	5
Nonviolence	6	6

Child care center 9 had fourteen child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the human values questions in Table 95. The mean for the child care center staff and child care center director of child care center 9 are summarized in Table 96. The means for the human values of the child care center were a 6. The mean for truth was a 5 (staff), whereas the other human values were a 6 (staff).

Table 95

*Descriptive Statistics for the Human Values of Child Care Center 9*

<b>Human values</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Love	6	6	6
Right action	6	6	6
Peace	6	6	6
Truth	5	6	7
Nonviolence	6	6	6

Table 96

*Mean for Child Care Center 9 Responses for Human Values*

<b>Human values</b>	<b>Director</b>	<b>Staff</b>
Love	6	6
Right action	6	6
Peace	6	6
Truth	6	5
Nonviolence	6	6

Child care center 10 had ten child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the human values questions in Table 97. The mean for the child care center staff and child care center director of child care center 10 are summarized in Table 98. The mean for love was a 5 (director) and a 4 (staff). The mean for right action was a 7 (director) and a 4 (staff). The mean for peace and nonviolence was a 7 (director) and a 5 (staff). The mean for truth was a 6 (director) and a 4 (staff).

Table 97

*Descriptive Statistics for the Human Values of Child Care Center 10*

<b>Human values</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Love	4	4	4
Right action	4	4	4
Peace	5	4	4
Truth	4	5	4
Nonviolence	5	4	4

Table 98

*Mean for Child Care Center 10 Responses for Human Values*

<b>Human values</b>	<b>Director</b>	<b>Staff</b>
Love	5	4
Right action	7	4
Peace	7	5
Truth	6	4
Nonviolence	7	5

Descriptive statistics for the combined ten child care centers are re-summarized in Table 99. The mean for love, right action, peace, truth, and nonviolence was a 6. The standard deviation and variance are listed below.

Table 99

*Summary for the Ten Child Care Centers Human Values*

Statistics	Love	Right action	Peace	Truth	Nonviolence
Mean	6	6	6	6	6
Median	6	6	6	6	6
Mode	6	6	6	6	6
Std. deviation	.876	.943	.738	.919	.568
Variance	.767	.889	.544	.844	.322

*Research Question 6: Child Care Center Staff's Rating of Directors' on Leadership Behaviors*

Data relating to research question 6: "How do the child care center staff rate their child care center directors on the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?" are summarized in the following tables. Ten child care center directors granted access to their child care center staff. Ten child care centers participated in the staff survey. A separate table is provided for each of the ten child care centers (Tables 101 through 120). A separate table is provided with the results of the ten child care centers as an aggregate total in Table 100 and resummarized in Table 121.

Descriptive statistics for the combined ten child care centers are resummarized in Table 100. The mean for the community image/parent focused leadership behavior was a 5. The mean for the curriculum/child focused and government/regulation focused leadership behavior was a 6. The mean for the business/profit focused leadership behavior was a 4.

Table 100

*Descriptive Statistics for the Ten Child Care Centers Leadership Behaviors*

Statistics	Parent	Child	Government	Profit
Mean	5	6	6	4
Median	5	6	6	4
Mode	5	6	6	3
Std. deviation	.789	.632	.919	1.033
Variance	.622	.400	.844	1.067

Formal hypothesis testing for population mean was conducted for each of the leadership behaviors rated by the child care center staff. According to Aczel and Sounderpandian (2002), the test statistic  $t$  is acceptable if the population is not normal and the sample size is less than 30.

Figure 11. Hypothesis testing of the staffs' survey responses population mean for the community image/parent focused leadership behavior.

<b>Evidence</b>			
Sample size	10	$n$	
Sample Mean	5.2	$\bar{x}$	
Sample Stdev.	0.78881	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		20.8464	$t$
			At an $\alpha$ of
Null Hypothesis		$p$ -value	5%
$H_0: \mu =$		0.0000	
$H_0: \mu \geq$		1.0000	
$H_0: \mu \leq 4$		0.0000	<b>Reject</b>

Figure 12. Hypothesis testing of the staffs' survey responses population mean for the curriculum/child focused leadership behavior.

<b>Evidence</b>			
Sample size	10	$n$	
Sample Mean	6.2	$\bar{x}$	
Sample Stdev.	0.63246	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		30.9998	$t$
			At an $\alpha$ of
	Null Hypothesis	$p$ -value	5%
	$H_0: \mu =$	0.0000	
	$H_0: \mu \geq$	1.0000	
	$H_0: \mu \leq 4$	0.0000	<b>Reject</b>

Figure 13. Hypothesis testing of the staffs' survey responses population mean for the government/regulation focused leadership behavior.

<b>Evidence</b>			
Sample size	10	$n$	
Sample Mean	5.8	$\bar{x}$	
Sample Stdev.	0.91894	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		19.9591	$t$
			At an $\alpha$ of
	Null Hypothesis	$p$ -value	5%
	$H_0: \mu =$	0.0000	
	$H_0: \mu \geq$	1.0000	
	$H_0: \mu \leq 4$	0.0000	<b>Reject</b>

Figure 14. Hypothesis testing of the staffs' survey responses population mean for the business/profit focused leadership behavior.

<b>Evidence</b>			
Sample size	10	$n$	
Sample Mean	4.2	$\bar{x}$	
Sample Stdev.	1.0328	$s$	
<b><math>\sigma</math> Unknown; Population Normal</b>			
Test Statistic		12.8598	$t$
			At an $\alpha$ of
Null Hypothesis	$p$ -value	5%	
$H_0: \mu =$	0.0000		
$H_0: \mu \geq$	1.0000		
$H_0: \mu \leq 4$	0.0000	<b>Reject</b>	

Child care center 1 had six child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the leadership behavior questions in Table 101. The mean for the child care center staff and child care center director of child care center 1 are summarized in Table 102. The mean for community image/parent focused leadership behavior was a 6 (director) and a 5 (staff). The mean for curriculum/child focused leadership behavior was a 7 (director) and a 6 (staff). The mean for the government/regulation focused leadership behavior was a 6 (director and staff). The mean for the business/profit focused leadership behavior was a 4 (director) and a 5 (staff).



Table 101

*Descriptive Statistics for the Leadership Behaviors of Child Care Center 1*

<b>Leadership behaviors</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Parent	5	6	6
Child	6	6	6
Regulation	6	6	7
Profit	5	6	6

Table 102

*Mean for Child Care Center 1 Responses for Leadership Behaviors*

<b>Leadership behaviors</b>	<b>Director</b>	<b>Staff</b>
Parent	6	5
Child	7	6
Regulation	6	6
Profit	4	5

Child care center 2 had seven child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the leadership behavior questions in Table 103. The mean for the child care center staff and child care center director of child care center 2 are summarized in Table 104. The mean for the community image/parent focused and curriculum/child focused leadership behaviors was a 6 (director and staff). The mean for the government/regulation focused leadership behavior was a 6

(director) and a 5 (staff). The mean for the business/profit leadership behavior was a 4 (director) and a 5 (staff).

Table 103

*Descriptive Statistics for the Leadership Behavior of Child Care Center 2*

<b>Leadership behaviors</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Parent	6	6	7
Child	6	7	7
Regulation	5	7	7
Profit	5	6	7

Table 104

*Mean for Child Care Center 2 Responses for Leadership Behaviors*

<b>Leadership behaviors</b>	<b>Director</b>	<b>Staff</b>
Parent	6	6
Child	6	6
Regulation	6	5
Profit	4	5

Child care center 3 had six child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the leadership behavior questions in Table 105. The mean for the child care center staff and child care center director of child care center 3 are summarized in Table 106. The mean for the community image/parent focused

leadership behaviors was a 6 (director) and a 5 (staff). The mean for the curriculum/child focused leadership behavior was a 7 (director) and a 6 (staff). The mean for the government/regulation focused leadership behavior was a 7 (director) and a 6 (staff). The mean for the business/profit leadership behavior was a 7 (director) and a 3 (staff).

Table 105

*Descriptive Statistics for the Leadership Behaviors of Child Care Center 3*

<b>Leadership behaviors</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Parent	5	7	7
Child	6	6	7
Regulation	6	6	7
Profit	3	5	7

Table 106

*Mean for Child Care Center 3 Responses for Leadership Behaviors*

<b>Leadership behaviors</b>	<b>Director</b>	<b>Staff</b>
Parent	6	5
Child	7	6
Regulation	7	6
Profit	7	3

Child care center 4 had three child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for

the responses to the leadership behavior questions in Table 107. The mean for the child care center staff and child care center director of child care center 4 are summarized in Table 108. The mean for the community image/parent focused leadership behavior was a 7 (director) and 6 (staff). The mean for the curriculum/focused and government/regulation focused leadership behavior was a 7 (director and staff). The mean for the business/profit focused leadership behavior was a 6 (director and staff).

Table 107

*Descriptive Statistics for the Leadership Behaviors of Child Care Center 4*

<b>Leadership behaviors</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Parent	6	7	7
Child	7	7	7
Regulation	7	7	7
Profit	6	7	7

Table 108

*Mean for Child Care Center 4 Responses for Leadership Behaviors*

<b>Leadership behaviors</b>	<b>Director</b>	<b>Staff</b>
Parent	7	6
Child	7	7
Regulation	7	7
Profit	6	6

Child care center 5 had seven child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the leadership behavior questions in Table 109. The mean for the child care center staff and child care center director of child care center 5 are summarized in Table 110. The mean for the community image/parent focused leadership behavior was a 6 (director) and a 4 (staff). The mean for the curriculum/focused and government/regulation focused leadership behavior was a 7 (director) and a 6 (staff). The mean for the business/profit focused leadership behavior was a 6 (director) and a 3 (staff).

Table 109

*Descriptive Statistics for the Leadership Behaviors of Child Care Center 5*

<b>Leadership behaviors</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Parent	4	6	7
Child	6	7	1
Regulation	6	5	7
Profit	3	5	7

Table 110

*Mean for Child Care Center 5 Responses for Leadership Behaviors*

<b>Leadership behaviors</b>	<b>Director</b>	<b>Staff</b>
Parent	6	4
Child	7	6
Regulation	7	6
Profit	6	3

Child care center 6 had fourteen child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the leadership behavior questions in Table 111. The mean for the child care center staff and child care center director of child care center 6 are summarized in Table 112. The mean for the community image/parent focused leadership behavior was a 5 (director) and a 6 (staff). The mean for the curriculum/focused and government/regulation focused leadership behavior was a 7 (director and staff). The mean for the business/profit focused leadership behavior was a 2 (director) and a 4 (staff).

Table 111

*Descriptive Statistics for the Leadership Behaviors of Child Care Center 6*

<b>Leadership behaviors</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Parent	6	7	7
Child	7	7	7
Regulation	7	7	7
Profit	4	7	7

Table 112

*Mean for Child Care Center 6 Responses for Leadership Behaviors*

<b>Leadership behaviors</b>	<b>Director</b>	<b>Staff</b>
Parent	5	6
Child	7	7
Regulation	7	7
Profit	2	4

Child care center 7 had five child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the human values questions in Table 113. The mean for the child care center staff and child care center director of child care center 7 are summarized in Table 114. The mean for the community image/parent focused leadership behavior was a 5 (director) and a 6 (staff). The mean for the curriculum/focused leadership behavior was a 7 (director and staff). The mean

for the government/regulation focused leadership behavior was a 6 (director and staff). The mean for the business/profit focused leadership behavior was a 2 (director) and a 3 (staff).

Table 113

*Descriptive Statistics for the Leadership Behaviors of Child Care Center 7*

<b>Leadership behaviors</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Parent	6	6	7
Child	7	7	7
Regulation	6	7	7
Profit	3	7	7

Table 114

*Mean for Child Care Center 7 Responses for Leadership Behaviors*

<b>Leadership behaviors</b>	<b>Director</b>	<b>Staff</b>
Parent	5	6
Child	7	7
Regulation	6	6
Profit	2	3

Child care center 8 had eight child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the leadership behavior questions in Table 115. The mean for the child care center staff and child care center director of child care center 8 are



summarized in Table 116. The mean for the community image/parent focused leadership behavior was a 5 (director and staff). The mean for the curriculum/focused leadership behavior was a 5 (director and staff). The mean for the government/regulation focused leadership behavior was a 4 (director and child). The mean for the business/profit focused leadership behavior was a 4 (director) and a 5 (staff).

Table 115

*Descriptive Statistics for the Leadership Behaviors of Child Care Center 8*

<b>Leadership behaviors</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Parent	5	5	7
Child	6	6	7
Regulation	4	6	7
Profit	5	5	7

Table 116

*Mean for Child Care Center 8 Responses for Leadership Behaviors*

<b>Leadership behaviors</b>	<b>Director</b>	<b>Staff</b>
Parent	5	5
Child	6	6
Regulation	4	4
Profit	4	5

Child care center 9 had fourteen child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the leadership behavior questions in Table 117. The mean for the child care center staff and child care center director of child care center 9 are summarized in Table 118. The mean for the community image/parent focused leadership behavior was a 5 (director and staff). The mean for the curriculum/focused and government/regulation focused leadership behavior was a 6 (director and staff). The mean for the business/profit focused leadership behavior was a 5 (director) and a 4 (staff).

Table 117

*Descriptive Statistics for the Leadership Behaviors of Child Care Center 9*

<b>Leadership behaviors</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Parent	5	6	7
Child	6	6	6
Regulation	6	6	6
Profit	4	6	7

Table 118

*Mean for Child Care Center 9 Responses for Leadership Behaviors*

<b>Leadership behaviors</b>	<b>Director</b>	<b>Staff</b>
Parent	5	5
Child	6	6
Regulation	6	6
Profit	5	4

Child care center 10 had ten child care center staff that completed the staff survey. Descriptive statistics (mean, median, and mode) are summarized for the responses to the leadership behaviors questions in Table 119. The mean for the child care center staff and child care center director of child care center 10 are summarized in Table 120. The mean for the community image/parent focused leadership behavior was a 4 (director and staff). The mean for the curriculum/focused leadership behavior was a 7 (director) and a 5 (staff). The mean for the government/regulation focused leadership behavior was a 6 (director) and a 5 (staff). The mean for the business/profit focused leadership behavior was a 3 (director) and a 4 (staff).

Table 119

*Descriptive Statistics for the Leadership Behaviors of Child Care Center 10*

<b>Leadership behaviors</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Parent	4	4	4
Child	5	5	4
Regulation	5	4	4
Profit	4	4	4

Table 120

*Mean for Child Care Center 10 Responses for Leadership Behaviors*

<b>Leadership behaviors</b>	<b>Director</b>	<b>Staff</b>
Parent	4	4
Child	7	5
Regulation	6	5
Profit	3	4

Descriptive statistics for the combined ten child care centers are re-summarized in Table 121. The mean for the community image/parent focused leadership behavior was a 5. The mean for the curriculum/child focused and government/regulation focused leadership behavior was a 6. The mean for the business/profit focused leadership behavior was a 4.

Table 121

*Summary for the Ten Child Care Centers Leadership Behaviors*

<b>Statistics</b>	<b>Parent</b>	<b>Child</b>	<b>Government</b>	<b>Profit</b>
Mean	5	6	6	4
Median	5	6	6	4
Mode	5	6	6	3
Std. deviation	.789	.632	.919	1.033
Variance	.622	.400	.844	1.067

*Analysis and Evaluation of Findings**Demographics of Child Care Center Directors*

The child care center directors in the study were from the child care centers in Prince George's County, Maryland. There were 201 child care center directors that participated in the study. There were 196 female and 5 male child care center directors that participated in the study. A majority of child care center directors in Prince George's County, Maryland are female.

