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May 2007

Directors as Mentors:

The Role of Child Care Center Directors in Encouraging

Preschool Teachers and Teachers' Aides to Go Back to School

by

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ABSTRACT

This study examines the role of child care in the lives of preschool teachers' aides and teachers who are going to school in accordance with educational mandates in Massachusetts. Telephone interviews were conducted with 78 directors in Hampden County. Results demonstrated that for teacher's aides, the more directors believed higher levels of education lead to higher quality care, and the younger the teacher's aides were, the more likely teacher's aides were attending college classes. For teachers, the more directors agreed with the educational mandates, the more confident directors were in teachers' academic ability, and the younger the teachers were, the more likely teachers were attending college classes. Furthermore, the more directors believed that mentoring was important, the more directors provided instrumental educational mentoring and the less they mentored for self-oriented reasons, the higher the percentage of teachers at their center were going to school. Educational mentoring, career mentoring, and socializing mentoring were not significantly related to whether or not teachers and teacher's aides were in school. Limitations and directions for future research on child care centers will be discussed.

INTRODUCTION

Early childhood education is critical to children's educational outcomes, and for children to benefit the most, child care programs and teachers must be high quality (Barnett, 2004). Children who attend high quality preschool programs are more prepared for kindergarten both academically and socially than children who do not attend preschool programs (Espinosa, 2002). Although there are a number of factors that contribute to a high quality preschool program (i.e. child to teacher ratio, class size), one of the most important factors is high quality teachers (Ghazvini & Mullis, 2002; Espinosa, 2002). In turn, higher qualifications lead to higher quality teaching. In the United States, however, only 31%-47% of teachers in child care centers have a Bachelor's degree (Barnett, 2004). To increase teachers' effectiveness and the quality of care they provide, many of them need to return to school. Many factors may influence teachers' decision to return to school. This study explores the role directors of child care centers have in the lives of teacher's aides' and teachers' return to school.

Teachers with relatively higher levels of education and training provide higher quality education and care for young children than teachers with relatively lower levels of education and training (Marshall et al., 2001; Vecchioti, 2001; Clifford & Maxwell, 2002; Cassidy et al., 1995; Arnett, 1989). Multiple studies suggest that teachers with higher levels of education, and in particular, a Bachelor's degree and specialized training in early childhood, possess more effective teaching behaviors and contribute to higher program quality (Whitebook, 2003; Saracho and Spodek, 2006). In a review of these studies, Saracho and

Spodek (2006) found that teachers with a Bachelor's degree and specialized training had less authoritarian teaching styles, were more sensitive and responsive towards children, and provided children with higher quality classroom activities than teachers with lower levels of education. According to Howes, Phillips and Whitebook (1992) in the National Child Care Staffing Study (NCCSS), children whose teachers exhibited higher quality teaching behaviors achieved "higher language scores, spent less time in aimless wandering, and exhibited a higher level of peer play" (Whitebook, 2003, p. 10). Similarly, more language-rich activities lead to improved language and cognitive development, which prepare children for kindergarten and later school success (Massachusetts Department of Early Education and Care (MDEEC), 2007).

Due to the research about teacher education and its link to quality, many states have increased the requirements for teacher credentials, but there is still no national or standardized child care system, and teacher qualifications vary by state. Each state has a set of requirements for preschool teachers in child care centers, and each state structures its own child care system. In 2003, teacher qualifications ranged from a high school diploma in 40 states to a Bachelor's degree in Rhode Island (Barnett, 2004). By 2006, 26 states met the benchmark for state-funded pre-kindergarten initiatives that requires preschool teachers to have at least a Bachelors degree (Barnett et al., 2006). Only 10 states, however, require teacher's aides to have even a Child Development Associate certificate (CDA), which requires 120 hours of formal child care training, a high school diploma or GED, and 480 hours of experience working with children in the last

five years (Council of Professional Recognition, 2007). Currently, the Massachusetts Department of Early Education and Care (MDEEC) (2006c) requires only three college credits in Child Development and 9 months of experience to be licensed as a qualified preschool teacher and only a high school diploma to be licensed as a qualified teacher's aide.

The Child Care Workforce and Educational Policies in Massachusetts

Similar to research on a national level, research about the child care workforce in Massachusetts has demonstrated the need for an increase in the number of highly qualified preschool teachers. Preschool teachers in the Massachusetts child care workforce have varying levels of education and training, and teachers work in a variety of child care settings. There are an estimated 7,730 home-based child care businesses, 2,331 center-based child care programs, and 524 public preschool programs generating 32,141 jobs (Massachusetts Department of Early Education and Care, 2004). According to Marshall et al. (2005), an estimated 40% of preschool teachers in Massachusetts currently hold a Bachelors or graduate degree in Early Childhood Education (ECE), and an estimated 35% of preschool education workers have less education and experience than required for a Child Development Associate (CDA) certificate. These findings are worrisome because according to the MDEEC (2004), the center-based care workforce comprises approximately 64% (20,564) of the child care workforce in Massachusetts. Furthermore, the Department states that, in general, more preschool teachers are needed because 92% of the center-based preschool programs are at full capacity, and centers only serve 65% of the

preschool population, many children do not have access to preschool programs, and thus, may not be adequately prepared for kindergarten. These findings along with research linking higher levels of education to teacher quality have informed educational mandates in Massachusetts that set standards for incoming preschool teachers[1].

As of October 2001, the state of Massachusetts established a "Bachelor's Policy" which required teachers working in public state-funded preschools to obtain a Bachelors degree and specialized training in ECE by 2003 (Ackerman, 2005; Massachusetts Department of Education, 2001). Following that mandate, in April of 2003, the Board of Education approved the *Early Childhood Program Standards* to "establish a single set of program standards for center-based preschool programs (Head Start, private centers, and public preschools) that are funded by Community Partnerships for Children" (Massachusetts Department of Early Education and Care, 2007, pg. 12). The *Standards* state that by 2010, "all teachers newly-hired in non-public school programs" must "have at least an Associate's degree that includes twelve credits in early childhood education and a practicum or equivalent work experience. By 2017, teachers must hold a Bachelor's degree that includes 18 credits in early childhood education and a practicum, or equivalent work experience, in early childhood education" (Massachusetts Department of Early Education and Care, 2007, pg. 12). These mandates are not only a response to research about teacher quality and education, but they are also an effort to develop credentials and career paths for teachers working in early care and education programs. The Massachusetts Department of

Early Education and Care (2006a) states that the mandates professionalize the field and attempt to align the private and community-based sector with the public sector of early childhood education.

These educational mandates have consequences for both teachers currently in the field and teachers entering the field. Teachers entering the field will be required to take more college classes. Although there is a Grandfather Clause in the mandates, and teachers currently in the field will be allowed to stay in their current position, teachers who do not meet the qualifications will not be able to change jobs. Because the mandates will freeze the mobility of teachers who currently do not meet the higher qualifications, many teachers are expected to return to school. According to the Massachusetts Department of Early Education and Care (2007), an estimated 10,250 staff will seek Associate's degree programs to meet the 2010 mandate, and 15,158 staff will seek Bachelor's degree programs to meet the 2017 mandate. This finding raises a number of concerns about how institutions for higher educational (IHEs) will be able to meet the demands for more college-educated teachers (Whitebook, 2003; Marshall et al., 2005). In particular, IHEs must consider how to design programs that will accommodate the needs of students in ECE field as adult learners/non-traditional students facing a number of barriers in continuing their education (Marshall et al., 2005).