Child care center directors had four categories to describe their number of years of experience as a child care center director. The four categories to choose from were 0 to 2 years, 3 to 5 years, 6 to 9 years, and 10 or more years. The majority or 43.3 percent of the child care center directors in Prince George's County, Maryland had 10 or more years of experience as a child care center director. The second group of child care center directors had 6 to 9 years of experience (26.4 percent), followed closely by the third group which had 3 to 5

years of experience (20.4 percent). A small minority of child care center directors had 0 to 2 years of experience (10 percent).

Findings indicated that Prince George's County, Maryland's child care center directors possess a high level of experience. Most child care center directors in the county at this time have remained in the profession for many years. As a result, there is no indication that child care center directors leave their profession to pursue other fields in place of child care. The results in no way indicated whether or not child care center directors remain employed at the same child care center throughout their career. Child care center directors might not remain at the same child care center, however, do remain in the field of child care.

Child care center directors had five categories of age ranges. The five age ranges child care center directors could choose from were 21-25, 26-30, 30-39, 40-49, and 50 or above. The majority or 47.3 percent of child care center directors in Prince George's County, Maryland were in the 40-49 age range. The second group of child care center directors was in the 50 or above age range (24.9 percent). The remaining child care center directors fell into the 30 to 39 (19.4 percent), 26 to 30 (6 percent), and 21 –25 (2.5 percent) age ranges. The minority of child care center directors were in the 21-25 age range.

Findings indicated that child care center directors in Prince George's County at this time are mostly over the age of 40 (72.2 percent). There are about 19 percent that are in the 30 to 39 age range. As a result, the child care center directors in Prince George's County, Maryland are in their mature adult years of

life as opposed to fresh out of college or young adults. Results indicate that child care center owners prefer to hire adults that are over the age of 40 or in their mature years. Child care center owners that are also directors are most likely in the age range of over 40. As a result, child care center directors that are mostly over the age of 40 represent the child care industry in Prince George's County. Older or more mature working adults characterize the profession of child care.

Child care center directors had three categories to describe the child care center directors' level of education or degree. The three categories were an associate's degree, bachelor's degree, or graduate level degree. A majority of child care center directors hold a bachelor's degree (60.2 percent). The second highest education level of child care center directors have an associate's degree (26.9 percent). The remaining child care center directors held a graduate degree (12 percent).

Findings showed that a majority of the child care center directors hold a bachelor's degree in some field, which meets the licensing requirements for Prince George's County. Since the investigation did not inquire into the specifics of the bachelor's degree, it is unknown whether or not it is in Early Childhood Education. Prince George's County accepts a bachelor's degree in any field. A large number of child care center directors hold the minimum requirement of an associate's degree in Early Childhood Education. An associate's in other fields of study is not acceptable in Prince George's County, Maryland. In order to qualify as a director, the associate's degree must be in Early Childhood Education. A minority of child care center directors in Prince George's County, Maryland

possess a graduate degree, which indicates that only a few pursue educational degrees beyond the minimum required by the state regulations.

Results from the investigation indicated that the child care center directors in Prince George's County, Maryland are an educated group of professionals. The majority of child care center directors hold a bachelor's degree, which exceeds the minimum required to work as a child care center director. Results indicated that 12.9 percent of the child care center directors pursued graduate degrees, which far exceeds the requirements of Prince George's County, Maryland. Therefore, the findings showed that child care centers in the county were highly educated.

The child care center directors in the study are from the child care centers in Prince George's County, Maryland. There were 201 child care center directors that participated in the study. The majority of child care center directors was female, possessed at least 10 years of director experience, in the 40 to 49 age range, and held a bachelor's degree.

#### *Characteristics of the Child Care Centers*

There were 201 child care center directors that participated in the study. Each child care center director represented one child care center in Prince George's County, Maryland. Based on the responses of the child care center directors, there were 201 child care centers that participated in the study.

Child care center directors had six choices to describe the ownership status of their child care center. The six categories were proprietary, corporation, nonprofit, church affiliated, minority owned business, and government/county



operated. The majority of participating child care centers was corporations (32.8 percent). The second highest concentration of child care centers was divided almost evenly between three categories: nonprofit (14.9 percent), church affiliated (19.4 percent), and minority owned business (16.9 percent). The third group included proprietary child care centers (11 percent). A small minority of child care centers were government/county operated (4 percent). The results indicated that the largest group of child care center directors work for incorporated child care centers in Prince George's County, Maryland.

Child care center directors had four categories to describe the size/capacity of their child care center. The four categories were 8 to 50 children, 51 to 75 children, 76 to 100 children, and 101 or more children. The majority of child care centers were licensed for 8 to 50 children (42.3 percent). The second largest frequency group of child care centers work for child care centers licensed for 51 to 75 children (21.9 percent) and 101 or more children (19.9 percent). Child care centers licensed for 76 to 100 children were the smallest group (15.9 percent), but had a frequency that was close to the second largest category. Findings showed that the majority of child care center directors work for child care centers licensed for 8 to 50 children. All the other child care center directors are evenly distributed over the remaining categories. Results are consistent with the findings that a majority of child care centers are licensed for 8 to 50 children.

## *Research Questions and Hypotheses*

### *Research Question 1: Directors' Human Values*

Research question 1 asked "Where do child care center directors in Prince George's County rank on the five human values as described in the Sri Sathya Sai Education of Human Values?". The null and alternative hypotheses for research question 1 were as follows:

$H_{01}$ : Directors will rate at or below neutral on each of the five human values.

$H_{A1}$ : Directors will rate above neutral on each of the five human values.

The mean for love, right action, peace, truth, and nonviolence were either a 6 or a 7. The mean for each of the five human values was above neutral or 4. Therefore, the mean for the child care center directors was above neutral.

Using formal hypothesis testing procedures for the population mean, the test statistic  $t$  for love was 147.07 for a sample size of 201, sample mean of 6.48, and sample standard deviation of .625. The test statistic  $t$  for right action was 202.25 for a sample size of 201, sample mean of 6.72, and sample standard deviation of .471. The test statistic  $t$  for peace was 178.07 for a sample size of 201, sample mean of 6.61, and sample standard deviation of .526. The test statistic  $t$  for truth was 167.33 for a sample size of 201, sample mean of 6.44, and sample standard deviation of .545. The test statistic  $t$  for nonviolence was 234.02 for a sample size of 201, sample mean of 6.78 and sample standard

deviation of .411. The  $p$ - value for each of the human values was .000, which is less than the significance level of .05.

For a significance level of .05, the null hypothesis was rejected that the mean was neutral or below. The null hypothesis for research question 1 is therefore rejected and the alternative hypothesis is accepted. The child care center directors rated above neutral on each of the five human values.

Findings from the investigation suggest that child care center directors consider themselves to rate high on each of the five human values. Responses to the director survey indicate that child care center directors in Prince George's County, Maryland think highly of themselves in relation to their roles within child care centers. The investigation suggests that child care center directors practice the five human values in their daily work lives, either on a conscious or unconscious level. The results indicate that child care center directors are on the right path of implementing the five human values on the thinking level.

#### *Research Question 2: Size/Capacity and Ownership Status*

Research question 2 asked "What, if any, differences exist with respect to the human values of the child care center directors in relation to the size/capacity and ownership status of the child care centers?". The null and alternative hypotheses for question 2 were as follows:

$H_{02}$ : There are no significant differences in the human values of the child care center directors based upon the size/capacity and ownership status of the child care centers.

$H_{A2}$ : There are significant differences in the human values of the child care center directors based upon the size/capacity and ownership status of the child care centers.

A statistically significant difference was found between the human values of the child care center directors based on the size/capacity of the child care centers using the ANOVA test. The  $F_u$  for a significance level of .05 with a numerator of 3 degrees of freedom and a denominator of 197 degrees of freedom was 2.672 (Stockburger, 2003). The computed  $F$  statistic was 3.093 (love), 6.937 (right action), 1.914 (peace), 3.150 (truth), and 6.817 (nonviolence). The computed test statistic  $F$  (3.093) exceeds  $F_u$  (2.672) for the human value of love. The computed test statistic  $F$  (6.937) exceeds  $F_u$  (2.672) for the human value of right action. The computed test statistic  $F$  (1.914) does not exceed  $F_u$  (2.672) for the human value of peace. The computed test statistic  $F$  (3.150) exceeds  $F_u$  (2.672) for the human value of truth. The computed test statistic  $F$  (6.817) exceeds  $F_u$  (2.672) for the human value of nonviolence. The computed test statistic  $F$  for four out of five human values exceeds  $F_u$ , which lies in the region of rejection. Therefore, there were significant differences found in the human values based on the capacity of the child care centers.

The Kruskal-Wallis test yielded similar results to the ANOVA test in finding a statistically significant difference between the human values of the child care center directors based on the size/capacity of the child care centers. The computed test statistic  $H$  was compared with critical points of the chi-square distribution. For a significance level of .05 with 3 degrees of freedom, the critical

value of the chi-square distribution was 7.81 (Aczel & Sounderpandian, 2002). The computed test statistic  $H$  was 9.84 (love), 21.81 (right action), 6.40 (peace), 10.39 (truth), and 21.98 (nonviolence). The computed test statistic  $H$  (9.84) exceeds the critical point (7.81) for the human value of love. The computed test statistic  $H$  (21.81) exceeds the critical point (7.81) for the human value of right action. The computed test statistic  $H$  (6.40) does not exceed the critical point (7.81) for the human value of peace. The computed test statistic  $H$  (10.39) exceeds the critical point (7.81) for the human value of truth. The computed test statistic  $H$  (21.98) exceeds the critical point (7.81) for the human value of nonviolence. The computed test statistic  $H$  for four out of five human values exceeds the critical point, which lies in the region of rejection. Therefore, there were significant differences found in the human values based on the capacity of the child care centers.

A statistically significant difference was found between the human values of the child care center directors based on the ownership status of the child care centers. The  $F_u$  for a significance level of .05 with a numerator of 5 degrees of freedom and a denominator of 195 degrees of freedom was 2.283 (Stockburger, 2003). The computed  $F$  statistic was 2.085 (love), 3.726 (right action), 1.457 (peace), 5.305 (truth), and 4.372 (nonviolence). The computed test statistic  $F$  (2.085) does not exceed  $F_u$  (2.283) for the human value of love. The computed test statistic  $F$  (3.726) exceeds  $F_u$  (2.283) for the human value of right action. The computed test statistic  $F$  (1.457) does not exceed  $F_u$  (2.283) for the human value of peace. The computed test statistic  $F$  (5.305) exceeds  $F_u$  (2.283) for the

human value of truth. The computed test statistic  $F$  (4.372) exceeds  $F_u$  (2.283) for the human value of nonviolence. The computed test statistic  $F$  for three out of five human values do exceed  $F_u$ , which lies in the region of rejection. Therefore, there were significant differences found in the human values based on the ownership status of the child care centers.

The Kruskal-Wallis test yielded almost similar results to the ANOVA test in finding a statistically significant difference between the human values of the child care center directors based on the size/capacity of the child care centers. The computed test statistic  $H$  was compared with critical points of the chi-square distribution. For a significance level of .05 with 5 degrees of freedom, the critical value of the chi-square distribution was 11.07 (Aczel & Sounderpandian, 2002). The computed test statistic  $H$  was 13.28 (love), 15.34 (right action), 6.37 (peace), 25.70 (truth), and 19.57 (nonviolence). The computed test statistic  $H$  (13.28) exceeds the critical point (11.07) for the human value of love. The computed test statistic  $H$  (15.34) exceeds the critical point (11.07) for the human value of right action. The computed test statistic  $H$  (6.37) does not exceed the critical point (11.07) for the human value of peace. The computed test statistic  $H$  (25.70) exceeds the critical point (11.07) for the human value of truth. The computed test statistic  $H$  (19.57) exceeds the critical point (11.07) for the human value of nonviolence. The computed test statistic  $H$  for four out of five human values exceeds the critical point, which lies in the region of rejection. Therefore, there were significant differences found in the human values based on the capacity of the child care centers.

The null hypothesis for research question 2 is therefore rejected and the alternative hypothesis is accepted. Differences existed between the human values of child care center directors based on the size/capacity of child care centers. Differences existed between the human values of the child care center directors based on the ownership status of the child care centers.

Findings in the investigation suggested that child care center directors rank themselves differently based on the size/capacity and ownership status of the child care center. Differences existed between the human values of the child care center directors based on the size/capacity of the center. Results suggested that size/capacity of the child care center is associated with significant differences in the human values of the child care center director. Love, right action, truth, and nonviolence were affected by the size/capacity of the child care center. Peace, however, was not affected by the size/capacity of the child care center. Results indicate that peace does not vary because of the size/capacity of the child care center.

Findings also showed that the ownership status of the child care center is associated with significant differences in the human value responses of the child care center director. Differences existed between the human values of child care center directors based on the ownership status of the child care centers. Love and peace were not affected by the ownership status center. Results suggested that child care center directors did base their self-ratings and beliefs about love and peace on the ownership status. Right action, truth, and nonviolence were affected by the ownership status of the child care center. Results suggest that

child care centers are affected by the human values of right action, truth, and nonviolence based on the ownership status.

*Research Question 3: Demographics*

Research question 3 asked, "What, if any, differences exist with respect to the human values of the child care center directors in relation to the demographic characteristics of the child care center directors: age, gender, years of experience as a director, and educational background?". The null and alternative hypotheses for question 3 were as follows:

$H_{03}$ : There are no significant differences in the human values of the child care center directors based upon the demographical characteristics of the child care center directors.

$H_{A3}$ : There are significant differences in the human values of the child care center directors based upon the demographical characteristics of the child care center directors.

A statistically significant difference was not found between the human values of the child care center directors based on the ages of the directors. The  $F_u$  for a significance level of .05 with a numerator of 4 degrees of freedom and a denominator of 196 degrees of freedom was 2.443 (Stockburger, 2003). The computed  $F$  statistic was .903 (love), 1.400 (right action), .675 (peace), .768 (truth), and .555 (nonviolence). The computed test statistic  $F$  (.903) does not exceed  $F_u$  (2.443) for the human value of love. The computed test statistic  $F$  (1.400) does not exceed  $F_u$  (2.443) for the human value of right action. The computed test statistic  $F$  (.675) does not exceed  $F_u$  (2.443) for the human value



of peace. The computed test statistic  $F (.768)$  does not exceed  $F_u (2.443)$  for the human value of truth. The computed test statistic  $F (.555)$  does not exceeds  $F_u (2.672)$  for the human value of nonviolence. The computed test statistic  $F$  for all five of the human values does not exceed  $F_u$ , which lies in the region of nonrejection. Therefore, there were no significant differences found in the human values based on the ages of the child care center directors.

The Kruskal-Wallis test yielded similar results to the ANOVA test in not finding a statistically significant difference between the human values of the child care center directors based on the ages of the directors. The computed test statistic  $H$  was compared with critical points of the chi-square distribution. For a significance level of .05 with 4 degrees of freedom, the critical value of the chi-square distribution was 9.48 (Aczel & Sounderpandian, 2002). The computed test statistic  $H$  was 4.57 (love), 6.12 (right action), 3.19 (peace), 2.44 (truth), and 1.32 (nonviolence). The computed test statistics  $H$  for all five human values does not exceed the critical point, which lies in the region of nonrejection. Therefore, there were no significant differences found in the human values based on the ages of the child care center directors.

A statistically significant difference was found between the human values of the child care center directors based on the gender of the directors. The  $F_u$  for a significance level of .05 with a numerator of 1 degrees of freedom and a denominator of 199 degrees of freedom was 3.912 (Stockburger, 2003). The computed  $F$  statistic was 1.085 (love), 4.115 (right action), 3.807 (peace), 2.353 (truth), and 6.972 (nonviolence). The computed test statistic  $F (1.085)$  does not

exceeds  $F_u$  (3.912) for the human value of love. The computed test statistic  $F$  (4.115) exceeds  $F_u$  (3.912) for the human value of right action. The computed test statistic  $F$  (3.807) does not exceed  $F_u$  (3.912) for the human value of peace. The computed test statistic  $F$  (2.353) does not exceed  $F_u$  (3.912) for the human value of truth. The computed test statistic  $F$  (6.972) exceeds  $F_u$  (3.912) for the human value of nonviolence. The computed test statistic  $F$  for three out of five human values does not exceed  $F_u$ , which lies in the region of nonrejection. Therefore, there were significant differences found in the human values based on the gender of the child care center directors for right action and nonviolence.

The Kruskal-Wallis test yielded similar results to the ANOVA test in finding a statistically significant difference between the human values based on the gender of the child care center directors. The computed test statistic  $H$  was compared with critical points of the chi-square distribution. For a significance level of .05 with 1 degree of freedom, the critical value of the chi-square distribution was 3.84 (Aczel & Sounderpandian, 2002). The computed test statistic  $H$  was .85 (love), 6.16 (right action), 1.68 (peace), 2.75 (truth), and 7.14 (nonviolence). The computed test statistic  $H$  (.85) does not exceed the critical point (3.84) for the human value of love. The computed test statistic  $H$  (6.16) exceeds the critical point (3.84) for the human value of right action. The computed test statistic  $H$  (1.68) does not exceed the critical point (3.84) for the human value of peace. The computed test statistic  $H$  (2.75) does not exceed the critical point (3.84) for the human value of truth. The computed test statistic  $H$  (7.14) exceeds the critical point (3.84) for the human value of nonviolence. The

computed test statistic  $H$  for three out of five human values does not exceed the critical point, which lies in the region of nonrejection. Therefore, there were significant differences found in the human values based on the gender of the child care center directors for right action and nonviolence.

A statistically significant difference was found between the human values of the child care center directors based on directors' years of experience. The  $F_u$  for a significance level of .05 with a numerator of 3 degrees of freedom and a denominator of 197 degrees of freedom was 2.672 (Stockburger, 2003). The computed  $F$  statistic was 2.114 (love), 1.908 (right action), 4.373 (peace), 2.218 (truth), and 1.946 (nonviolence). The computed test statistic  $F$  (2.114) does not exceed  $F_u$  (2.672) for the human value of love. The computed test statistic  $F$  (1.908) does not exceed  $F_u$  (2.672) for the human value of right action. The computed test statistic  $F$  (4.373) exceeds  $F_u$  (2.672) for the human value of peace. The computed test statistic  $F$  (2.218) does not exceed  $F_u$  (2.672) for the human value of truth. The computed test statistic  $F$  (1.946) does not exceed  $F_u$  (2.672) for the human value of nonviolence. The computed test statistic  $F$  for four out of five human values does not exceed  $F_u$ , which lies in the region of nonrejection. Therefore, there were significant differences found in the human values based on the directors' years of experience for peace.

The Kruskal-Wallis test yielded similar results to the ANOVA test in finding a statistically significant difference between the human values based on the directors' years of experience. The computed test statistic  $H$  was compared with critical points of the chi-square distribution. For a significance level of .05 with 3

degree of freedom, the critical value of the chi-square distribution was 7.81 (Aczel & Sounderpandian, 2002). The computed test statistic  $H$  was 6.20 (love), 4.67 (right action), 9.62 (peace), 2.63 (truth), and 2.63 (nonviolence). The computed test statistic  $H$  for four out of five human values does not exceed the critical point, which lies in the region of nonrejection. The computed test statistic  $H$  (9.62) exceeds the critical point (7.81) for the human value of peace. Therefore, there were significant differences found in the human values based on the directors' years of experience for peace.

A statistically significant difference was not found between the human values of the child care center directors based on the directors' educational level. The  $F_u$  for a significance level of .05 with a numerator of 2 degrees of freedom and a denominator of 198 degrees of freedom was 3.063 (Stockburger, 2003). The computed  $F$  statistic was 1.033 (love), .255 (right action), .852 (peace), .271 (truth), and .897 (nonviolence). The computed test statistic  $F$  (1.033) does not exceed  $F_u$  (3.063) for the human value of love. The computed test statistic  $F$  (.255) does not exceed  $F_u$  (3.063) for the human value of right action. The computed test statistic  $F$  (.852) does not exceed  $F_u$  (3.063) for the human value of peace. The computed test statistic  $F$  (.271) does not exceed  $F_u$  (3.063) for the human value of truth. The computed test statistic  $F$  (.897) does not exceed  $F_u$  (2.063) for the human value of nonviolence. The computed test statistic  $F$  for all five human values did not exceed  $F_u$ , which lies in the region of nonrejection. Therefore, there were no significant differences found in the human values based on the directors' educational level.

The Kruskal-Wallis test yielded similar results to the ANOVA test in not finding a statistically significant difference between the human values based on the directors' educational level. The computed test statistic  $H$  was compared with critical points of the chi-square distribution. For a significance level of .05 with 2 degrees of freedom, the critical value of the chi-square distribution was 5.99 (Aczel & Sounderpandian, 2002). The computed test statistic  $H$  was 1.24 (love), 1.17 (right action), 2.29 (peace), 1.15 (truth), and .88 (nonviolence). The computed test statistic  $H$  for all five human values does not exceed the critical point, which lies in the region of nonrejection. Therefore, there were no significant differences found in the human values based on the directors' educational level.

There were no significant differences found in the human values of the child care center directors based upon their age and educational level. Significant differences were found in the human values of the child care center directors based on their gender and years of experience. Therefore, there are significant differences in the human values of the child care center directors based upon the demographical characteristics of the child care center directors. The null hypothesis for research question 3 is rejected and the alternative hypothesis is accepted.

Findings from the investigation support the theory that the basic human values are inherent in the fundamental makeup of the human personality. Child care center directors appear to think highly of themselves in terms of the five human values, regardless of their age and educational level. Child care center directors, however, do differ in how they perceive themselves based on their

gender and years of experience. Child care center directors appear to be implementing the practice of the five human values, on a conscious or subconscious level, regardless of their demographical characteristics.

*Research Question 4: Correlations*

Research question 4 asked, "Do the human values of the child care center directors significantly correlate with the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?". The null and alternative hypotheses for question 4 were as follows:

H<sub>04</sub>: There is not a significant correlation between the human values and leadership behaviors of child care center directors.

H<sub>A4</sub>: There is a significant correlation between the human values and leadership behaviors of child care center directors.

Dependent variables for research question 4 include the results of the four leadership behaviors found in the Nayak Leadership Model, which include the community/parent focused, curriculum/child focused, government/regulation focused, and business/profit focused. The dependent variables are derived from the results of the questions in Section A of the director survey. The independent variables are the results based on the five human values including love, right action, peace, truth, and nonviolence. The independent variables are derived from the results of the questions in Section B of the director survey. Significant differences were found between the human values and leadership behaviors of child care center directors. The null hypothesis therefore for research question 4 was rejected and the alternative hypothesis was accepted.

The correlations that were found to be significant at the .05 confidence level are love (human value) – community image/parent (leadership behavior), love (human value) – curriculum/child (leadership behavior), love (human value) – government/regulation (leadership behavior), right action (human value) – community image/parent (leadership behavior), right action (human value) – curriculum/child (leadership behavior), right action (human value) – government/regulation (leadership behavior), peace (human value) – community image/parent (leadership behavior), peace (human value) – curriculum/child (leadership behavior), peace (human value) – government/regulation (leadership behavior), truth (human value) – community image/parent (leadership behavior), truth (human value) – curriculum/child (leadership behavior), truth (human value) – government/regulation (leadership behavior), nonviolence (human value) – curriculum/child (leadership behavior), and nonviolence (human value) – government/regulation (leadership behavior).

The Pearson correlation for love (human value) and community image/parent focused (leadership behavior) was .318, love (human value) and curriculum/child focused (leadership behavior) was .252, love (human value) and government/regulation focused (leadership behavior) was .212.

The Pearson correlation for right action (human value) and community image/parent focused (leadership behavior) was .143, right action (human value) and curriculum/child focused (leadership behavior) was .214, and right action (human value) and government/regulation focused (leadership behavior) was .232.

The Pearson correlation for peace (human value) and community image/parent focused (leadership behavior) was .195, peace (human value) and curriculum/child focused (leadership behavior) was .145, peace (human value) and government/regulation focused (leadership behavior) was .289

The Pearson correlation for truth (human value) and community image/parent focused (leadership behavior) was .200, truth (human value) and curriculum/child focused (leadership behavior) was .270, and truth (human value) and government/regulation focused (leadership behavior) was .283.

The Pearson correlation for nonviolence (human value) and curriculum/child focused (leadership behavior) was .174. The Pearson correlation for nonviolence (human value) and government/regulation focused (leadership behavior) was .275. Thirteen out of twenty correlations were found to be significant at the .05 confidence level. The null hypothesis is therefore rejected and the alternative hypothesis is accepted. There is a significant correlation found between the leadership behaviors and the human values of the child care center directors.

Strong evidence indicated that the data was not normally distributed. As a result the spearman's correlation was conducted. Spearman's correlation yielded the same results as Pearson's correlation in finding a significant correlation between the leadership behaviors and the human values of the child care center directors. The only two correlations found in Pearson's but not in Spearman's were between the curriculum/child focused leadership behaviors, and the human values of right action and nonviolence.



A significant correlation between the human values and leadership behaviors of child care center directors suggested that the practice of human values by the child care center directors could affect the leadership behavior of the child care center directors. The common practice of human values could be related to improving the leadership behavior of child care center directors. As a result, child care center directors must come up with plans to improve their practice of the five human values simultaneously with their leadership behaviors in child care centers.

The results only showed the correlation between human values and leadership behavior based on the responses of the child care center directors. The results are based on a self-assessment completed by the child care center directors. Findings in no way indicated the actual correlation that might have or not have existed if surveys were based on the responses of other individuals involved with the child care center: staff, parents, children, or licensing agency. Findings are only based on subjective responses of the child care center directors.

#### *Research Question 5: Staff Human Values Responses*

Research question 5 asked, "How do the child care center staff rate their child care center directors on the five human values as described in the Sri Sathya Sai Education of Human Values?". The null and alternative hypotheses for question 5 were as follows:

H<sub>05</sub>: The child care center staff will rate their child care center directors neutral or below in modeling each of the five human values.

H<sub>A5</sub>: The child care center staff will rate their child care center directors above neutral in modeling each of the five human values.

For child care center 1, the mean for love was a 7 and the mean for the remaining four human values was a 6. For child care center 2, the mean for all five of the human values was a 6. For child care center 3, the mean for all five of the human values was a 6. For child care center 4, the mean for all five of the human values was a 7. For child care center 5, the mean for all five of the human values was a 6. For child care center 6, the mean for love and truth was a 6, whereas the mean for the three remaining human values was a 7. For child care center 7, the mean for all five of the human values was a 7. For child care center 8, the mean for love and nonviolence was a 6, whereas the mean for the three remaining human values was a 5. For child care center 9, the mean was a 5 for truth, whereas the mean for the remaining human values was a 6. For child care center 10, the mean for peace and nonviolence was a 5, whereas the mean for the remaining human values was a 4.

The mean for child care centers 1 through 9 was above neutral for each of the five human values. The mean for child care center 10 was above neutral for two out of five human values. For the descriptive statistics on all ten child care centers combined as a total aggregate the mean was a 6 for all five human values.

Using formal hypothesis testing procedures for the population mean, the test statistic  $t$  for love was 22.03 for a sample size of 10, sample mean of 6.1, and sample standard deviation of 8756. The test statistic  $t$  for right action was 20.12 for a sample size of 10, sample mean of 6, and sample standard deviation of .9428. The test statistic  $t$  for peace was 26.14 for a sample size of 10, sample mean of 6.1, and sample standard deviation of .7378. The test statistic  $t$  for truth was 19.95 for a sample size of 10, sample mean of 5.8, and sample standard deviation of 9189. The test statistic  $t$  for nonviolence was 30.99 for a sample size of 10, sample mean of 6.2 and sample standard deviation of .6324. The  $p$ -value for each of the human values was .000, which is less than the significance level of .05.

For a significance level of .05, the null hypothesis was rejected that the mean was neutral or below. The null hypothesis for research question 5 is therefore rejected and the alternative hypothesis is accepted. The child care center staff rated their child care center directors as above neutral in modeling the five human values.

Findings from the investigation show that child care center directors are able to understand the human values and leadership behaviors modeled by their child care center directors. Child care center staff rated their directors above neutral on the human values. Child care center directors also rated themselves above neutral on the human values. Findings from the study suggest that child care center directors are able to reflect the human values in their roles as leaders within child care centers. Child care center directors' thoughts are aligned with

their actions. As a result, the child care center staff are able to understand the intentions of the child care center directors.

*Research Question 6: Staff Leadership Behavior Responses*

Research question 6 asked, "How do the child care center staff rate their child care center directors on the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?". The null and alternative hypotheses for question 6 were as follows:

H<sub>06</sub>: The child care center staff will rate their child care center directors neutral or below on each of the four Nayak Leadership behaviors.

H<sub>A6</sub>: The child care center staff will rate their child care center directors above neutral on each of the four Nayak Leadership behaviors.

Out of ten child care centers that participated in the child care staff portion of the study, six child care centers had child care center staff that rated their child care center director as neutral or below on each of the four Nayak Leadership behaviors. Four child care centers had child care center staff that rated their child care center director as above neutral on each of the four Nayak Leadership behaviors. The descriptive statistics for the ten child care centers combined as an aggregate total showed a mean of 5 (love), 6 (child), 6 (government), and 4 (profit).

Using formal hypothesis testing procedures for the population mean, the test statistic  $t$  for the community image/parent focused leadership behavior was

20.84 for a sample size of 10, sample mean of 5.2, and sample standard deviation of .7888. The test statistic  $t$  for curriculum/child focused leadership behavior was 30.99 for a sample size of 10, sample mean of 6.2, and sample standard deviation of .6324. The test statistic  $t$  for government/regulation focused leadership behavior was 19.95 for a sample size of 10, sample mean of 5.8, and sample standard deviation of 9189. The test statistic  $t$  for business/profit focused leadership behavior was 12.85 for a sample size of 10, sample mean of 4.2, and sample standard deviation of 1.032. The  $p$ -value for each of the Nayak leadership behaviors was .000, which is less than the significance level of .05.

For a significance level of .05, the null hypothesis was rejected that the mean was neutral or below. The null hypothesis for research question 6 is therefore rejected and the alternative hypothesis is accepted. The child care center staff did not rate their child care center directors neutral or below on the Nayak leadership behaviors.