Importance of the Child Care Center Director

Today, when higher education and professional development of teachers in ECE is so important, we must consider the role of directors of child care centers. Directors' experience and specialized training in ECE is a predictor of

the overall quality of child care programs (Bloom, 1992, Bloom & Sheerer, 1992). The director "is ultimately responsible for ensuring and maintaining quality throughout all areas of program operation" (Mullis, 2003, p. 545). While managing the center as an administrator, keeping informed about research and developments in the field, evaluating and designing the curriculum, and communicating with parents about their child's growth, directors also supervise their teaching staff (Mullis, 2003; Austin & Morrow, 1986). Directors "influence the climate of their programs as a workplace for the teaching staff" by setting the tone for the center, and influencing the working environment for teachers who in turn, provide education and care for the children (Mullis, 2003, p. 546). Thus, directors are in the position to assist or encourage teachers to return to school.

Directors may be key people in a teacher's network. They are in a position to respond to teachers' needs and provide teachers with both instrumental and social support. They may provide teachers with information about ECE programs at colleges, resources such as scholarships and a flexible work schedule, and encouragement to pursue higher levels of education and continue with a career in ECE. This study will investigate how and to what extent directors in child care centers act as mentors and encourage and support their teachers to continue their education. Specifically, the current study will examine how directors encourage teachers with less than an Associates Degree in Early Childhood Education to obtain higher levels of education to meet the mandates in Massachusetts. Two lines of prior research will inform my study: research on

barriers and support systems for non-traditional students and studies on mentoring in corporate organizations to shed light on the director's role.

Barriers and Support Systems for Non-Traditional Students

Many non-traditional students returning to school face a number of logistical barriers and role conflicts. The non-traditional student population is defined as a group of students age 25 or older who are mature and developmentally complex and who often have multiple, competing sets of roles in their work, family, and college lives (Kasworm, 2003). In particular, non-traditional female students experience role strain between family and school and often report family issues as important reasons why they could not complete their education (Leavitt, 1989; Schliebner, 1990). Women may juggle being a mother, a wife, an employee, and a student, and may have to choose what roles they prioritize in their lives. Although role conflicts may discourage returning students, Hostetler, Sweet, and Moen (2007) found that women over 30 in dual-earner couples who worked longer hours were more likely to be enrolled in college than women who worked fewer hours. Hostetler et al. (2007) speculated that returning to school for these women might have linked to benefits of education that might benefit full-time employees more than part-time employees. Kasworm (2003) also speculated that non-traditional student participation in college may be influenced by how supportive and how flexible employers are with employee work roles.

Non-traditional students may also face a number of motivational barriers when returning to school. Many non-traditional female students may have low

self-confidence in their abilities as a student (Quimby & O'Brien, 2006). Although research has established that adult students perform in comparable ways to traditional undergraduate students (Kasworm, 1990; Kasworm, 2005), non-traditional students may also have anxiety about how their age and contributes to their learning abilities. In the current study, teachers in the field who are returning to school are likely to be non-traditionally aged students and may experience similar role conflicts and motivational barriers.

Moreover, the child care workforce is primarily composed of low-wage workers. According to the Center for the Child Care Workforce's (2002) statistics about the child care and education centers in Massachusetts statewide, the median highest hourly wage for a teacher was $11 for a teacher, $8.25 for a teacher's assistant, and $16.50 for a director. Only 14% of centers offered fully-paid health insurance to teachers and 10% offered fully-paid health insurance to assistant teachers (Laverty et al., 2002). As low-income workers, they may be at risk of living with chronic life stresses that can lead to depression, such as raising a family as a single parent and living with inadequate housing in dangerous neighborhoods (Bernheimer, 2003). Furthermore, teachers who are first-generation college students may be at a disadvantage compared to their peers with respect to basic knowledge about college education, levels of income and support from family members, and high school academic preparation (Berkner & Chavez, 1997; Warburton, Bugarin, & Nunez, 2001; Pascarella et al., 2003; Bernheimer, 2003). Also, teachers in communities with high immigrant populations who speak English as a second language may find it very difficult to continue their

education and may not feel confident in their abilities to study in English (Whitebook, 2003). All of these factors may influence teachers' decision whether to return to school or not.

Applying these findings to the current study, teachers returning to school may face both logistical barriers (e.g. role conflicts between work, family, and school; lack of funds for education) and motivational barriers (e.g. low self-efficacy in school abilities). Thus, types of support for teachers must address both these areas.

For teachers, financial support is one type of logistical support. As previously discussed, the child care field is characterized by low wages, so financial support may be crucial for teachers to obtain higher levels of education. To try to meet the financial needs of teachers returning to school, the state of Massachusetts Department of Early Education of Care (MDEEC) (2006b) designed the Early Educators Scholarship for teachers who have been working in the field for at least a year and who do not have a Bachelor's degree. Reimbursement for college classes is available to teachers through the Early Educators Scholarship. By September 1, 2006, over 1,000 applications for the scholarship were received (Massachusetts Department of Early Education and Care, 2006b). The scholarship funding started out with 1 million dollars and has been renewed with an additional 3 million dollars. The MDEEC (2007) created another state-funded grant, Building Careers, is designed to allow institutions of higher education to apply to fund college courses for teachers pursuing degrees in

Early Childhood Education or a related field. Financial support is also provided by centers and financial aid is available through select colleges.

Studies about non-traditional students, aged 25 years and older, and low-wage workers attending community college point to people as one source of logistical and motivational support. In a study by Quimby and O'Brien (2004), non-traditional college students' perceived social support (related to academic and career choices and perceived career barriers) predicted students' academic and career self-efficacy, the belief in one's ability to successfully perform at school and in a career. According to focus groups composed of non-traditional, low-wage workers attending community college, "stable child care, personal support from family members, peers, and college faculty and staff, and accommodating employers" were the "leading factors influencing their ability to stay in college, complete their programs of study within expected time frames, or enroll in the first place" (Matus-Grossman, Gooden, Wavelet, Diaz & Seupersad, 2002, p. iii). Furthermore, Carney-Crompton and Tan (2002) suggest that "greater emotional support (e.g. acceptance, encouragement, and praise) and instrumental support (e.g. financial, child care, and household stability) may buffer or reduce the negative psychological consequences that increased roles, demands, and conflicts can have on an individual." These studies point to social support and instrumental support from other people as important factors in breaking down barriers for students returning to school.

Social and instrumental support from another person can come in the form of mentoring. As suggested by Packard, Walsh, and Seidenberg (2004),

mentoring programs for college students should consider the "developmental needs and experiences of students," including the developmental needs of non-traditionally aged teachers returning to school. In a recent study by Deutsch and Wason (2006), when asked who had supported their efforts to return to school, fifteen out of nineteen teachers in the ECE field returning to school spontaneously reported that the director of the center they worked for was supportive of their education. The current study focuses on both instrumental and encouragement support that the director of a child care center provides for teachers to go back to school and continue education and training. No research has specifically examined the director's mentoring role in teachers' professional development and educational progress.