For child care center 1, the mean for community image/parent focused and business/profit focused was a 5, whereas for the curriculum/child focused and government/regulation was 6. For child care center 2, the mean for community image/parent focused and curriculum/child focused was 6, whereas for government/regulation focused and business/profit focused was a 5. For child care center 3, the mean for community image/parent focused was a 5, whereas for the business/profit focused was a 3. The mean for the curriculum/child focused and government/regulation focused was 6. For child care center 4, the mean for community image/parent focused and business/profit focused was a 6,

whereas for the curriculum/child focused and government/regulation focused was a 7. For child care center 5, the mean for community image/parent focused was a 4, whereas for the business/profit focused was a 3. The curriculum/child focused and government/regulation focused was a 6.

For child care center 6, the mean for the community image/parent focused was a 6, whereas for the business/profit focused was a 4. The mean for the curriculum/child focused and government/regulation focused was a 7. For child care center 7, the mean for the community image/parent focused and government/regulation focused was a 6, where as for business/profit focused was a 3. The mean for the curriculum/child focused was a 7. For child care center 8, the mean for community image/parent focused and business/profit focused was a 5. The mean for curriculum/child focused was a 6, whereas for the government/regulation focused was a 4. For child care center 9, the curriculum/child focused and government/regulation focused was a 6. The mean for community image/parent focused was a 5, whereas for the business/profit focused was a 4. For child care center 10, the community image/parent focused and business/profit focused was a 4. The curriculum/child focused and government/regulation focused was a 5.

The responses of the child care center staff are aligned with the responses of the child care center directors. Findings from the investigation suggested that child care center staff are able to understand the behavior modeled by the child care center directors. A rating of above neutral on each of the leadership behaviors indicates that child care center staff see their child care

center directors as well rounded leaders. Child care center directors are seen as balanced in displaying leadership behaviors that are community/parent focused, curriculum/child focused, government/regulation focused, and business/profit focused.

The business/profit focused leadership behavior was the only leadership behavior that had a mean of 4. Findings suggested that child care center directors are not seen as strong in the area of business/profit as they are in the other three leadership behaviors. Results are consistent with prior research conducted in the area of Early Childhood Education and leadership training for child care center directors. Prior research has shown that child care center directors are not trained to be leaders, but educators of preschool aged children.

Findings from the investigation show that child care center directors are rated higher in the areas of curriculum/child and government/regulation focused behaviors. Child care center directors are slightly lower in the area of community image/parent focused leadership behavior. Lower ratings in the community image/parent focused leadership behavior suggest that child care center directors give more priority to the children and governmental regulations. Results are consistent with prior research and studies that child care center directors focus on the curriculum/child aspect as a result of their training in Early Childhood Education.

### *Summary of Research Findings*

A summary of research findings is shown in Table 122. The table presents the hypotheses with their associated research questions. The table also features a summary of the findings in the investigation and the conclusion.

Table 122

### *Summary of Research Questions and Findings*

<b>Research questions</b>	<b>H01</b>	<b>HA1</b>	<b>Findings</b>	<b>Conclusions</b>
Where do child care center directors in Prince George's County rank on the five human values as described in the Sri Sathya Sai Education of Human Values?	Directors will rate at or below neutral on each of the five human values.	Directors will rate above neutral on each of the five human values.	Mean for all five human values was a 4 or above.	Reject Null Hypothesis Accept Alternative Hypothesis
What, if any, differences exist with respect to the human values of the child care center directors in relation to the size/capacity and ownership status of the child care centers?	There are no significant differences	There are significant differences	Significant differences based on size/capacity and ownership status of the child care centers	Reject Null Hypothesis Accept Alternative Hypothesis
What, if any, differences exist with respect to the human values of the child care center directors in relation to the demographical characteristics of the child care center directors?	There are no significant differences	There are significant differences	Significant differences based on gender and years of experience, not in age or educational level	Reject Null Hypothesis Accept Alternative Hypothesis
Do the human values of child care center directors significantly correlate with the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?	There is not a significant correlation	There is a significant positive correlation.	Pearson's correlation - 14/20 Spearman's correlation - 12/20	Reject Null Hypothesis Accept Alternative Hypothesis



How do the child care center staff rate their child care center directors on the five human values?	The child care center staff will rate their child care center directors neutral or below.	The child care center staff will rate their child care center directors above neutral	9/10 child care centers rated their child care center directors above a 4 on all five human values. Total aggregate mean was above neutral.	Reject Null Hypothesis Accept Alternative Hypothesis
How do the child care center staff rate their child care center directors on the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?	The child care center staff will rate their child care center directors neutral or below	The child care center staff will rate their child care center directors above neutral	6/10 child care center centers rated their child care center directors neutral or below on the leadership behaviors. Total aggregate means were neutral or above.	Reject Null Hypothesis Accept Alternative Hypothesis

### *Summary*

The purpose of the investigation was to discover how child care center directors rate on the each of the five Sri Sathya Sai Baba's human values and the four Nayak leadership behaviors. The investigation was also designed to discover how child care center staff rate their child care center directors on each of the five Sri Sathya Sai Baba's human values and the four Nayak leadership behaviors. The central issue examined by the project is if the human values of

the child care center director are rated as high and sufficient for their roles as leaders of child care centers in Prince George's County, Maryland.

The methodology for the investigation included a survey instrument administered to the child care center directors in Prince George's County, Maryland. A survey instrument was also administered to the child care center staff of the child care center directors. Survey results from the director survey were compiled into descriptive statistics. Survey results were statistically compared between groups of child care center directors based on the size/capacity and ownership status of child care centers. Survey results were also statistically compared between groups of child care center directors based on their demographical characteristics. Child care center staffs' responses were compiled into descriptive statistics similar to the child care center directors' responses.

Findings from the investigation showed that child care center directors rated above neutral on each of the five human values. Child care center directors in Prince George's County rate themselves high on each of the human values. The findings suggest that child care center directors have the intention of practicing the five human values in their daily work lives.

Significant differences were found in the human values of the child care center directors based upon the size/capacity and ownership status of the child care centers. Significant differences were not found in the human values of the child care center directors based upon their demographical characteristics. Findings suggest that child care center directors are influenced by the

size/capacity and ownership status of the child care centers, which ultimately affects their personal ratings on the five human values. Findings also showed that the age, gender, years of experience, and educational level of the child care center directors do not significantly affect their ratings on the five human values.

The investigation demonstrated that there was a significant connection between the human values and leadership behavior of the child care center directors. Findings showed that there was a significant positive correlation between the human values and leadership behavior of child care center directors in Prince George's County, Maryland. The investigation showed that the child care center directors' human values might affect their leadership behavior in child care centers.

Findings showed that the child care center staff in ten Prince George's County, Maryland child care centers rated their child care center directors above neutral on each of the five human values. The investigation suggested that child care center directors are modeling the five human values correctly to their child care center staff. The child care center staff also rated their child care center directors above neutral on each of the four Nayak leadership behaviors. The investigation suggests that child care center staff feel their child care center directors fulfill their roles as leaders in child care centers in Prince George's County, Maryland.

## Chapter 5: SUMMARY, CONCLUSIONS, and RECOMMENDATIONS

Chapter 5 includes a summary of the investigation, conclusions of the study based on the research findings, and recommendations for the individuals involved in the child care centers within Prince George's County, Maryland. The summary section includes an overview of the study, a brief review of the pertinent literature, a summary of the methodology, and a summary of the research findings. The conclusions section is organized by research questions and the main research problem that originally guided the investigation. The recommendations section includes specific suggestions for the community or parents, child care center owners, child care center directors, the government licensing agency as well as recommendations of areas for further research.

### *Summary*

#### *Overview*

The purpose of this dissertation project was to discover how child care center directors rated on the each of the five Sri Sathya Sai Baba's human values and the four Nayak leadership behaviors. This research project involved the child care center directors in Prince George's County, Maryland. The project examined how child care center directors rated themselves on the five human values and the four leadership behaviors. The project also examined whether or not a positive correlation existed between the human values and leadership behavior of child care center directors. Child care center staff were also given the opportunity to rate their child care center directors on the five human values and four leadership behaviors.

The following research questions guided the investigation:

1. Where do child care center directors in Prince George's County rank on the five human values as described in the Sri Sathya Sai Education of Human Values (Sathya Sai Education in Human Values Foundation, 2001)?
2. What, if any, differences exist with respect to the human values of the child care center directors in relation to the size/capacity and ownership status of the child care centers?
3. What, if any, differences exist with respect to the human values of the child care center directors in relation to the demographical characteristics of the child care center directors?
4. Do the human values of child care center directors significantly correlate with the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?
5. How do the child care center staff rate their child care center directors on the five human values?
6. How do the child care center staff rate their child care center directors on the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors?

#### *Literature Review*

According to research conducted by Whitebook and Sakai (2004), the demand for child care will continue to increase as more parents enter the workforce. With a growing market demand for child care, the child care industry

continues to also expand with the opening of more child care centers. Many child care advocates, however, have voiced serious concerns on continuing to provide quality child care to the community. Child care advocates feel it is time to address the future needs of the child care system. As the number of child care centers grow, so does the need for quality child care.

The field of early childhood education has given much consideration and guidance to the child care industry for establishing guidelines on how to create a well designed child development program. Child care center directors are trained in various aspects that involve educating the children by designing age appropriate curricula. However, the roles and responsibilities of child care center directors extend beyond the classroom and the developmental needs of children. Child care center directors require a considerable level of leadership skills to undertake the administrative tasks involved in operating a business. After receiving extensive training on the importance of focusing on childrens' needs, it is quite difficult for most child care center directors to adjust to the fact that child care is a business established to produce money. As a result, quality goes well beyond creating a child development program. Improving upon the leadership aspects by infusing the daily practice of human values can also contribute towards improving the quality in child care services.

A comprehensive evaluation of literature on child care included a search for materials specifically related to the leadership aspects of child care. Most of the published literature focused on the developmental aspects of children with a strong need for leadership studies pertaining specifically to child care. Overall,

the literature showed strong evidence for the need of more studies on the leadership aspects of operating child care centers. Most of the leadership studies have developed on the conversation level, with very little concrete focus on what needs to be done to better prepare child care center directors for their leadership roles in child care centers.

Bloom (2004), author of *Leadership in Action*, stated that leadership skills are critical for every child care center director. The author stated that leadership is crucial within every thriving organization, but is considered one of the strongest predictors of high-quality child care programs. Bloom further stated that leadership is about how directors think of themselves and the role they play in child care centers. As a result, the literature reviewed identified the importance of leadership and the lack of attention on its benefits to the child care industry.

With the significant need for leadership studies in the child care field, research has shown that there is a corresponding need for child care leaders to practice the human values. There are worldwide discussions on the importance of practicing human values in our daily lives. Many studies have been conducted on the importance of human values in the area of education. The Sathya Sai Education in Human Values Program has concentrated on the benefits of teaching human values to young children, with particular focus on the teachers' personal practice. The literature review, however, revealed that human values are the fundamental roots of any vibrant and successful organization. As a result, the implementation of human values is critical to the leadership of any organization.

### *Methodology*

Prince George's County, Maryland child care center directors and child care center staff were selected for the study because of its representative structure of a county comprised of a majority of minorities. The researcher has eighteen years of experience in the child care industry within Prince George's County, Maryland. In addition, the researcher has lived in Prince George's County, Maryland since 1986 and is familiar with the demographics of the area. According to the U.S. Census Bureau (2005), Prince George's County is a large suburban county comprising 485 square miles in the state of Maryland. Prince George's County, Maryland is located contiguous with Washington, D.C. and is a part of the Washington Metropolitan Area. The study area is representative of similar counties within the greater Washington, D.C. region characterized by mostly minority communities.

Null and alternative hypotheses were developed for each of the six research questions. Instrumentation included surveys of two key groups. The first group included the child care center directors of child care centers located in Prince George's County, Maryland. The second group included the child care center staff that work with the child care center directors.

Survey instruments were sent to all of the child care center directors within Prince George's County, Maryland. Survey instruments included the director survey (Appendix A) and the staff survey (Appendix B). Survey items at the top of the child care center director survey (Appendix A) solicited demographic information from the respondents. Survey items in Section A: numbers 1 through



20 of the child care center director survey (Appendix A) were used to solicit responses on the leadership behaviors of child care center directors. Survey items in Section B: numbers 1 through 25 of the child care center director survey (Appendix A) were used to solicit responses on the human values of the child care center director. Survey items in Section A: numbers 1 through 20 of the child care center staff (Appendix B) were used to solicit responses on the staffs' perceptions of the leadership behaviors of child care center directors. Survey items in Section B: numbers 1 through 25 of the child care center staff survey (Appendix B) were used to solicit responses on the staffs' perceptions on the human values of the child care center director.

Child care center directors were asked to evaluate themselves based on the survey questions in the human values and leadership behavior section. Survey items used a seven point Likert-type response scale where "1" equaled *least like you* and "7" equaled *most like you*. Child care center directors were asked to evaluate themselves by marking a number between 1 and 7 for each of the human value and leadership behavior questions.

Research instrumentation also included a survey for the child care center staff. Child care center staff completed the staff survey only after being granted permission to participate in the study. Permission to participate in the study had to be granted from their child care center directors. The child care center staff were asked to evaluate their child care center directors based on the survey questions in the human values and leadership behavior section. Survey items

used a seven point Likert-type response scale where “1” equaled *least like your director* and “7” equaled *most like your director*.

Descriptive (means and frequencies) and inferential statistics (ANOVA, Kruskal-Wallis and hypotheses tests) were presented for each of the research questions and their associated hypotheses. Descriptive statistics (means and frequencies) were also presented for the survey questions on the human values and leadership behaviors of the child care center directors. Descriptive statistics were provided for both the director survey (child care center director responses) and the staff survey (child care center staff responses). ANOVA and Kruskal-Wallis tests were used to evaluate research questions 2 and 3. The tukey was used to do multiple comparisons. The correlations feature with pearson and spearman on SPSS software was used to evaluate question 4. Descriptive statistics and formal hypotheses tests were used to evaluate research questions 1, 5, and 6.

### *Results*

Response rates for the child care center directors and child care center staff were 89.3 percent (201) and 4.4 percent (10), respectively from the surveyed population that included 201 child care centers. The sample size of the child care center directors was above the 80 percent recommended by Trochim (2001). Child care center staff from ten centers were granted permission to participate. Not all child care center directors that participated in the study were willing to allow their child care center staff to participate in the staff survey.

## *Conclusions*

### *Research Question 1*

Research question 1 related to where the child care center directors in Prince George's County, Maryland ranked on the five human values as described in Sri Sathya Sai Education of Human Values. Research findings showed that the child care center directors ranked high on each of the five human values. Child care center directors ranked themselves based on a self assessment survey.

Sri Sathya Sai Baba has stated that the human values must be practiced at the thought, word, and deed level (Sathya Sai Education in Human Values Foundation, 2001). Thoughts relate to our thinking. Words relate to what we voice out to the world. Deeds relate to our ultimate action that can be seen by others and ourselves or the practice of putting our thoughts or words into action. Based on the study, conclusions could be made on the child care directors' thoughts and perhaps their words from a self perception standpoint. Conclusions should not be made on the deed level because at this point the child care center directors have only evaluated themselves. Self assessments can only be based on their personal thoughts and words that were perhaps expressed.

The results in this study relate to the paradigm that good leaders must understand their own character (Chibber, 1995). In understanding their own character, leaders can better understand the character of others. More importantly, leadership has been considered as an interaction between the leaders and the led. Many consider it a human tragedy that leaders feel they are each an "epitome of perfection" and as a result refuse to look at themselves

(Chibber, 1995, p.71). The results from this study show that by looking at their self assessments, child care center directors can look themselves in the mirror and learn to understand how their human values could possibly affect other individuals in the child care setting.