Directors are supervisors to teachers in child care centers. Hopkins' research (2005) about supervisors suggests that supervisors can have supportive roles in employee training and work-life balance. According to Hopkins, supervisors can have a "gate-keeping" role in which they influence "workers' knowledge and use of organizational benefits, resources, and programs that might help workers better manage work and life responsibilities" (p. 449). She also suggests that supervisors may be supportive in coaching and mentoring roles by initiating dialogue about goal-setting, determining strategies for learning and career development, and by acting as role-models. What is known about mentoring between employers and employees has been explored primarily in literature about business organizations.

Mentoring In Organizations and Businesses

Mentors are individuals who have high levels of experience and knowledge and who are committed to guiding less experienced individuals (Kram, 1985). In corporate settings, the provision of mentoring is positively related to employees' promotions and future salary levels (Scandura, 1992; Scandura and Schriesheim, 1994; Whitely et al., 1991). Furthermore, individuals who had a mentor reported significantly less work-family conflict than individuals who did not have mentors (Nielson et al., 2001).

Past research on mentoring in corporate organizations has identified two dimensions of mentoring relationships: career mentoring and psycho-social mentoring (Kram, 1985; Whitely et al., 1991; Scandura, 1992; Scandura and Schriesheim, 1994; Nielson et al., 2001). Career mentoring refers to the activities a mentor participates in to enhance a subordinate's career such as career coaching or vocational support. Mentors develop a protégé's intellectual skills, expose the protégé to work with other managers, and endorse promotions building the protégé's visibility in the organization. The second dimension of mentoring, psycho-social mentoring, is defined as providing social support through activities such as sharing personal problems, socializing outside of work, and bolstering self-confidence and self-esteem (Kram, 1985; Whitely et al., 1991; Scandura, 1992; Scandura and Schriesheim, 1994; Nielson et al., 2001). These two mentoring dimensions were both focused on the advancement of employees' careers.

Research in corporate organizations has explored the factors that influence a supervisor's decision to be a mentor (Allen et al., 1997a; Allen et al., 1997b; Allen et al., 2003). In a qualitative study, Allen et al. (1997a) focused on factors that influence mentoring, outcomes associated with mentoring, and individual reasons supervisors have for mentoring others. Organizational factors that influenced supervisors' decision to mentor included organizational support for employee learning and development, company training programs, time and work demands, and the structure and organizational culture of the company. Negative outcomes associated with mentoring included the significant time requirements mentoring took away from the mentor's job. Hopkins (2005) writes, "jobs that overwhelm supervisors with work responsibilities can interfere with their ability to be supportive and responsive to workers" (p. 461). In the current study, if the director is overloaded with tasks due to the structure of the child care center, then the director might not be as willing to mentor or see mentoring as an important part of her job. Positive outcomes for the mentor included building a support network (i.e. friendship), increasing learning, knowledge, intrinsic satisfaction for the mentor, and building a more competent workforce (Allen et al., 1997a). Directors who have organizational support to mentor and who perceive more positive outcomes may be more willing to mentor teachers and may engage in more mentoring for career enhancing and educational attaining purposes than directors who do not have organizational support and who perceive more negative outcomes.

The reasons directors choose to mentor teaching staff have been examined in literature about supervisors in organizations. Allen et al. (2000, 2003, 2004) explored the positive motives supervisors may have to mentor and outcomes associated with mentoring. Supervisors may be motivated to mentor for other-focused reasons and/or self-focused reasons (Kram, 1985). Other-focused motives include the desire to help others succeed and to benefit the organization, and self-focused motives include self-enhancement and gratification. These motives in turn, relate to how mentors select protégés. In particular, Allen et al. (2004) found that mentors who were motivated to mentor for self-enhancing reasons were more likely to say that the protégé's ability was more important in their selection of a protégé than mentors who were motivated by intrinsic satisfaction. Mentors who were motivated by intrinsic satisfaction were more likely to say that the protégé's willingness to learn was more important in their selection of a protégé than mentors who were motivated by self-enhancement. Motivations for self-enhancement include increasing one's visibility and reputation within an organization. Motivations for intrinsic satisfaction include personal gratification or pride from seeing employees grow and develop (Allen et al., 2004; Allen et al., 1997a,b). These findings suggest that besides the mentor's motivations, the mentee's characteristics may affect how mentors select whom to mentor.

In large companies, mentors select their protégés based on a protégé's characteristics (Allen, 2004; Allen et al., 2000; Allen & Eby, 2003). Allen et al. (2000) found that mentors were more likely to choose protégés based on their

ability or potential than on their need for help, and women were more likely than men to choose protégés based on their perceived ability and potential. Furthermore, mentors who had relationships with mentees they perceived as more similar to themselves reported higher quality relationships and greater learning than mentors who had relationships with mentees they perceived as less similar to themselves (Allen & Eby, 2002). Similarity was based on gender, values, interests, and personality; relationship quality was based on satisfaction with the relationship, mutual benefits from the relationship, and the depth of the relationship. Applying these research findings, the current study examines how directors' provision of mentoring for career advancement and educational attainment relates to teachers' characteristics such as their potential or ability, their need for help, and their perceived similarity.

Other factors including the directors' characteristics and background may motivate directors to mentor teachers professionally and educationally. Hopkins (2005) found that individual reasons for mentoring others included the values, attitudes, and personal work-life experiences of the mentor or supervisor, and these factors may be related to how supportive or helpful supervisors are to their workers. Similarly, Allen et al. (1997b) found that "previous experience as a mentor, previous experience as a protégé, and education level were related to willingness to mentor others" (pg. 1).

Moreover, directors' beliefs about teacher education and the educational mandates in Massachusetts could influence how they mentor teachers at their center to obtain higher levels of education. In the early childhood education

literature, a director's beliefs and perspectives on teacher education and professional development for quality child care are influenced by their own level of education (Gable & Hansen, 2001). Center-based directors as well as home-based providers with college degrees were more likely to endorse education as a requirement for teachers than home-based providers without college degrees. Following this trend, the current study examines directors beliefs about the importance of education for teaching staff and their opinions about the educational mandates.

Mentoring in a child care center may provide teachers with different outcomes than what previous studies have found for employees in corporate organizations due to the differences in the characteristics of working in the early childhood education field, the central role of additional education in the career paths of early childhood teachers, and differences in career ladders and organizational structures. For example, organizational structures are simpler in child care and early education centers than in large businesses or organizations. Programs with multiple centers may have upper-level directors or administrators, making the organizational structure more complex, but still relatively simple in comparison to corporate organizations. As defined by the Department of Early Education and Care in Massachusetts (2006c), there are five different job certifications for working in a public or private center-based, group care program for infant-toddler and preschool-aged children: teacher's assistant/aide, teacher, lead teacher, director I, and director II.

The current study focuses on educational outcomes for both teachers and teachers' aides. I expect that directors influence their teaching staff members to go back to school by providing both instrumental and encouragement mentoring dimensions. They may provide their staff members with information, create job flexibility for staff to go to school, and provide social support and encouragement. There are structural differences between teacher's aides' and teachers' positions, and thus, it is important to examine each group separately. Teacher's aides may have lower levels of education and may receive lower wages than teachers. Because teacher's aides work in a classroom with another teacher, they may be supervised more by a teacher than by a director.