For right action, peace, and nonviolence, child care center directors ranked themselves as a 7 on a scale of 1 to 7. Research findings indicated that child care center directors evaluated themselves to be relatively high on the human values of right action, peace, and nonviolence. Therefore, on the thought level and perhaps the word level, child care center directors think highly of themselves in terms of right action, peace, and nonviolence.

Right action is related to how individuals use their thoughts, senses, and body. It represents turning one's thoughts and words into right action. Sri Sathya Sai Baba stated that right action is "practicing what you preach, doing as you say it has to be done, keeping precept and practice in line" (Sathya Sai Education in Human Values Foundation, 2001, p.19). Child care center directors perceive themselves as righteous individuals according to the responses on the survey. The survey questions asked child care center directors to rank themselves on how they accept the rights and freedoms of others; set a standard of good behavior for others to follow; are dependable regardless of what is going on; follow their own rules within the child care center; and deal with everyone fairly. The mean, median, and mode for the child care center directors' responses were a 7. As a result, it can be concluded that child care center directors see

themselves as righteous individuals on the thought level and perhaps even at the word level.

Peace is related to the ability to maintain emotional and mental equanimity in the face of both triumphs and tragedies. Sri Sathya Sai Baba stated that peace “can only be found inside, within you” (Sathya Sai Education in Human Values Foundation, 2001, p.27). Peace is regarded as an internal state of tranquility, which is unaffected by external situations and circumstances. Similar to right action, child care center directors perceive themselves as peaceful individuals. The survey questions asked child care center directors to rank themselves on whether or not they look for ways to get along with others; value working together despite differences; continue to do what they have to do despite tough times; are calm even in times of stress and turmoil; and keep calm in difficult situations. The mean, median, and mode for the child care center directors’ responses were a 7. As a result, it can be concluded that child care center directors see themselves as peaceful individuals on the thought level and perhaps even at the word level.

Nonviolence is related to living in ways that do not cause harm to other people or any form of life in terms of one’s thoughts, words, and deeds. Sri Sathya Sai Baba states that nonviolence “ means one should not cause hurt or injury even by a word, a look, or a gesture, and that tolerance, fortitude, equanimity, help one to be steady in nonviolence” (Sathya Sai Education in Human Values Foundation, 2001, p.39). Nonviolence in essence is the reverse of violence. Typically violence is associated with a harmful physical act. Sri Sathya

Sai Baba, however, stated that violence could occur even at the thought and word level (Sathya Sai Education in Human Values Foundation, 2001). Child care center directors indicated through the responses that they consider themselves nonviolent individuals. The survey questions asked child care center directors to rank themselves on how they accept everyone regardless of who they are; make decisions which take into account the safety of everyone involved in the situation; work as a team player with the staff, parents, children, and community; bring a positive attitude to work as a child care center director; and look for ways to celebrate differences in the child care center. The mean, median, and mode for the child care center directors' responses were a 7. As a result, it can be concluded that child care center directors see themselves as nonviolent individuals on the thought level and perhaps even at the word level.

The research findings for the human value of love and truth were slightly lower, with child care center directors still rating themselves as high. Love is related to the energy that emanates from the heart, the motivating force of the body, mind, and spirit. Sri Sathya Sai Baba stated that love "is free from all selfishness, far removed from anger, and never takes but only gives" (Sathya Sai Education in Human Values Foundation, 2001, p.33). The survey questions asked child care center directors to evaluate themselves on how they treat everyone with love; solve all problems without losing their cool; have concern for others' problems before their own; regard the parents, children, and staff as members of their family; and treat everyone the way they want to be treated. Child care center directors indicated through their responses that they consider

themselves to be at a 6 in love. Upon examining the survey responses, 54.2 percent of the child care center directors evaluated themselves at a 7, while 41.8 percent were at a 6. A majority of child care center directors ranked themselves at the highest score, however, the remaining ranked themselves below a 7.

Research findings indicated that most of the child care center directors felt they met the objectives, but that the others felt doubtful as to whether or not they were justifiable in selecting a perfect 7. Child care center directors are trained to nurture and love children in their care through their early childhood development training. At the same time, child care center directors are encouraged to seek continued training in order to keep abreast of new developments. New developments could simply be related to changing demographics or new research on the psychological aspects of caring for children. With much emphasis on improvement and continuous training, child care center directors may have felt slightly biased to keep themselves rated below a 7. Regardless, child care center directors still appear to consider themselves ranked above average on love at the thought level and perhaps the word level.

Truth is related to the ability to listen to one's conscience to distinguish right from wrong, and to evaluate the truth of a situation. Sri Sathya Sai Baba stated that "truth is one's real nature, and when you are yourself, there comes a great flood of joy welling up in you. Contentment, humility, and detachment, they keep you on the path of truth" (Sri Sathya Sai Education in Human Values Foundation, 2001, p.13). Truth goes beyond just telling the truth when asked. The survey questions asked child care center directors to evaluate themselves

on how they ranked in speaking the truth; doing what they say and acting accordingly; accepting their own mistakes and shortcomings; practicing what they preach; and being happy even if they make a little bit of money. Child care center directors ranked themselves at a 6.

Research findings indicated that child care center directors see themselves as truthful individuals, but not at the highest level of 7. Half or 50 percent of the child care center directors ranked themselves at a 6. Only 20 percent of the child care center directors ranked themselves at a 7. The remaining child care center directors ranked themselves as average or slightly above average. As a result, over half of the child care center directors felt there was room for improvement in the area of truth. The results of the survey responses could have affected by the question regarding their feelings on making money. Since child care center directors are working in a field that is highly underpaid, money may be a major concern. Child care center directors may have felt biased when asked to evaluate themselves on being happy even if they made a little bit of money. Child care is a profession for which child care center directors would want to be compensated as much as possible. Another survey question which could have affected their responses was concerning accepting their own mistakes and shortcomings. As a general rule, many individuals have difficulty accepting their own mistakes and shortcomings. Regardless, child care center directors consider themselves to rank high on truth at the thought level and word level.



### *Research Question 2*

Research question 2 related to possible differences between the human values of the child care center directors and the size/capacity and/or ownership status of the child care centers. Research findings indicated that differences did exist with respect to the human values of the child care center directors in relation to the size/capacity and ownership status of the child care centers. Differences were found mainly within the human values of love, right action, truth, and nonviolence in relation to the size/capacity of the child care center.

Child care center directors of larger (101 +) and smaller (8 to 50) child care centers responded with a mean of 7 for love, whereas child care center directors in the other two categories responded with a 6. Research findings indicated that child care center directors of the smallest and largest child care centers perceive themselves to be higher in love than child care center directors of the other two categories. Child care center directors of small child care centers may have more time to focus on the loving aspects of child care operations. Child care center directors of the largest child care centers most likely have additional child care center staff or child care center assistant directors to work on the daily aspects of the child care center. Having additional child care center staff allows child care center directors more time to focus on the nurturing aspects of the child care center. Child care center directors working within the child care centers of the other two sizes may not feel as confident about their own ability to satisfy the nurturing aspects of the child care center at the top score of 7.

Significant differences were found in the human value of right action for child care centers licensed for 76 to 100 children. Child care center directors of

child care centers licensed for 76 to 100 children had a mean of 6, whereas the other categories had a mean of 7. For the human values of truth and nonviolence, child care center directors had equivalent means for child care centers of all sizes, however, there were statistically significant differences found in the multiple comparisons between the groups. For truth, significant differences were found between child care center directors of child care centers licensed for 8 to 50 children and 51 to 75 children. For nonviolence, significant differences were found between child care center directors of child care centers for the same categories as truth but also for child care centers licensed for 8 to 50 and 76 to 100.

For the human value of peace, there were no significant differences found in the responses of the child care center directors in relation to the size/capacity of the child care center. Since peace is within individuals, it is possible that child care center directors do not evaluate their level of peace to the size/capacity of the child care center. Child care center directors may generalize their observations on how they perceive themselves in the area of peace.

Significant differences were also found between the human values of child care center directors based on the ownership status of the child care center. Research findings indicated differences in right action, truth, and nonviolence. There were fewer differences apparent in love and peace. Multiple comparisons for right action showed that there were differences found among proprietary, corporation, and church affiliated child care centers. Multiple comparisons for truth showed that there were differences found among proprietary, corporation,

church affiliated, and minority owned child care centers. Multiple comparisons for nonviolence showed that there were differences found among proprietary, corporation, church affiliated, and minority owned child care centers. Differences between the size/capacity of the child care center and the child care center directors' self assessment could be due to the operational styles of the child care centers. Generally, church affiliated child care centers operate through a church board, while corporate child care centers operate on a larger scale with several bureaucratic levels of management. Factors such as operational style could affect the child care center directors' responses.

### *Research Question 3*

Research question 3 related to possible differences between the human values of the child care center directors and the demographic characteristics of the child care center directors. The demographic characteristics examined in the study were the age, gender, work experience, and educational level of the child care center directors.

Differences were not found between the human values of the child care center directors based on their age. Research findings indicated that age is not a factor in the child care center directors' self assessment. Child care center directors were not influenced by their age in terms of how they perceived themselves in the five human values. Research findings supported the theory that the five human values are inherent in all of us from the time of birth. The theory simply states that individuals have to work towards developing the human values and practicing them in their daily lives.

Differences were found between the human values of the child care center directors based on their gender. Differences were found between the male and female child care center directors in right action, peace, and nonviolence.

Differences were not as apparent in love or truth. Since males and females tend to perceive situations differently, differences in the responses could be justified through gender differences. Right action, peace, and nonviolence may have different meanings to male and female child care center directors in the context of child care. Love and truth may not have apparent differences because of the role these human values play in the child care curriculum. Love is a value that is nurtured through the early childhood curriculum. Male and female child care center directors may not have apparent differences where the curriculum is concerned. Truth, similarly, may not have different meanings for male and female child care center directors.

Differences were found between the human values of the child care center directors based on their years of experience as a child care center director. The main differences were found between the groups in peace. Multiple comparisons revealed that significant differences were evident among child care center directors with 10 or more years of experience and 3 to 5 years of experience. Differences could be explained by the changes individuals experience in the work cycle. Child care center directors with 10 or more years of experience are more settled in their professions and understand the daily chaotic child care center routines. Child care center directors with 3 to 5 years experience are more experienced than newcomers but may also face frustrations in deciding whether

or not to continue in the child care profession. Considering child care is a very strenuous and underpaid profession, differences in responses according to work experience may be explained by the dynamics of this profession.

Differences were not found between the human values of the child care center directors and their educational level. Child care center directors across the border did not show any differences between groups for the human values. Research findings indicated that education does not affect the practice of human values. The human values of the child care center are not affected by lesser or greater degrees of educational training. As a result, more educated child care center directors do not see themselves as rating higher than less educated child care center directors.

#### *Research Question 4*

Research question 4 related to the existence of a significant correlation between the human values and leadership behaviors of the child care center directors. A significant positive correlation was found between the human values and leadership behaviors of the child care center directors based on their self-assessments. The existence of a significant positive correlation suggested that the practice of human values by the child care center directors could affect the leadership behavior of the child care center directors.

Significant positive correlations were found between love and three of the leadership behaviors: community image/parent focused, curriculum/child focused, and government/regulation focused. Research findings showed that there was no connection between the child care center directors' perceptions on

love and business/profit focused leadership behavior. Findings supported the theory that more leadership training is needed for child care center directors. Child care center directors are trained and educated to fill their roles as educators but not as business people.

Similar to love, significant positive correlations were found between right action and the same three leadership behaviors. Research findings showed that there was no significant connection between right action and business/profit focused leadership behavior. Findings indicated that child care center directors fail to see the connection between right action and business/profit focused leadership behavior. Research results suggested that child care center directors base their leadership behaviors in right action through the community image/parent, curriculum/child, and government/regulation focused behaviors. Right action should be displayed by the child care center directors in their behaviors towards the parents, children, and the government. Right action involves serving the parents without any level of discrimination and using the fairest approaches. Child care center directors can also display righteous behavior by ensuring the children within their child care centers receive the best education and care possible. Child care centers also have an obligation to follow the law according to the state regulations. However, child care center directors do not feel righteous in their leadership behaviors with relation to business/profit operations.

Peace and truth showed similar results to love and right action. Significant positive correlations were found between peace and truth, and three of the four

leadership behaviors. Child care center directors' responses to peace and truth did not correlate with the business/profit focused leadership behavior. Once again, child care center directors did not see the connection between peace and truth with business/profit.

A positive correlation was found between nonviolence and two of the leadership behaviors: curriculum/child and government/regulation. Child care center directors found a connection between nonviolence and serving the children. Similarly, child care center directors also saw a connection between nonviolence and government/regulation. Significant differences were not found between nonviolence and the community image/parent or business/profit focused leadership behaviors.

The fact there was a significant positive correlation found between the human values and leadership behaviors of the child care center directors suggested that training programs should include the development of both human values and leadership behavior. Since the least amount of correlation was found between the business/profit focused leadership behavior and the human values, it is evident that child care center directors need more training to become better business people.

The results of the study support the transformational leadership theory. According to Yukl (2002), the transformational leadership involves leaders appealing to the moral values of their followers using visionary and energetic leadership. The author stated that the purpose is to raise followers' consciousness about ethical issues, while also engaging them in reforming the

organization. The goal of transformational leadership is the same as practicing the human values. Both intend to influence the followers to achieve positive results. If the human values influence the leadership behaviors of child care center directors, the child care center director could also have the ability to use transformative energy to change the dynamics of the child care center and the other members of the organization. Using inspirational motivation through modeling the human values, child care center directors can display good behavior.

The principle-centered paradigm designed by Covey (1990) also supports the findings in this study. Principle-centered leadership is a natural and gradual approach to personal development. Covey (1990) stated that leaders must look within themselves first before asking their followers to display effective behaviors. In addition, the author stated that leaders must model this behavior, rather than preach to others. Similarly, this findings in this study show that certain intentions of the child care center directors may not be modeled in behaviors that are correctly understood by the child care center staff.

#### *Research Question 5*

Research question 5 related to how the child care center staff rated their child care center directors on the five human values. Ten child care centers participated in the staff survey. Based on the responses of the child care center staff from the ten child care centers, the mean for all five of the human values was a 6. Therefore, the child care center staff were found to rate their child care center directors above neutral on each of the five human values.



In seven of the ten cases, the child care center staff rated their child care center directors lower than the responses given by their corresponding child care center director. For example, in one case the child care staff gave their child care center director a 4 in love, whereas the child care center director evaluated his/herself at a 5. Traces of this type of rating are evident in seven out of ten child care centers.

Lower ratings by the child care center staff suggested slight differences between the perceptions of the child care center staff and their corresponding child care center director. The responses from the child care center director are self assessments on how they would rank themselves. The responses from the child care center staff, however, are based on how they evaluate their child care center directors. Differences could be based on how child care center directors rank themselves higher than they truly are on the scale. Certain personal biases could sway their responses. Similarly, the child care center staff work under the direction of the child care center directors. Biases within the workplace may have influenced the child care center staff in ranking their child care center directors lower than they truly are on the scale. Regardless, there were no drastic differences that would lead one to conclude that the child care center director is overrating herself.

Research findings suggested that child care center directors might think of themselves highly on the five human values at the thought and word level. Child care center staff are evaluating their child care center directors, not themselves. As a result, the ratings of the child care center staff are based on their

observations and interactions with their child care center directors. Therefore, the ratings of the child care center staff could be one indication of the child care center directors' behavior on the deed level. Child care center staff have no way of judging the thoughts of their child care center directors. Child care center staff can only formulate conclusions based on the words and deeds of their child care center staff.