Purpose of the Current Study

We must consider the role of directors of child care centers in supporting and encouraging teachers and teacher's aides and teachers to take college classes to meet the educational mandates in Massachusetts. The purpose of this study was to determine how and to what extent directors of child care and education centers act as mentors who encourage and support teachers and teacher's aides at their center to go back to school to obtain a higher degree in Early Childhood Education.

This correlational study combines literature on mentoring in corporations and places it in the context of the current ECE workforce and workplace. In the context of the current study, I examined mentoring for the purpose of educational attainment. No previous studies have specifically examined mentoring for educational attainment. This study adapts measures used in previous work

focused on career advancement and applies them to the educational attainment of teachers. Previous studies that examined mentoring for career advancement identified two important components of career mentoring which referred to supervisors providing coaching and vocational support and psycho-social mentoring, which referred to supervisors providing both encouragement specific to career and socializing outside of the workplace. Encouragement functions from psycho-social mentoring provided a model for encouragement functions specific to educational attainment.

The emphasis in the current study is on mentoring for educational attainment. I included measures for two aspects of mentoring for educational attainment: encouragement mentoring and instrumental mentoring functions. Encouragement mentoring is modeled after the encouragement functions of psycho-social mentoring as described in the organizational mentoring literature. However, it this case, it includes social support and encouragement functions applied specifically to academics and college (e.g. telling teaching staff members about their strengths and how they can apply them to school). Instrumental mentoring functions include providing teaching staff with information about scholarships and programs and providing flexibility within teachers' work schedule so they can return to school.

This study examines directors' educational background and experience in the field, beliefs about education for teachers and the educational mandates, previous experience as a mentee, knowledge about the ECE field, perceived barriers to mentoring, motives to be a mentor, teacher's characteristics, how these

factors relate to the encouragement and instrumental mentoring the director performs, and how mentoring is then related to how many teacher's aides and teachers with less than an Associates degree are currently taking college courses.

Although it was not the main focus of my study, I also used a measure of mentoring for career advancement that I adapted to fit within the context of a child care center. Career mentoring in this study refers to the specific ways in which directors provide the teacher with coaching on the job as a teacher at the center (e.g. advising teachers about opportunities for promotion, encouraging teachers to reach their professional goals). Social support and encouragement specific to career advancement were also included in this measure.

Although in past studies, psycho-social support was defined to include both encouragement and socializing, in this study, socializing was measured separate from social support and encouragement. I expected that socializing outside of work may not provide career advancement for teaching staff in the same way that socializing can affect career advancement in corporate organizations, so it was critical to separate it from encouragement which I predict will make a difference in teachers' lives. Socializing mentoring in my study refers to the director's personal involvement in teachers' lives (i.e. the sharing of personal problems).

Hypothesis 1: Directors' experience in the field, beliefs about education for preschool teaching staff members, attitudes towards mentoring, mentoring motives, and teaching staff members' characteristics will be related to directors' levels of mentoring for a particular teacher. Levels of educational mentoring will

then, in turn, be related to whether the particular teaching staff member (a teacher's aide or a teacher) is currently in school.

Hypothesis 2: Directors' beliefs about education for preschool teaching staff members, attitudes towards mentoring, and mentoring motives will be related to the percentage of teacher's aides and teachers at their centers (with less than an Associates Degree) in school.

METHOD

Participants

Ninety-seven registered child care centers that provide group care to preschool-aged children were identified in Hamden County, Massachusetts from the provider regional list of Western Massachusetts from the Department of Early Education and Care website (Massachusetts Department of Early Education and Care, 2005). Head Start centers were excluded from the study. On-site directors of these centers were contacted via mail, telephone, and/or e-mail to participate in this study. A total of 78 directors of centers agreed to participate yielding a response rate of 80%. Participants were 77 women, and 1 man ranging in age from 24 to 66 ($M = 45.27$, $SD = 10.30$). Directors' racial backgrounds were Caucasian/white (59, 75.6%), Hispanic/Latina (12, 15.4%), African-American/Black, (3, 3.8%), bi-racial (3, 3.9%), and Asian (1, 1.3%).

Fifty-one (65.4%) stated their official title as Director, 13 (16.7%) stated that they were directors/co-directors and owners/co-owners of the center, 8 (10.3%) were teaching/lead teacher/teacher directors, 2 (2.6%) were coordinators/educational coordinators, and the other 4 (5.2%) were an Executive Director, President and Owner, Interim Director, and Head of School. Directors' highest level of education ranged from having a high school diploma to a Doctorate degree, and 87.2% directors had an Associates degree or higher (See Table 1).

Table 1.

Directors' Highest Level of Education

Level of Education	Number of Directors	% of Directors
High School Diploma	1	1.3
Some College	9	11.5
Associate's	16	20.5
Associate's Plus	9	11.5
Bachelor's	24	30.8
Bachelor's Plus	6	7.7
Master's	11	14.1
Master's Plus	1	1.3
Ph.D.	1	1.3
Total	78	100

Directors' annual income ranged from $19,000 to $78,000 with a median annual income of $33,000. The number of hours directors worked per week ranged from 17 to 60 (M = 43.19, SD = 9.03). The number of years directors have held their current position ranged from 3 months to 27 years (M = 9.33, SD = 7.89). The number of years directors have worked in the child care field ranged from 4 years to 40 years (M = 20.46, SD = 8.52).

Procedure

The researcher called child care centers to obtain the current directors' names and sent letters in the mail explaining the purpose of the study. The researcher scheduled times for telephone interviews, and two researchers trained in telephone interviewing conducted the interviews. The researchers requested permission to record the telephone conversation and explained that the information would be shared only within the research team and that the participant could choose to refrain from answering questions if the participant did not wish to answer. After the participant completed the interview, the researchers thanked the participant and asked if s/he would like to be entered in a raffle to win a $50 gift certificate, would like to receive a summary of the results from the study, and would be willing to participate in follow-up research. Participants were treated in accordance with the "Ethical Principles of Psychologists and Code of Conduct" (American Psychological Association, 2002).

Interviewing Questionnaire

To explore the role directors have in mentoring teachers to go back to school, directors participated in a structured telephone interview consisting of 160

questions. The interview lasted approximately 40 minutes (See Appendix A). The questionnaire also incorporated additional scales adapted from Scandura and Ragins (1993) (See Appendix B). Open-ended questions followed questions measuring agreement to allow the director to comment on additional information.

Measures

Experience in the Field. To build a foundation for the interview, the interviewer asked the participant, "Can you tell me about the history of your career? How did you become the director of a child care center?" This question provided background career information about the participant.

Participants responded to a question adapted from Allen et al. (2003) "During your career, has there been an individual who has taken a personal interest in you; who has guided or sponsored you, or otherwise had a positive and significant influence on your professional career development (plans to become a director or to return to school to study Early Childhood Education)? In other words, have you ever been mentored?" Participants were also asked to elaborate on how their mentor influenced them.