#### *Research Question 6*

Research question 6 related to how the child care center staff rated their child care center directors on the leadership behaviors found in the Nayak Leadership Model for Child Care Center Directors. Ten child care centers participated in the staff survey. Based on the responses of the child care center staff from the ten child care centers, the mean for the curriculum/child focused and government/regulation focused leadership behavior was a 6. The mean for community image/parent focused leadership behavior was a 5. The mean for business/profit focused leadership behavior was a 4. Therefore, the child care center staff were found to rate their child care center directors neutral or above neutral on each of the leadership behaviors.

The mean for the curriculum/child focused and government/regulation focused leadership behaviors indicated that the child care center staff see their child care center directors as slightly lower than at the highest score of 7. Child care center staff are able to see the leadership behaviors being modeled by the child care center directors. The child care center staff, however, do not necessarily see the modeling as perfect.

The mean for community image/parent focused leadership behavior was a 5. Results showed that child care center staff see their child care center directors as slightly above neutral in modeling the community image/parent focused leadership behavior. The rating of a 5 indicated that child care center staff do not see their child care center directors as rating high in the community image/parent focused leadership behavior. The community image/parent focused leadership behavior survey questions asked child care center staff to rate their child care center directors on how well they respond to 100 percent of the parents' concern, get involved in the parents' personal business, work to please the parents first, are customer friendly, and believe that pleasing the parents is the most important aspect of operating the child care center. Research findings indicated that child care center staff do not see their child care center directors strong in the area of parents. As a result, child care center staff rated their child care center directors as slightly above average in being customer oriented.

The mean for business/profit focused leadership behavior was a 4 or neutral. Child care center staff rated their child care center directors the lower in the area of business/profit than in the other three leadership behaviors. Research findings supported the theory that child care center directors are not trained adequately to meet the demands of a leadership role in business. The other three aspects of leadership behaviors entail some incorporation of the early childhood training. The business/profit focused leadership behavior, however, does not embrace any of the aspects of early childhood education. The business/profit leadership behavior survey questions asked child care center staff

to rate their child care center directors on matters involving the financial aspects of operating the child care center.

Research findings for each of the ten child care centers indicated that the child care center staff rated their child care center directors lower than the child care center directors rated themselves. Lower ratings by the child care center staff suggested that child care center directors might overrate themselves on their ability to model the leadership behaviors to their child care center staff. Lower ratings also suggested that child care center staff are not perceiving the leadership behaviors displayed by the child care center directors in the manner for which these behaviors are intended by the child care center directors.

For two of the child care centers, the ratings of the child care center staff for the business/profit focused leadership behavior were much lower than the self assessments completed by the child care center directors. For example, child care center 3 staff rated their child care center director at a 3, whereas the child care center director rated his/herself at a 7. The results indicated that the child care center director sees his/herself rating very high in terms of the business/profit focused leadership. The child care center staff, however, indicated through the responses that their child care center director is below average (3) in demonstrating knowledge in the area of business/profit. Research findings suggest that perhaps the child care center director does not discuss business related information with the child care center staff. In such a case, the child care center staff would only be able to speculate the position of their child care center director. Another possibility is that the child care center director does

discuss business/profit related information with the child care center staff, but not in a manner that is aligned with the child care center staff understanding the child care center directors true knowledge. The ratings from the two child care center staff that were lower than the ratings of the child care center director could have been an exception to the norm. Since only ten child care centers out of the 201 in the study participated in the staff survey, conclusions can not be made on Prince George's County child care center staff in relation to their child care center directors.

### *Problem Statement*

The main problem examined by this investigation was to discover how the child care center directors in Prince George's County, Maryland rated on the human values and leadership behaviors. More importantly, the investigation served the purpose of finding out how the child care center staff rated their child care center director on the human values and leadership behaviors. Current studies on child care leadership are lacking in the child care industry. In addition, there is no apparent literature on the leadership aspects of child care in relation to practicing the human values. Finally, the study also served the purpose of establishing a leadership model to describe four possible attributes of leadership behavior in child care centers located within Prince George's County, Maryland.

Several authors have suggested that the current training for child care center directors is inadequate in preparing them to be leaders or business people. Typically, the most visible aspects of the child care system focus on the children (Love, 2001). The less visible aspects in the daily operations of the child

care center are completely forgotten until there is a serious problem that brings these issues to the surface (Maryland Department of Human Resources, 2003). Leadership is a serious concern within the child care system.

Child care center directors are a necessary part of a child care center's management team. It is important that directors are realistically aware of their roles as leaders (Darbro, 2002). According to Kotter (2001), leadership and management are both critical to sustaining any healthy organization. Targos (2001) found that many directors lack business finesse because early childhood education programs at universities do not integrate business into their coursework.

Numerous studies showed that there is a need to increase the awareness of human values in our daily lives. The connection between human values and our societies continues to be area that needs more attention. Currently, the aim of higher education is to train individuals for a specific career, which is a drop of literature, art, and history. Higher education rarely makes an attempt to teach individuals about the true purpose of life and about how to live with human values (Murphet, 1977). The dissertation study showed that human values in leadership could play a role in influencing everyone below the leader in behaving ethically. The study indicated that the behavior of the child care center director could affect the behavior of the child care center staff.

The importance of human values transcends way beyond child care. Human values play a major role in explaining the demise of some our greatest corporations. Bad decision making on the part of corporate executives is the

cause of corruption, with selfishness and greediness on the rise. Some organizations have failed greatly due to bad decision making based on the lack of human values rather than bad financial decisions. Patsuris (2002) reported in *Forbes Magazine* that it is becoming more difficult to keep track of the corporate scandals hitting our markets. AOL Time Warner inflated sales by disguising false information to keep its growth rate up (Patsuris, 2002). Arthur Anderson shredded documents related to an audit client Enron after an SEC inquiry (Patsuris, 2002). Then there is Martha Stewart who participated in a stock scandal that made the headlines of the world news reports (Glovin, 2005). When is it going to end? There is a growing public awareness on the level of ruthlessness and dishonesty that permeates throughout Wall Street. Unfortunately, the blame rightfully goes to the individuals running these corporations. These individuals are people we call our leaders. The lack of basic human values within leaders has caused individuals to engage in unacceptable behavior. For example, the human value of truth requires individuals to engage in honest behavior rather than resorting to lying, cheating, or using others for self-benefit. Some corporate leaders have engaged in unacceptable behavior to make more money for themselves or climb higher on the corporate ladder.

According to Lally (2003), the child care profession has progressed in the United States. Despite the progression in the field of child care, there are still questions left unanswered and much research that has never been put into practice. Lally (2003) stated that research driven recommendations are left completely unimplemented within child care centers in the United States.

Friedman (2000) has argued that many countries observe and emulate the United States. While the United States continuously faces the backlash from third world countries, everyone still looks to the United States in setting their own standards of living and behavior (Friedman, 2000). Findings from this dissertation study indicated that child care center directors need help modeling the human values to their child care center staff. Child care center staff, in turn, need help emulating the human values displayed by their child care center directors.

Lally (2003) stated that the United States has set a bad example to the world in the field of child care. In the 1970s, the U.S Congress tried to help poor American families by allocating funds for high quality child care and the establishment of child care facilities. Officials at the Department of Health, Education, and Welfare continuously worked around the clock to develop booklets and other information to support the nation's families. President Nixon shocked the child care community by vetoing the act, setting the United States apart from the rest of the industrialized world. Child care continued to be regarded as baby-sitting services rather than necessary early childhood education programs. As a result, other countries are not able to look to the United States in setting the highest standards for their children and child care because it appears as though the American people do not care about their children or families. More studies are needed within the United States on human values and their importance in leadership to change our role in the worldwide image of child care.



Shah (1999) put the reality of the situation into words. The author stated, “there are signs of a national crisis in character, a moral meltdown” (p.67).

Human values programs will work only if individuals are willing to inculcate the human values into their daily lives. The motto practice makes perfect applies to how the human values training can work within organizations. Individuals have to go within themselves and recognize the internal force that helps them judge what is right and wrong, or what is good and bad. Findings from this study support the theory that more human values training is needed within child care centers.

Isaac Tigrett, the former owner of the restaurant chain called the Hard Rock Cafes, demonstrated how living a model of selflessness is based on the human values (Chibber, 1995). Tigrett, hardly out of his teens, decided to fight against the segregation witnessed in his hometown of Tennessee. Having come from a wealthy family, Tigrett was disgusted at the segregation in restaurants in the United States as well as England. Using his ideas on love, Tigrett set up a restaurant where a baker and banker could sit at the same table. Using the famous rock music of the 1960s and his determination to break the segregation, Tigrett established the Hard Rock Café with the underlying theme of “unity of man”. His theme was based on common sense coupled with the basic human values in offering loving service to all who entered the Hard Rock Café. The motto of the café was “Love All, Serve All”, which was displayed throughout his restaurants. Employment in the Hard Rock Cafes throughout the world became a place of transformation for people, based on loving the customers, employees, and everyone in the world. When Tigrett sold the chain for \$107 million, he put

most of the money in a charitable trust, which has helped many poor people receive free medical care in India. Tigratt is regarded as a man of character, not because of the money he made but because of the vast number of people he influenced to practice the human values (Chibber, 1995). Most importantly, he transformed them by setting a personal example of how the human values can play a critical role in business. Child care center owners and child care center directors can follow the example set by Tigratt in practicing the human values within their businesses.

### *Recommendations*

Quantitative analyses from the research project were used to make suggestions to the community or parents, child care center owners, child care center directors, and the governmental licensing agencies. The recommendations could be used to improve the articulation of human values from the child care center director to the child care center staff, parents, and children. Research findings could also be used to improve the practice of human values within child care organizations as well as improve the leadership abilities of the child care center director.

The recommendations developed from the investigation are presented for each of the following areas: the community and parents, child care center owners, child care center directors, and government agency. Areas for further investigation are also presented. Recommendations and areas for further investigation are based on the findings from the investigation and from the review of related literature.

### *The Community and Parents*

The community and the parents play a major role in contributing to the existence of child care centers. Parents need reliable child care in order to go to work. As a result, parents need to become more aware of the ethical responsibility child care centers have to train their child care center directors in the human values. Furthermore, the training on human values must extend to the child care center staff and eventually the children. Currently, there is not enough emphasis or awareness on the importance of practicing the human values in our daily lives.

According to the Institute of Business Ethics (IBE) (2003), ethics plays an increasingly important role in business today. Companies operate as a part of society, not in an isolated vacuum (IBE, 2003). IBE states that society expects a certain standard of behavior from individuals as well as businesses. As a result, society expects businesses to look after their staff, tell customers the truth, address their environmental impacts, and make sure that people who make their products are treated fairly (IBE, 2003). Since companies require a license to operate, this implies that they need the approval of society in order to continue to conduct business (IBE, 2003).

Based on the views and statements of IBE, businesses stand to gain from fulfilling their ethical and moral obligations to society. If businesses fail to abide by basic obligations or responsibilities, society can retaliate causing possible damage to their existence (Friedman, 2000). The community and parents of young children need to ensure that the human values are practiced within child

care centers. More importantly, the community and parents of young children need to ensure that child care centers are meeting their ethical responsibilities.

Many factors are forcing companies to address their moral and ethical responsibilities to society. A series of internal and external factors such as non-governmental organizations, the media's persistency in seeking stories, increasing legislation, and the growing awareness of social responsibility have put more pressure on companies to address ethics (IBE, 2003). Furthermore, the knock-on effect of Enron and WorldCom's corporate accountancy scandals, have questioned society's faith in corporations. Finally, consumer and employees' expectations are constantly changing, which requires corporations to reevaluate the context of its moral and ethical responsibilities to society (Carroll & Buchholtz, 2003). The community and parents need to put more pressure on the child care industry to enforce regulations that require child care center workers to practice the human values in their daily lives. When seeking child care, parents should closely examine the programs within child care centers and ask questions that specifically relate to how the human values are being practiced. If there is a demand for human values, child care center owners and child care center directors may feel more compelled to include the daily practice of human values within their child care programs.

If society puts pressure on child care centers to bring the practice of human values into the child care center especially with respect to leadership, then child care centers will have no choice in providing that service to the community. The lack of emphasis on human values can eventually lead to chaos

in our society. Affected individuals in society should step forward to force the government to take action by making human values and leadership training a priority for child care center workers. Financial opportunities to fund a human values training program should be made available to child care center workers and child care center owners. As a start, the government can include human values training within the 90 hour course required by all child care center senior staff and child care center directors. At a minimum, a course on human values in leadership should be included as part of the Early Childhood Education requirements before earning an associate's or bachelor's degree.

#### *Child Care Center Owners*

It is imperative to understand that the moral and ethical responsibility of businesses begins with the attitudes of individuals making up society. Questions regarding society's morality are issues that go beyond businesses to other societal sectors such as the government, education, and many others (Carroll, 1998). Many critics argue that members of society have lost their standards of ideal ethical behavior, resulting in conceptual moral chaos (Carroll & Buchholtz, 2003). As a result, businesses must ensure their employees are representing the qualities evident in morally and ethically responsible citizens (Carroll, 1998). Child care center owners have an obligation to society to ensure their employees are practicing the human values within their child care centers.

The moral and ethical responsibilities of child care center owners transcend the basics of business ethics (Carroll & Buchholtz, 2003). According to Carroll (1998), businesses that wish to be regarded as exemplary corporate

citizens must meet their economical goals within the functional compliance of the law as well as strive to operate in an ethical fashion. The author defines complying with the law as operating at a minimal level of acceptable conduct. Carroll further states that the law has often been regarded as the floor level of acceptable behavior in society. Finally, the author states that the moral and ethical responsibility of business is to go beyond mere compliance with the law. Basically, Carroll is stating that corporations have a choice, but that they should go beyond the law in order to meet their moral and ethical obligations to society.

Keeping in mind there is a choice, child care center owners should choose to do what is best for society and the children in their care. By establishing programs that include human values training in leadership, child care center owners can fulfill their ethical obligations to society. Furthermore, child care center owners should themselves undergo human values training as a part of their leadership training.

Tougas (2004) states that child care centers are in existence to support the entire group, ensuring the survival of people and the community. The author states that child care centers must reconcile the interests of all parties and prepare these parties to successfully adapt to their existing environment. Tougas (2004) further states that child care centers can achieve this goal by making decisions and taking actions based on the common good of society. Finally, the author states that child care centers must analyze whether the outcome of the decisions made today are good for the society of the future. Basically, Tougas

implies that child care centers are businesses established for a social cause, rather than a economic purpose.

On the other hand, Lombardi (2002) takes a more direct and narrow approach by stating that child care centers are a place where children spend part of their day while their parents work. The author states that child care centers provide a place for children to learn and grow in preparation for their school age years. There are many child care center owners that feel their job is to provide a service to the children in terms of academia, rather than actions to benefit society (Duncan, Edwards, Reynolds, & Alldred, 2003). As a result, most child care centers operate with educational and financial goals, balancing the service to the children with the personal objectives of the child care center owner (Tiffany, 2001).

Child care center owners can balance their business goals in seeking a return on their investment (ROI), while also meeting their ethical and social responsibility to the community. Using the human values and leadership model in this study, child care center directors can meet their obligations and business goals. By practicing the human values and consistently referring to the leadership behaviors in the model, child care center owners can work simultaneously with their child care center directors in improving quality within the child care centers.

Child care center owners should track the return on their investment by monitoring the effectiveness of the human values and leadership behavior training as demonstrated by the results in this study. Child care center owners can make their child care centers more profitable in the long run by training their

child care center directors. The initial financial investment can increase the potential to earn in the future. Child care center owners can monitor specific indicators of success.

One of the indicators of success that child care center owners can use is their enrollment of children in numbers. An increase in enrollment translates into more income for the child care center. Another indicator of success is the reduction in employee turnover. Currently, the industry is marked with high turnover and grossly underpaid child care professionals. Third, child care center owners must also monitor the number of families that re-enroll their children or other siblings, relatives, and friends. As a result, by spending the money now to train the child care center directors, child care center owners can monitor the results to see if the return on their investment is evident in reducing employee turnover, increasing profits, and sustaining customer longevity. Child care center owners must also consider spending additional funds in advertising their plans of training child care center directors on the human values and leadership development.

From the perspective of a long-term child care center owner, child care centers initially must concentrate on stabilizing their financial status (Dollinger, 2003). Operating a new business requires owners to increase their income generating opportunities, while monitoring their costs (Holtz & Zahn, 2004). As the business grows, child care centers must distinguish between “charity and commerce or social purpose and profits” (Leadbeater, 2000, p.1). Therefore, there is a sense of social responsibility in terms of operating an ethical business



that benefits society as a whole (Carroll & Buchholtz, 2003). Child care centers must develop business plans that include strategies on how to serve their needs as well as those of society (de Kluyver & Pearce, 2003). There is evidence found within the child care training programs that child care center owners and child care center directors face conflicting goals on how to serve the children.

#### *Child Care Center Directors*

Carroll (1998) states there are reasons why businesses and individuals have a moral and ethical responsibility to go beyond the basic requirements of the law. First, laws and regulations generally reflect the minimum standards that lawmakers can agree upon during political negotiations. With many individuals influencing the final outcome, compromises are made among the lawmakers in a give and take situation (Guffey, 2003). Weighing the benefits and costs of the situation at stake, lawmakers may fail to set the law at a standard that is realistically needed to protect various stakeholder groups (Heyne, Boettke, & Prychitko, 2003). Second, laws are not always kept up to date, failing to adapt or reflect the latest thinking, norms, or research that indicates the standard at which businesses should operate within to protect the stakeholders (Wagner & Hollenbeck, 2002).

Child care center directors need to “go the extra mile” to look for ways to improve their leadership abilities. Human values training as a part of strengthening their leadership abilities within child care centers should be embraced and welcomed. Child care center directors can use the study as a basis in understanding how important human values are in the field of child care.

Child care center directors have a moral and ethical responsibility to better the basic requirements of the law, keeping in mind that the law reflects society's "codified ethics" (Carroll & Buchholtz, 2003). Many times the law only comes into the spectrum of situations after the ethical issue has gotten out of control (Carroll, 1998).

Child care center directors are in charge of the entire child care center's operations. As leaders, child care center directors have an obligation to display good behavior. The child care center directors' set the tone for the entire child care centers' operations. If the child care center directors' behaviors are exemplary, everyone underneath them will feel influenced and become affected by this exemplary behavior (Chibber, 1995). If the child care center directors' behaviors are not exemplary, everyone underneath them will be affected by the child care center directors' actions (Chibber, 1995). Essentially, the character of the child care center director can affect the cultural norms of the entire organization (Chibber, 1995).

### *Governing Agency*

Even though to many it may seem obvious that the purpose of child care centers is to take care of children, there are many others who question the real purpose behind their establishments, and who really benefits from their services (Whitebook & Sakai, 2004). It is important to understand that child care centers are equally at the service of children, families, educators, the community, and members of society at large (Tougas, 2004). It is about children, however, there are many interconnecting individuals who have a stake in child care centers

(Carroll & Buchholtz, 2003). The role of the governmental licensing agency is to ensure that the needs of the children are met through the child care centers.

As part of ensuring child care centers are operating at their best, the licensing agency can use this study to further develop their basic training requirements. Currently, child care center directors are required to take 6 hours of training per year. The hours of training fail to emphasize the development of human values or leadership abilities. The licensing agency should assess the human values and leadership behaviors of the child care center directors.

Yearly inspections are conducted at child care centers throughout Prince George's County. The government can use enforce and regulate human values programs during the yearly inspections. When child care licensing specialists undertake their inspections, assessments should be conducted on the human values and leadership behaviors of the child care center directors. These assessments can be used by the government in designing the types of human values programs needed within child care centers. Licensing specialists can have the child care center directors evaluate themselves. In addition, the child care center staff should be required to evaluate their child care center directors. Similarly, the child care center directors can evaluate their child care center staff and vice versa. By enforcing these evaluations, licensing specialists can play a role in encouraging the practice of human values and improvement of leadership behaviors as a means to increase the quality of education given to the children. The quality of education given to the children will increase from a practical

standpoint of encouraging them to display the human values in their behavior (Chibber, 1995).

If parents or other individuals have concerns about a child care center, a call can be made to the local licensing agency. These calls are registered as anonymous complaints, for which licensing specialists are sent out to investigate allegations made towards the child care center. Complaint investigations take licensing specialists away from the office, which also diverts their attention away from other matters requiring their attention. By requiring human values and leadership training in child care centers, the licensing agency might be able to decrease the amount of complaints received by their office.

The media has brought to the forefront scandals associated with child care centers. Stories and cases about children being abused through various means such as being left alone, under fed, or surrounded by obvious hazards, are growing in numbers. Children have died from shaken baby syndrome (Rozenberg, 2004) or just sudden and unexplainable deaths in their cribs (American SIDS Institute, 2005). Regardless of the reasons, several child care centers and child care providers have received bad publicity, which could be interpreted as relating to lapses in judgment and basic human values of the individuals taking care of young children. Recently, a child care provider left nine children home alone for about an hour. The associated press of ABC Channel 7 (2005) reported that the child care provider left the children alone while she went to pick up her son from school. The county child care protective services discovered the children while making a follow up visit on an unrelated complaint

against the same child care provider. Situations such as this one are becoming the norm rather than a mere coincidence.

This study with its recommendations may help identify and address the key issues surrounding child care scandals. The sole purpose behind human values training is to restore righteousness within child care centers (Burrows, 1988). The process starts with the leaders in child care centers instituting a program of human values, which is based on self practice. The governing agency, child care center owners, and child care center directors share the leadership role. As a result, they must all share in the responsibility by practicing the human values and modeling them to other individuals affected by the child care system. The practice of human values makes a difference and reduces the possibility of horrible child care scandals. A study on human values is very important because of the role it plays in lives of our children.

The incorporation of human values into the child care training program could help align the goals of the child care center owners, child care center directors, and the licensing agency. Better alignment could decrease the amount of time spent on child care center complaints. In addition, better alignment could also decrease the amount of time licensing specialists have to spend at the child care centers during yearly inspections. Precious time is wasted concentrating on issues such as cleanliness and orderliness of the child care center's records. Child care licensing specialists should be able to spend more time focusing on how human values are being implemented and practiced with child care centers.

Studies have shown the role human values play in operating vibrant and successful organizations (Miller and Miller, 2005).

The governing licensing agency should facilitate more studies on the leadership of child care center directors. Self assessments help child care center directors see how they rank on the human values and leadership behaviors. In order to see a true assessment, however, child care center staff should be allowed to assess their child care center directors. Another method is to obtain assessments from the parents of the children enrolled in the child care center. The government should offer financial incentives to the child care center owners to gather as much support and feedback from the child care professionals in the county.

#### *NAEYC*

The National Association for Education of Young Children (NAEYC) began investigating the issue of professional ethics in 1976 in hopes of forming a code of ethical conduct for child care centers (Freeman & Feeney, 2004). Since the daily decisions of child care workers involve highly intricate ethical issues, there was an exigent need for a uniform standard of principles for child care centers to follow nationwide (NAEYC, 2004). As a result in 1984, the Ethics Commission was formed, and soon thereafter NAEYC established a code of ethics (Freeman & Feeney, 2004).

The primary goal of the NAEYC Code of Ethical Conduct was to provide a moral code to child care workers, which is based on the core values of the early care and education programs. In addition, the code outlined some important

ethical responsibilities and provided guidance to child care workers in facing ethical dilemmas (Freeman & Feeney, 2004). The question the code helps child care workers to answer is “What would an early childhood educator do?”, hence, calling the NAEYC Code of Ethical Conduct a living document (Freeman & Feeney, 2004). Freeman and Feeney (2004) state that the living document was designed to reflect the child care industry’s current understanding of how child care workers can best serve the children and their families.

Even though the code is based on core values originating from early childhood education programs, it was supposed to provide a strong basis for child care centers to use in determining their ethical and moral responsibilities as a business to society (Carroll & Buchholtz, 2003). Essentially, child care centers must evaluate what is right and what is wrong (Guffey, 2003). The code, however, fails to provide concrete guidance on the regular practice of human values, which can serve as a useful tool in both preventing and solving dilemmas within the child care industry.

The NAEYC code offers guidelines for responsible behavior, which provides a common basis for addressing the principle ethical dilemmas encountered in child care centers (NAEYC, 2004). Since the primary focus of the code is on the daily practices with children and their families, the standards of ethical behavior are based on a commitment to core values, which are deeply rooted in the history of child care (NAEYC, 2004). The NAEYC (2004) is committed to six standards based on core values: appreciating the uniqueness of childhood; basing their work on the knowledge of child development; appreciating

the close ties between the child and family; recognizing that children are best understood in the context of family, culture, community and society; respecting the dignity, worth, and uniqueness of each individual in the situation; and helping children/adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard. Adding the human values to the code could prove to be very beneficial to child care center workers when making ethical decisions.

Based on the standards of ethical behavior, the code divides the ethical responsibilities into four sections: children, families, colleagues, and community/society. Each section of the code includes an introduction to the primary responsibilities of the child care worker in that arena, a set of ideals that demonstrate exemplary professional behavior, and a set of principles defining which practices are required, prohibited, and permitted (NAEYC, 2004). The ideals in the code reflect the aspirations of child care workers, whereas the principles are set up to guide and assist child care workers in resolving ethical dilemmas encountered in the child care industry (NAEYC, 2004). Ethical behavior, however, lacks a basic definition that can be practiced across the border in all situations. The addition of human values into the ethics code could help child care center directors and other individuals develop a strong basis within which to make the correct decisions.

#### *Summary of Recommendations*

Specific recommendations are provided below for the parents, child care center owners, child care center directors, and licensing agency. The specific



recommendations are based on the findings in the investigation and literature review.

*Parents:*

1. Parents seeking child care should not choose a child care center based primarily on convenience and cost.
2. Parents should investigate the child care curriculum for evidence of human values as an integral aspect of their child's education.
3. Parents should regard human values training for their children just as important as investigating into the fingerprinting background checks of the child care center staff. Background checks are required by child care center workers to ensure individuals with a criminal history are not working with the children. Similarly, parents should consider the existence of human values as a strong indicator in judging the character of child care center workers.
4. Parents should interview the child care center director as well as make observations on the practice of human values in the daily child care routine. The human values model should be made available to parents seeking child care through the government Web sites and other literature. Organizations such as the Prince George's Child Care Resource Center should provide information on the human values to the parents that are seeking child care center information.

5. Parents should demand the practice of human values by voicing their concerns in the community. Parents can voice their opinions by conversing with governmental authorities and the media. Parents should attend parent meetings, board meetings, and other important meetings held by the individuals who operate the child care centers in their area. Parents should seek the help of child care advocates involved in pushing policies and writing articles on the need for human values within child care centers.

*Child Care Center Owners:*

1. Child care center owners must acknowledge their ethical and social responsibilities in embracing the human values within their child care centers.
2. Child care center owners should require child care center directors to develop the practice of human values in the children's curriculum.
3. Child care center owners should ensure their child care center directors are trained in understanding the human values.
4. Child care center owners must educate their child care center directors on the importance of practicing human values to improve the leadership within child care centers.
5. Child care center owners must practice the human values before attempting to implement a human values training program for their child care center directors. Child care center owners must practice

before they preach. They must “walk the talk” before “talking the talk”. Child care center owners must set an example through their behavior. Word, thought, and deed must be in unison.

6. Child care center owners must monitor the inclusion of human values within their child care centers.
7. Child care center owners must recognize the fact that their child care center directors need more leadership training. There is evidence in the business world that values are declining, especially in making judgments and decisions about money. The Nayak Leadership Model for Child Care Center Directors should be used as a basis in formulating the areas their child care center director needs improvement.

*Child Care Center Directors:*

1. Child care center directors must realize they are the leaders within child care centers. As leaders, they have an obligation to actively engage in practicing the human values.
2. Child care center directors must model the human values for the child care center staff.
3. Child care center directors must first work improve themselves by practicing the human values and exemplifying them in their behavior. Child care center directors can then assist the child care center staff in practicing the human values.

4. Child care center directors must design the children's curriculum to include the human values. Child care center directors must set an example for the child care center staff and the children. For the children to emulate the human values, the curriculum must include activities, stories, games, and projects that teach them the human values. Children need a solid foundation in human values, which should extend beyond the child care centers to include their home life and family members. The objective is to cause a ripple effect, which influences the entire world.
5. Child care center directors should study the Nayak Leadership Model for Child Care Center Directors to formulate a basis on the leadership areas that they may need to strengthen.

*Governing Licensing Agency:*

1. The governing licensing agency should use this research to push the state in requiring human values training for the child care center directors and child care center staff. The results of this study indicated that the child care center staff are not always able to comprehend the intentions of the child care center director. Child care center directors think highly of themselves on the human values, whereas most of the child care center staff ranked them lower than the self assessments done by the child care center directors.

2. The governing licensing agency should encourage the child care center directors and child care center owners to incorporate the human values in their child care operations. The governing licensing agency should not wait on laws and regulations to be passed before encouraging the practice of human values.
3. The governing licensing agency should also encourage their licensing specialists to practice human values as a means to model the correct behavior in the child care centers they visit each year.
4. The governing licensing agency should encourage a program of human values to make their licensing specialists' jobs easier. Too much precious time is wasted on investigating unnecessary complaints and false allegations.
5. The governing licensing agency should use the Nayak Leadership Model for Child Care Center Directors to increase the awareness among child care professionals that more leadership studies and training are desperately needed. Most of the child care center directors ranked lower in the business/profit focused leadership behavior, which supported the theory that more leadership training is needed to teach child care center directors how to become better business people.

**NAEYC:**

1. NAEYC should include the human values as a guideline for child care center workers to follow in preventing and solving child care dilemmas.
2. NAEYC should include the practice of human values as a major requirement for individuals to work in the field of child care. NAEYC was created based on the need for some guidelines in making ethical decisions for child care dilemmas. NAEYC should encourage the practice of human values to help child care center workers increase their awareness of what is ethical and what is not ethical. The human values can assist child care center workers in making better decisions, which take into account many factors. The dissertation study showed that child care center directors rated themselves higher than their child care center staff rated them. The study shows that even though the intention of the child care center directors may be good, the child care center staff need to see the child care center directors emulate the human values properly. It is important that child care center directors send the right message by modeling the human values.
3. NAEYC should accept the human values as prescribed by Sri Sathya Sai Baba as an integral part of the child care curriculum. This dissertation study showed that the five human values prescribed by Sri Sathya Sai Baba are applicable to child care and

child care center workers. The human values are easy to understand. This dissertation study indicated that human values are needed in the child care industry, especially in light of the bad publicity businesses and child care centers have received in the past decade. The human values may help put and keep child care center workers on the right track.