Seven open-ended questions were created for this study to gauge how much information the director knew about ECE teacher education programs at local colleges, scholarships available to teachers in the field, and the director's participation in meetings with other directors (e.g. Community Partnership Meetings, Preschool Enrichment Team meetings)

Mentor's Perceptions of Value of Increasing Educational Requirements. This section of the survey included nine questions that I created to assess how much a director believed in the importance of teachers' education level, and of these nine questions, five statements (e.g. "Teachers with higher levels of education deliver higher quality child care.") used Likert scales to measure agreement from 1 (strongly disagree) to 5 (strongly agree). One question included directors' opinion about Massachusetts mandates about Early Childhood Education (i.e. "Rating your agreement, how much do you agree with these mandates?"). These five questions did not cohere as a scale and were kept separate during analyses. Two of the scaled questions had very little variability and were excluded from the analysis. Virtually all of the directors agreed that "It is important for teachers to have a minimum level of education" and "It is important for teachers to continue learning about new teaching methods throughout their career." Open-ended questions followed scaled questions asking the director to describe the pros and cons to the educational mandates, and if they could provide teachers with a raise if they were to obtain an Associates degree.

Importance of Mentoring. Participants rated their agreement with 5 statements that addressed the importance of mentoring on 5-point Likert scales from 1 (strongly disagree) to 5 (strongly agree). One was adapted from Ragins and Scandura (1994) which indicated their willingness to mentor and their perception of the importance of mentoring (i.e. "I am willing to mentor teachers at the center."). The four items created for this study included statements that reflected both educational encouragement mentoring (e.g. "Mentors are important

because they provide social support to teachers.") and career mentoring ("Mentors are important because they can encourage teachers to develop professionally.") These 5 items were averaged to create a scale that measured how much directors valued mentoring (α = .78) (See Table 2).

Barriers to Mentoring. This section had four questions adapted from Ragins and Scandura (1994) that assessed barriers to mentoring which included organizational factors, limited time to spend mentoring teachers and, limited resources and knowledge to be an effective mentor (e.g. "I have no time to spend mentoring teachers at my center."). Participants rated these questions on 5-point Likert scales from 1 (strongly disagree) to 5 (strongly agree). Three of the four items cohered as a scale that measured directors' perceptions of organizational barriers to mentoring (α = .74) (See Table 2). The question "I have adequate resources/knowledge to help teachers at my center return to school" was excluded from the analysis.

Table 2.

Items and reliability for the Importance of Mentoring Scale and Barriers to Mentoring Scale

Item	Scale Reliability
Importance of Mentoring	
I am willing to mentor teachers at the center.	.78
I think being a mentor to teachers is not an important part of my job. (reversed)	
Mentors are important because they provide social support to teachers.	
Mentors are important because they can encourage teachers to develop professionally.	
Mentors are important because they can encourage teachers to obtain higher levels of education.	
Barriers to Mentoring	
I have no time to spend mentoring teachers at my center.	.74
The organizational structure of my center facilitates and allows building mentoring relationships with teachers. (reversed)	
The organizational structure of my center encourages building mentoring relationships with teachers. (reversed)	

Mentor Motives. Eleven items adapted from Allen (2003) focused on what motivated a supervisor to be a mentor and participants rated these questions on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Allen's (2003) scale included three categories of items: self-enhancement (e.g. "To earn respect from others in the organization."), benefit others (e.g. "Have a desire to help others succeed in the organization."), and intrinsic satisfaction (e.g. "The personal pride that mentoring someone brings.") (See Appendix C for original scale). For this study, we divided the items into three categories similar to the previous scale: self-oriented (3 items, $\alpha = .76$), other-oriented (4 items, $\alpha = .74$), and center-oriented (4 items, $\alpha = .77$) (See Table 3). Items from the original benefit others and intrinsic satisfaction scales were applied to measure the director's mentoring motivations directed towards benefiting others and towards the benefiting the center. In the current study, original intrinsic satisfaction items were grouped with other-oriented motivations for mentoring.

Table 3.

Items and reliability for the Mentoring Motives Scales

Item	Scale Reliability
Self-oriented	
I mentor others because I want to enhance my visibility in my profession as a director.	.76
I mentor others because I want to enhance my reputation at the center.	
I mentor others because I want to earn respect from others at the center.	
Other-oriented	
I mentor others because of the personal gratification that comes from seeing the teacher grow and develop.	.74
I mentor others because I want to ensure that knowledge and information is passed on to others.	
I mentor others because I gain a sense of self-satisfaction by passing on insights.	
I mentor others because I have a desire to help others succeed as teachers in the early childhood education field.	
Center-oriented	
I mentor others because I have a desire to build and develop a competent group of people within the center.	.77
I mentor others because I want to benefit the center as a whole.	
I mentor others because I want to benefit the center as a whole.	
I mentor others because I have a desire to help others succeed as teachers in the center.	

Targeted Teacher's Aide/Teacher Characteristics. Participants generated a list of teacher's aides (TAs) and a list of teachers/lead teachers (TEs) who had less education than an Associates degree, who worked with preschool-aged children (and possibly infant-toddlers as well), and who worked at least 15 hours per week. Participants responded either that they 1) had no employees with less than an Associates degree, 2) that they only had a TA who met the criteria, 3) that they only had a teacher who met the criteria, 4) or that they had both a teacher and a TA who met the criteria. Participants generated lists accordingly, and up to one person was randomly selected from the teacher's aide list, and up to one person was randomly selected from the teacher list. For the next two sections of the interview, participants answered the set of questions up to two times thinking of one or two employees selected above (depending on whether there were two employees who fit the criteria above).

Researchers collected demographic information about the randomly selected employee(s) (e.g. age, ethnicity, hours worked per week, years worked at the center and in the field), whether or not the teacher was currently taking college classes, ratings of the employees' current performance on a scale from 1 (poor) to 5 (excellent), and ratings of the director's confidence in the employees' ability to obtain an Associates degree on a scale of 1 (not at all confident) to 5 (very confident).

Types of Mentoring Behaviors. Twenty-one items were adapted from Scandura and Ragins (1993) (See Appendix B for original scale) and focused on the extent directors performed mentoring behaviors directed towards their

teaching staff's educational attainment and career advancement. Educational attainment included two scales: educational encouragement mentoring (e.g. "I encourage the teacher to reach his/her educational goals.") and instrumental educational mentoring items (e.g. "I am flexible with the teacher's schedule and accommodate his/her needs so s/he can go back to school."). Career advancement included career mentoring (e.g. "I help the teacher coordinate her/his professional goals"). Socializing mentoring included items that were unspecific to educational attainment or career advancement (e.g. "I consider the teacher my friend."). The participant was asked to rate her/his agreement on a Likert described scale. Since there were two targets for this section, the teacher's aide (TA) and the teacher/lead teacher (TE), two alpha reliabilities are reported for each scale. The four scales used in the current study included socializing mentoring (TA $\alpha = .78$, TE $\alpha = .83$) (See Table 4), career mentoring (TA $\alpha = .80$, TE $\alpha = .77$) (See Table 4), encouragement mentoring (TA $\alpha = .84$, TE $\alpha = .89$) (See Table 5), and instrumental educational mentoring (TA $\alpha = .67$, TE $\alpha = .82$) (See Table 5).

Directors' Perception of Mentee. Seven items adapted from Allen et al. (2000) examined how directors perceive their employees' work ethic (e.g. Mentee needs, "This teacher needs extra help/attention/advice about her teaching."), mentee similarity, (e.g. "This teacher has similar interests and values as me."), and mentee potential, (e.g. "This teacher has a lot of potential to be a great teacher."). The two items measuring mentee similarity "This TA/teacher reminds me of myself" and "This TA/teacher has similar interests and values as me" were combined in a scale (TA $\alpha = .79$, TE $\alpha = .80$).