4. NAEYC should accept the Nayak Leadership Model for Child Care Center Directors in forming a basis in designing practical leadership models that child care center directors could use nationwide to improve their leadership skills. The literature review for this dissertation study indicated that more studies are needed on leadership in child care centers. Child care center directors are trained in early childhood education, but lack sufficient training in leadership. This dissertation study showed how the Nayak Leadership Model for Child Care Center Directors includes the four areas child care center directors must address in their child care center roles.

### *Areas of Further Investigation*

During the course of this investigation, areas for further research were identified. The areas include items focusing on including human values and leadership training as requirement for child care center directors. Specific recommendations are as follows:

1. Child care center directors in other counties of Maryland should be surveyed and compared to the findings of child care center directors in Prince George's County, Maryland.
2. Due to low child care center staff participation, more efforts should be taken to improve the child care center staff participation in a future study. Different methods should be used to increase awareness on the importance of a study on the human values and leadership behaviors of child care center directors. A Web site specifically designed for child care center staff could eliminate any confidentiality concerns and may be a method in obtaining anonymous child care center staff participation without having to obtain approval through the child care center directors at the job site. Personal interviews is another method which could increase child care center staff participation. The researcher may also opt to attend child care conferences, training courses, and credentialing meetings to gain access to the child care center staff. Showing the importance of a study on child care center directors to child care center owners may also improve child care center staff participation. It may be possible to offer financial incentives



to the child care center owners through the participation of the county or state.

3. Child care center staff in other counties of Maryland should be surveyed and compared to the findings of child care center staff in Prince George's County, Maryland in order to compare the results presented in this study with a more homogenous, majority community.
4. To obtain a true assessment of how child care centers rank in the human values and leadership behaviors, an assessment should be conducted using the parents of the children who are served within the child care centers.
5. Results from the investigation should be used to replicate the study in other parts of the United States. Quality child care is a nationwide issue.
6. Findings from the study should be used as a basis in making additions to the child care regulations to include human values and leadership training. Evidence from the study shows that human values must be emulated correctly by the leaders within child care centers.

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APPENDIX A  
DIRECTOR SURVEY

Director Survey

Please read the enclosed cover letter.

Please complete the following survey and return in the self-addressed/postage paid envelope.

Instructions: ***Please select and mark only ONE option, which MOST accurately describes your situation.***

Gender:     **Male**       **Female**

Years of Director Experience:     **0-2 years**     **3-5 years**     **6-9 years**     **10 + years**

Age:     **21-25**     **26-30**     **30-39**     **40-49**     **50 +**

Educational Level:     **Associates**     **Bachelors**     **Graduate**

Ownership Status:     **Proprietary**     **Corporation**     **Non-Profit**     **Church Affiliated**  
                                  **Minority Owned Business**     **Government/County Operated**

Size/Capacity of Child Care Center:     **8 to 50 children**     **51 to 75 children**     **76 to 100 children**     **101 or more children**

*The results of your participation will be reported as aggregated totals or trends. All data will be reported in a confidential manner, keeping your personal identity protected in all reporting procedures. This statement represents written assurance that your personal identity will be protected for personal anonymity.*

**Instructions:** In each section, select the attribute which is MOST like you and then rate this attribute on a scale of 1 to 7 circling your choice, where "1" is LEAST like you and "7" is MOST like you. Next, select the attribute that is LEAST like you and rate that element using the same scale. Repeat this process until ALL 45 attributes are rated.

<b>SECTION A:</b> <b>In my job, I.....</b>	<b>Least Like You</b>		<b>Neutral</b>				<b>Most Like You</b>	
1. Respond to 100% of the parents' concerns	1	2	3	4	5	6	7	
2. Consult my Licensing Specialist for advice on major problems	1	2	3	4	5	6	7	
3. Go beyond the minimum safety standards to protect the center	1	2	3	4	5	6	7	
4. Think of children as money rather than people	1	2	3	4	5	6	7	
5. Get involved in the parents' personal business	1	2	3	4	5	6	7	
6. Hire employees that appear child friendly	1	2	3	4	5	6	7	
7. Work to please the parents first	1	2	3	4	5	6	7	
8. Spend the least amount of money necessary to run the center	1	2	3	4	5	6	7	
9. Plan the program to help the children learn and grow	1	2	3	4	5	6	7	
10. Always follow the health department manual	1	2	3	4	5	6	7	
11. Am always talking about how many more children we need to be full	1	2	3	4	5	6	7	
12. Do more than what the health department asks me to do	1	2	3	4	5	6	7	
13. Rely on my own judgment	1	2	3	4	5	6	7	
14. Am customer friendly	1	2	3	4	5	6	7	
15. Believe the children's education is the most important part in running the center	1	2	3	4	5	6	7	
16. Believe all of staff should like working with children	1	2	3	4	5	6	7	
17. Do more than the health department manual to protect everyone's safety	1	2	3	4	5	6	7	
18. Work towards filling up the center	1	2	3	4	5	6	7	
19. Believe pleasing the parents is the most important aspect in the center	1	2	3	4	5	6	7	
20. Believe making a lot of money is the most important part in the center	1	2	3	4	5	6	7	

<b>SECTION B: In my job, I.....</b>				<b>Neutral</b>			<b>Most Like You</b>
	<b>Least Like You</b>						
1. Treat everyone with love	1	2	3	4	5	6	7
2. Look for ways to get along with the staff, parents, and children	1	2	3	4	5	6	7
3. Accept my own mistakes and shortcomings	1	2	3	4	5	6	7
4. Speak the truth	1	2	3	4	5	6	7
5. Accept everyone regardless of who they are in terms of gender, age, ethnicity, social status, etc.	1	2	3	4	5	6	7
6. Do what I say and act accordingly	1	2	3	4	5	6	7
7. Accept the rights and freedoms of others	1	2	3	4	5	6	7
8. Value working together despite differences	1	2	3	4	5	6	7
9. Solve all problems without losing my cool	1	2	3	4	5	6	7
10. Set a standard of good behavior for others to follow	1	2	3	4	5	6	7
11. Continue to do what I have to do despite tough times	1	2	3	4	5	6	7
12. Make decisions which take into account the safety of everyone involved in the situation	1	2	3	4	5	6	7
13. Have concern for others problems before my own	1	2	3	4	5	6	7
14. Am dependable regardless of what is going on	1	2	3	4	5	6	7
15. Am calm, even in times of stress and turmoil	1	2	3	4	5	6	7
16. Work as a team player with the staff, parents, children, and community	1	2	3	4	5	6	7
17. Regard parents, children, and staff as members of my family	1	2	3	4	5	6	7
18. Follow the rules within the center	1	2	3	4	5	6	7
19. Keep calm in difficult situations	1	2	3	4	5	6	7
20. Practice what I preach	1	2	3	4	5	6	7
21. Bring a positive attitude to my work as a child care center director	1	2	3	4	5	6	7
22. Treat everyone the way I want to be treated	1	2	3	4	5	6	7
23. Look for ways to celebrate differences in the child care center	1	2	3	4	5	6	7
24. Deal with everyone fairly	1	2	3	4	5	6	7
25. Am happy even if we make a little bit of money	1	2	3	4	5	6	7

APPENDIX B  
STAFF SURVEY

### Staff Survey

Please read the enclosed cover letter, complete the following survey, and return in the self-addressed/postage paid envelope.

**Instructions:** In each section, select the attribute which is MOST like your director and then rate this attribute on a scale of 1 to 7 circling your choice, where "1" is LEAST like your director and "7" is MOST like your director. Next, select the attribute that is LEAST like your director and rate that element using the same scale. Repeat this process until ALL 45 attributes are rated.

<b>SECTION A:</b> <b>At the child care center where I work, the director.....</b>	<b>Least Like You</b>		<b>Neutral</b>				<b>Most Like You</b>	
	1	2	3	4	5	6	7	
1. Responds to 100% of the parents' concerns	1	2	3	4	5	6	7	
2. Asks our health inspector for advice on major problems	1	2	3	4	5	6	7	
3. Goes beyond the minimum safety standards to protect the center	1	2	3	4	5	6	7	
4. Thinks of children as money rather than people	1	2	3	4	5	6	7	
5. Becomes personally involved with the parents lives	1	2	3	4	5	6	7	
6. Hires employees that appear child friendly	1	2	3	4	5	6	7	
7. Works to please the parents first	1	2	3	4	5	6	7	
8. Spends the least amount of money necessary to run the center	1	2	3	4	5	6	7	
9. Plans the program to help the children learn and grow	1	2	3	4	5	6	7	
10. Always follows the health department manual	1	2	3	4	5	6	7	
11. Is always talking about how many more children we need to be full	1	2	3	4	5	6	7	
12. Does more than what the health department asks us to do	1	2	3	4	5	6	7	
13. Relies on his or her own judgment	1	2	3	4	5	6	7	
14. Is customer friendly	1	2	3	4	5	6	7	
15. Thinks the children's education is the most important part of running the center	1	2	3	4	5	6	7	
16. Believes all of staff should like working with children	1	2	3	4	5	6	7	
17. Does more than the health department manual to protect everyone's safety	1	2	3	4	5	6	7	
18. Works towards filling up the center	1	2	3	4	5	6	7	
19. Believes pleasing the parents is the most important part in running the center	1	2	3	4	5	6	7	
20. Believes making a lot of money is the most important part in running the center	1	2	3	4	5	6	7	
	<b>Least</b>						<b>Most</b>	

<b>SECTION B:</b> <b>At the child care center where I work, the director.....</b>	<b>Like Your Dir</b>			<b>Neutral</b>			<b>Like Your Dir</b>
1. Treats everyone with love	1	2	3	4	5	6	7
2. Looks for ways to get along with the staff, parents, and children	1	2	3	4	5	6	7
3. Accepts his or her own mistakes and shortcomings	1	2	3	4	5	6	7
4. Speaks the truth	1	2	3	4	5	6	7
5. Accepts everyone regardless of who they are in terms of gender, age, ethnicity, social status, etc.	1	2	3	4	5	6	7
6. Does what he or she says	1	2	3	4	5	6	7
7. Accepts the rights and freedoms of others	1	2	3	4	5	6	7
8. Values working together despite differences	1	2	3	4	5	6	7
9. Solves all problems without losing his or her cool	1	2	3	4	5	6	7
10. Sets a standard of good behavior for others to follow	1	2	3	4	5	6	7
11. Continues to do what he or she has to do despite tough times	1	2	3	4	5	6	7
12. Makes decisions which take into account the safety of everyone involved in the situation	1	2	3	4	5	6	7
13. Has concern for others problems before his or her own	1	2	3	4	5	6	7
14. Is dependable regardless of what is going on	1	2	3	4	5	6	7
15. Is calm, even in times of stress and turmoil	1	2	3	4	5	6	7
16. Works as a team player with the staff, parents, children, and community	1	2	3	4	5	6	7
17. Regards parents, children, and staff as members of his or her family	1	2	3	4	5	6	7
18. Follows his or her own rules in the center	1	2	3	4	5	6	7
19. Keeps calm in difficult situations	1	2	3	4	5	6	7
20. Practices what he or she preaches	1	2	3	4	5	6	7
21. Brings a positive attitude into his or her work as a child care center director	1	2	3	4	5	6	7
22. Treats everyone the way he or she wants to be treated	1	2	3	4	5	6	7
23. Looks for ways to celebrate differences in the child care center	1	2	3	4	5	6	7
24. Deals with everyone fairly	1	2	3	4	5	6	7
25. Is happy even if we make a just a little bit of money	1	2	3	4	5	6	7





## APPENDIX C

### THE NAYAK LEADERSHIP MODEL OF CHILD CARE CENTER DIRECTORS

### The Nayak Leadership Model for Child Care Center Directors (NLMCCCD)

Leadership Behavior	Description/Definition
Community Image/ Parent Focused	<p>Responsiveness to 100% parents' concerns</p> <p>Need to please the parent first, everyone else second</p> <p>Personal involvement with parents' lives rather than maintaining a business relationship</p>
Curriculum/Child Focused	<p>Hires child friendly employees/teachers</p> <p>Goes beyond the minimum safety standards to protect</p> <p>Fosters child development in designing the program</p>
Government/ Regulation Focused	<p>Follows child care licensing manual implicitly</p> <p>Consults licensing specialist for advice on problems</p> <p>Goes beyond the minimum standards set by the state</p>
Business/Profit Focused capacity	<p>Analyzes enrollment in relation to center</p> <p>Children are numbers, not human beings</p> <p>Spends minimum on operational needs to maximize profit</p>

**APPENDIX D**  
**DIRECTOR COVER LETTER**

P.O. Box #441328  
Fort Washington, Maryland 20749

Dear Directors,

You are invited to participate in a research study. The purpose of this study is to find out how human values are related to the leadership behaviors of child care center directors in Prince George's County, Maryland. This is strictly a quantitative study, not a qualitative study of your child care center.

Please complete the enclosed director survey and distribute the staff survey to your child care center staff. Please return your survey in the self-addressed stamped envelope within the next two days. Strict confidentiality will be maintained and no survey responses will be linked to any names of child care centers, directors, or staff. Your candid assessment of your human values and leadership behaviors is important.

Dissertation project results may be used to:

1. Assist child care center owners and directors in developing plans including the human values training as well as leadership training.
2. To improve the quality of care given to the children attending the child care centers within Prince George's County with well trained directors.
3. The current licensing requirements and training for child care center directors does not consider the leadership aspects of operating child care centers. Information from this project may assist child care center owners or directors, licensing agencies, and training centers to better articulate the needs of the child care center directors to develop leadership qualities.

Survey results can be made available to you once this project has been completed. Please indicate below if you would like to receive the report of the survey results and return this letter with the survey in the self-addressed stamped envelope.

Your input is important if we are to improve the quality of care and education given to the children of Prince George's County, Maryland. Thank you in advance for your support of this important project.

Akila Nayak  
Principal

Researcher

Yes I would like to receive a copy of the results at:

\_\_\_\_\_

\_\_\_\_\_

APPENDIX E  
STAFF COVER LETTER

P.O. Box #441328  
Fort Washington, Maryland 20749

Dear Child Care Center Staff,

You are invited to participate in a research study. The purpose of this study is to find out how human values are related to the leadership behaviors of child care center directors in Prince George's County, Maryland. This is strictly a quantitative study, not a qualitative study of your child care center.

Please complete the enclosed survey and return your survey in the self-addressed stamped envelope within the next two days. Strict confidentiality will be maintained and no survey responses will be linked to any names of child care centers, directors, or staff. Your candid assessment of your director's human values and leadership behaviors is important.

Dissertation project results may be used to:

1. Assist child care center owners and directors in developing plans including the human values training as well as leadership training.
2. To improve the quality of care given to the children attending the child care centers within Prince George's County with well trained directors.
3. The current licensing requirements and training for child care center directors does not consider the leadership aspects of operating child care centers. Information from this project may assist child care center owners or directors, licensing agencies, and training centers to better articulate the needs of the child care center directors to develop leadership qualities.

Survey results can be made available to you once this project has been completed. Please indicate below if you would like to receive the report of the survey results and return this letter with the survey in the self-addressed stamped envelope.

Your input is important if we are to improve the quality of care and education given to the children of Prince George's County, Maryland. Thank you in advance for your support of this important project.

Akila Nayak  
Principal Researcher

\_\_\_ Yes I would like to receive a copy of the results at:

\_\_\_\_\_

\_\_\_\_\_