Table 4.

Items and reliability for Socializing and Career Mentoring Scales

Item	Scale Reliability
Socializing Mentoring	
I take personal interest in *the TA's/teacher's* life outside of work.	TA α = .78 TE α = .83
I consider *the TA/teacher* my friend.	
The TA/teacher shares personal problems with me.	
I share personal problems with *the TA/teacher.*	
I socialize with *the TA/teacher* outside work.	
I exchange confidences with the *TA/teacher.*	
Career Mentoring Scale	
I take personal interest in *the TA's/teacher's* career.	TA α = .80 TE α = .77
I tell *the TA/teacher* about her/his strengths and how s/he can apply them to work.	
I give *the TA/teacher* special coaching on the job.	
I advise *the TA/teacher* about opportunities for promotion.	
I encourage *the TA/teacher* to reach her/his professional goals.	
I devote special time and consideration to *the TA's/teacher's* career.	

Table 5.

Items and reliability for Educational Mentoring Scales

Item	Scale Reliability
Encouragement Educational Mentoring	
I tell *the TA/teacher* about her/his strengths and how s/he can apply them to school.	TA α = .84 TE α = .89
I encourage *the TA/teacher* to reach her/his educational goals.	
I tell *the TA/teacher*, "You can do it!" with respect to college course work.	
I devote special time and consideration to *the TA's/teacher's* continuing education.	
Instrumental Educational Mentoring	
I am flexible with *the TA's/teacher's* schedule and accommodate her/his needs so s/he can go back to school.	TA α = .67 TE α = .82
I provide *the TA/teacher* with information about Early Childhood Education programs at colleges.	
I provide *the TA/teacher* with information about scholarships for college.	

Other Information About Teachers and Teacher's Aides. The two questions in this open-ended section were designed to provide a space for directors to talk about another person they influenced and mentored. Directors were asked if there was anything they wanted to add that the researcher did not ask and that was important to mention.

Director and Child Care Center Demographic Information. Directors were asked demographic information about themselves and about the size of their staff and the capacity of their center.

Results

Analysis Strategy

The current study focused on two main hypotheses: 1) Directors' beliefs about education, attitudes towards mentoring, and mentoring motives were hypothesized to be related to directors' provision of mentoring, which would in turn, be related to whether a TA or teacher was currently in school; 2) Directors' beliefs about education for preschool teachers, attitudes towards mentoring, and mentoring motives were hypothesized to be related to the percentage of teacher's aides, and teachers (with less than an Associates degree) in school.

It is important to keep in mind directors may have reported information for only a teacher's aide, only a teacher, or for both a teacher's aide and a teacher, and thus, comparisons about teacher's aides and teachers cannot support strong claims. This study is neither a between-groups nor within-groups design, and directors who reported not employing any TAs or teachers with less than an Associates degree do not appear in any of the analyses beyond the initial analyses and description of the sample.

For all inferential statistics, I used a significance level of .05. Initial analyses were conducted to provide an overview of directors' beliefs about education and mentoring as well as to describe child care centers, teacher's aides, teachers, and lead teachers in the sample. To examine Hypothesis 1, two sets of Pearson correlation coefficients were computed to describe the relationships between 1) directors' beliefs about education for preschool teachers, attitudes towards mentoring, mentoring motives, TA/teacher characteristics, and the types

of mentoring directors provided, and 2) the types of mentoring directors provided and whether or not TA's and teachers were in school. The first set of correlations conducted examined the TAs, and second examined teachers. In the first set, as predicted, many variables were related to educational mentoring directors provided. In the second set of correlations, contrary to my prediction, mentoring types were not related to whether or not TA's and teachers were in school.

These unexpected findings led to an exploration of whether directors' beliefs about education, attitudes towards mentoring, mentoring motives, TA/teacher characteristics, director characteristics, and center characteristics were directly related to whether TAs and teachers were in school. The variables that were significant were then examined as predictors in binary logistic regression analyses (Hosmer & Lemeshow, 1989) to examine the relationship between predictors and whether or not teacher's aides, teachers, and lead teachers were in school. As explained by Hostetler et al. (2007), "Logistic regression is similar to linear regression, but is designed for use with dichotomous dependent variables and allows for the estimation of odds ratios for independent variables (numbers close to 1.00 indicate no effect)… The statistical significance of each coefficient [is] evaluated with the Wald chi-squared statistic" (92).

To examine Hypothesis 2, preliminary correlations are presented between predictors and the percentage of teacher's aides, teachers, and lead teachers in school, and OLS multiple regression is conducted to examine the independent contributions of predictor variables.

Overview of Directors, Child Care Centers, Targeted Teacher's Aides, Teachers, and Lead-Teachers

This section provides an overview and description of the center, directors' experiences being mentored, their opinions and beliefs about higher education, educational mandates in Massachusetts, their involvement in and knowledge about the early childhood education field, their opinions about mentoring teachers at their center, their motives to mentor, and their provision of different types of mentoring. This section also provides a description of the targeted teacher's aides and teachers.

Child Care Centers. Child care centers ranged in size from 10 to 260 preschool-aged children served (M = 54.5, SD = 40). Eighty percent of the centers structured their preschool classrooms grouping children of the same age together (N= 62).

The Director. When asked if they had been mentored by someone during their career, 80% (N=62) of directors named someone as influencing their career development. Directors (N=10) saw these mentors as role models, described them as encouraging and inspiring them in their career and position (N=11). Only a few directors (N=8) spontaneously reported that their mentor helped or encouraged them to continue with school. Thirty-one directors reported that one of their previous directors was a mentor to them.

Overall, directors thought that education for preschool teachers was important. Directors believed that it is important for teachers to have a minimum level of education (M = 4.21, SD = .27), that it is important for teachers to

continue learning new teaching methods throughout their career (*M* = 4.72, *SD* = .27), and that it is important for teachers with low levels of education to return to school (*M* = 4.10, *SD* = .27). Directors agreed less strongly, however, that teachers with higher levels of education deliver higher quality child care (*M* = 3.21, *SD* = .27).

Overall, directors were knowledgeable about the current educational mandates in the state of Massachusetts. Ninety-two percent (N=72) had heard about the mandates. On average, directors tended to agree with the mandates (Disagree, N= 8, Neutral, N= 19, Agree, N= 51, *M* = 3.87, *SD* = .27). When asked to generate the pros and cons of the mandates, directors stated that more educated teachers would be more qualified, they would be better teachers, and that the overall quality of preschool education would increase (N=48). Directors also felt that the mandates would help to professionalize the child care field by aligning it with public school education and would lead to an increase in salaries for teachers (N=14). Some directors, however, worried that many teachers would not be able to afford higher education or would be burdened by the large costs of higher education (N=28). Directors also expressed concern that employers, such as themselves, would have to increase salaries for teachers to match the higher levels of education and credentials teachers will have, and that centers would not make enough money to afford to increase salaries (N=25).

Many directors were actively involved in and knowledgeable about the early childhood education field. Seventy-eight percent (N=61) regularly attended meetings to discuss common concerns with other child care directors (e.g.

Community Partnership Meetings[2]) where they usually discussed professional development of teachers (M = 3.31, SD = .31). Directors mentioned that they received information through mailings sent to the school (N=39), and Community Partnership meetings (N=22) as the most common resources they used to learn about college class offerings and scholarships. Furthermore, 65% (N=50) of directors knew about the Early Educators Scholarship Program, the scholarship specifically targeted to pay for classes for teachers currently in the field. Many directors disseminated information about educational courses and scholarships to their staff by written word (e.g. making copies, memos, mail, e-mail, newsletters, posting on bulletin boards) (N=55). Directors also disseminated information to individuals orally (N=22).

Furthermore, directors believed mentoring teachers was important (M = 3.94, SD = .27) and disagreed that barriers prevented them from mentoring teachers (M = 2.06, SD = .27). One of the biggest barriers to mentoring directors did mention was the lack of time they had to spend mentoring teachers due to all their other responsibilities as a director and due to the structure of the centers' work hours and child-teacher ratio requirements (N= 30).

Overall, directors provided TAs with career mentoring (M = 3.85, SD = .59), educational encouragement mentoring (M = 4.04, SD = .68), and educational instrumental mentoring (M = 4.12, SD = .73), but provided less socializing mentoring (M = 2.85, SD = .69), $F(3, 48) = 36.16$, $p<.001$. Similarly, directors provided teachers with career mentoring (M = 4.00, SD = .52), educational encouragement mentoring (M = 4.06, SD = .63), and educational

instrumental mentoring (M = 4.16, SD = .68), but provided less socializing mentoring (M = 3.02, SD = .76), $F(3, 51) = 26.97$, $p<.001$ (See Table 6).

Directors were motivated to mentor teachers more for the teachers' benefit than to benefit themselves. Directors mentored teachers at their center for other-oriented (M = 4.17, SD = .27) and center-oriented reasons (M = 4.51, SD = .27) more than self-oriented reasons (M = 3.35, SD = .27**),** $F(2, 76) = 81.56$, $p<.001$.

Targeted Teacher's Aides, Teachers, and Lead Teachers. Of the 78 centers, 11 (14.1%) directors reported not having any teachers or teacher's aides with less than an Associate's degree, 13 (16.7%) reported having only teacher's aides with less than an Associate's degree, 16 (20.5%) reported having only teachers and/or lead teachers with less than an Associate's degree, and 38 (48.7%) reported having both teacher's aides and teachers/lead teachers with less than an Associate's degree in Early Childhood Education. Thus, data was collected for 51 targeted teacher's aides and 54 targeted teachers or lead teachers. Of the 51 targeted teacher's aides, 21 (41%) were currently taking college classes and 30 (59%) were not currently taking college classes. Of the 54 targeted teachers, 22 (41%) were currently taking college classes and 32 (59%) were not currently taking college classes.

Table 7 shows the targeted teacher's aides and teachers' gender, age, ethnicity, highest level of education, the degree they were pursuing, the number of hours they worked per week, how long they had worked at the center, and how long they had worked in the field of early education as reported by directors.

Table 6.

Directors' Provision of Mentoring Types for TA's and Teachers

Mentoring Type	Mean	SD
Teacher's Aides		
Career Mentoring	3.85	.59
Encouragement Educational Mentoring	4.04	.68
Instrumental Educational Mentoring	4.12	.73
Socializing Mentoring	2.85	.69
Teachers		
Career Mentoring	4.00	.52
Encouragement Educational Mentoring	4.06	.63
Instrumental Educational Mentoring	4.16	.68
Socializing Mentoring	3.02	.76

Table 7.

Teacher's aides' and teachers' demographic information

Group	Variable	Statistical Information									
	Gender	*Men (%)*		*Women (%)*							
TAs		1 (2)		50 (98)							
Teachers		0 (0)		54 (100)							
	Ethnicity	*White (%)*	*Black (%)*	*Latina (%)*	*Asian (%)*	*American Indian (%)*		*Bi-racial (%)*			
TAs		30 (59)	0 (0)	18 (35)	0 (0)	1 (2)		2 (4)			
Teachers		35 (65)	6 (11)	12 (22)	1 (2)	0 (0)		0 (0)			
	Highest Level of Education	*> High School (%)*		*HS/GED (%)*		*Some College (%)*		*CDA (%)*		*Degree Not ECE (%)*	
TAs		2 (4)		24 (47)		23 (45)		0 (0)		2 (4)	
Teachers		0 (0)		4 (7)		44 (82)		1 (2)		5 (9)	
	Degree Currently Pursuing	*CDA (%)*		*Other degree (%)*		*Associate's (%)*		*Bachelor's (%)*		*Total*	
TAs		1 (5)		2 (10)		15 (71)		3 (14)		21	
Teachers		0 (0)		0 (0)		19 (86)		3 (14)		22	
	Age (years)	*Range*		*Mean*		*SD*					
TAs		18-55		33.22		11.86					
Teachers		21-76		37.50		12.61					
	Hours/Week	*Range*		*Mean*		*SD*					
TAs		12-40		29.69		10.21					
Teachers		20-55		33.22		11.86					
	Years at Center	*Range*		*Mean*		*SD*					
TAs		.08-22		2.81		4.18					
Teachers		.08-30		5.76		5.78					
	Years in Field	*Range*		*Mean*		*SD*					
TAs		.08-30		3.79		5.20					
Teachers		1.33-30		8.58		5.84					

Directors' Beliefs about Education, Mentoring Attitudes and Motives, TA/teacher Characteristics, and The Types of Mentoring Directors Provided

Pearson correlations were conducted to test whether directors' beliefs about education for preschool teachers, attitudes towards mentoring, mentoring motives, and TA/teacher characteristics, were related to the types of mentoring directors provided, and in particular, to types of educational mentoring. Table 8 shows that the relationships between directors' beliefs about education for preschool teachers and the types of mentoring they provided and supports the hypothesis for teachers but not for teacher's aides. Directors' belief that teachers with low levels of education should return to school was related to both instrumental and encouragement mentoring. Directors' belief that higher levels of education lead to higher quality care was also related to instrumental mentoring. As hypothesized, Table 9 shows that there are significant relationships between directors' attitudes towards mentoring, mentoring motives, and the types of mentoring they provided for both teacher's aides and teachers. Table 10 shows the relationships between teacher's aides' and teachers' characteristics and the types of mentoring directors provided. Specifically, confidence in the teacher's ability was related to encouragement educational mentoring for teachers, but not for teacher's aides. Finally, the directors' performance ratings of teacher's aides and teachers are unrelated to the directors' provision of educational mentoring. The bolded correlations in columns two and three show the relevant statistics.

Table 8.

Correlations Between Directors' Beliefs about Education for Preschool Teachers/Aides and Types of Mentoring Directors Provided

Variable	1	2	3	4	5	6	7
Teacher's Aides							
1. Career Mentoring	-						
2. Encouragement Mentoring	.77***	-					
3. Instrumental Ed. Mentoring	.37**	.40**	-				
4. Socializing Mentoring	.31*	.22	.03	-			
5. Higher ed., higher quality	.17	.18	.18	-.02	-		
6. Low ed., return to school	.01	.22	.25	-.41**	.25*	-	
7. Mandate Agreement	.27	.25	.13	-.-7	.30*	.36**	-
Teachers							
1. Career Mentoring	-						
2. Motivation Ed. Mentoring	.81***	-					
3. Instrumental Ed. Mentoring	.46***	.55***	-				
4. Socializing Mentoring	.27	.20	-.05	-			
5. Higher ed., higher quality	.05	.16	**.27***	-.05	-		
6. Low ed., return to school	.19	**.34***	**.38****	-.20	.25*	-	
7. Mandate Agreement	.16	.25	.19	.04	.30**	.36***	-

*correlation is significant at the 0.05 level (2-tailed)
**correlation is significant at the 0.01 level (2-tailed)
***correlation is significant at the 0.001 level (2-tailed)

Table 9.

Correlations Between Attitudes Towards Mentoring, Mentoring Motives and The Types of Mentoring Directors Provided

Variable	1	2	3	4	5	6	7	8	9
Teacher's Aides									
1. Career Mentoring	-								
2. Encouragement Mentoring	.77***	-							
3. Instrumental Ed. Mentoring	.37**	.40**	-						
4. Socializing Mentoring	.31*	.22	.03	-					
5. Importance of Mentoring	.33*	**.37****	.20	.06	-				
6. Barriers to Mentoring	-.40**	**-.32***	-.19	-.07	-.45***	-			
7. Other-Oriented Motives	.49***	**.39****	.18	.16	.46***	-.26*	-		
8. Self-Oriented Motives	.12	-.01	.01	.07	.17	-.05	.48***	-	
9. Center-Oriented Motives	.36**	**.41****	**.28***	.06	.44***	-.35**	.71***	.22	-
Teachers									
1. Career Mentoring	-								
2. Encouragement Mentoring	.81***	-							
3. Instrumental Ed. Mentoring	.46***	.55***	-						
4. Socializing Mentoring	.27	.20	-.05	-					
5. Importance of Mentoring	.36**	**.33***	**.29***	.25	-				
6. Barriers to Mentoring	-.32*	-.24	-.22	-.25	-.45***	-			
7. Other-Oriented Motives	.62***	**.62*****	**.45*****	.10	.46***	-.26*	-		
8. Self-Oriented Motives	.40**	**.38****	.24	-.001	.17	-.05	.48***	-	
9. Center-Oriented Motives	.41**	**.39****	**.51*****	.04	.44***	-.35**	.71***	.22	-

*correlation is significant at the 0.05 level (2-tailed)
**correlation is significant at the 0.01 level (2-tailed)
***correlation is significant at the 0.001 level (2-tailed)

Table 10.

Correlations Between TA's and Teacher's Characteristics and The Types of Mentoring Directors Provided

Variable	1	2	3	4	5	6	7	8	9	10	11	12
Teacher's Aides												
1. Career Mentoring	-											
2. Encouragement Ed. Mentoring	.77***	-										
3. Instrumental Ed. Mentoring	.37**	.40**	-									
4. Socializing Mentoring	.31*	.22	.03	-								
5. Performance Rating	.19	.24	.11	.21	-							
6. Confidence in ability	.15	.12	-.05	.22	.39**	-						
7. Potentially great teacher	.31*	**.38****	**.38****	.09	.69***	.21	-					
8. Works hard	.34*	**.28***	.11	.36**	.57***	.34*	.57***	-				
9. Needs help w/ teaching	.26	.10	.15	.06	-.43**	-.17	-.42**	-.43**	-			
10. Asks for help w/ teaching	.27	.14	-.04	.19	.04	.06	.21	.31*	-.09	-		
11. Asks for help w/ college	.30	**.37****	.26	.27	.13	.14	.27	.19	.14	.28	-	
12. Similar to me	.22	.27	.20	.38**	.44***	.30*	.43**	.61***	-.22	.20	.24	-
Teachers												
1. Career Mentoring	-											
2. Encouragement Ed. Mentoring	.81***	-										
3. Instrumental Ed. Mentoring	.46***	.55***	-									
4. Socializing Mentoring	.27	.20	-.05	-								
5. Performance Rating	.09	.04	-.18	.39**	-							
6. Confidence in ability	.21	**.40****	.23	.16	.23	-						
7. Potentially great teacher	.42***	**.31***	.25	.46***	.43***	.26	-					
8. Works hard	.18	.11	.19	.31*	.48***	.06	.55***	-				
9. Needs help w/ teaching	.36**	**.31***	.14	-.07	-.36**	-.18	-.01	-.25	-			
10. Asks for help w/ teaching	.35**	**.34***	.09	.18	.09	.14	.24	.10	.14	-		
11. Asks for help w/ college	.35**	**.39****	.08	.11	.17	.17	.21	.09	.10	.44***	-	
12. Similar to me	.36**	**.44*****	.13	.48***	.61***	.38**	.49***	.48***	-.23	.29*	.35**	-

*correlation is significant at the 0.05 level (2-tailed)
**correlation is significant at the 0.01 level (2-tailed)
***correlation is significant at the 0.001 level (2-tailed)

Types of Mentoring and Teacher's Aides and Teachers Currently Taking College Courses

Pearson correlations were then conducted to test whether teacher's aides or teachers who currently have less education than an Associates degree in early childhood education were more likely to be taking college classes when the director provided more educational mentoring. Although we hypothesized educational mentoring would be related to whether or not particular TAs and teachers were in school, results show this hypothesis was not supported. Table 11 shows that although positively correlated, instrumental educational mentoring, r(50)= .11, p>.05, and encouragement educational mentoring, r(50)= .22, p>.05, were not significantly related to whether teacher's aides were currently taking college classes. For teachers, instrumental mentoring, r(54)= .25, p=.07, and encouragement educational mentoring, r(54)=. 24, p=.08, were marginally related to whether or not the teachers and lead teachers were currently taking college classes.

Career mentoring and socializing mentoring were not related to whether or not teacher's aides, teachers, or lead teachers would currently be taking college classes. Table 11 shows that for teacher's aides, career mentoring r(50)= -.06, p>.05, and socializing mentoring r(50)= -.09 , p>.05 were unrelated to whether the teacher's aides were currently taking college classes. Career mentoring r(54)= .07, p>.05, and socializing mentoring r(54)= -.09, p>.05 were also unrelated to whether the teachers or lead teachers were currently taking college classes.

Table 11.

Correlations Between Types of Mentoring and Educational Status of TAs and Teachers

Variable	1	2	3	4	5
Teacher's Aides					
1. In School	-				
2. Career	-.06	-			
3. Socializing	-.09	.31*	-		
4. Instrumental Ed.	.11	.37*	.03	-	
5. Encouragement Ed.	.22	.77***	.22	.40**	-
Teachers					
1. In School	-				
2. Career	.07	-			
3. Socializing	-.09	.27	-		
4. Instrumental Ed.	.25	.46***	-.05	-	
5. Encouragement Ed.	.24	.81***	.20	.55**	-

*correlation is significant at the 0.05 level (2-tailed)
**correlation is significant at the 0.01 level (2-tailed)
***correlation is significant at the 0.001 level (2-tailed)

Notably, although career mentoring is highly correlated with the types of educational mentoring for both the TAs and the teachers, the instrumental and encouragement educational mentoring were marginally correlated with whether or not the teacher was in school, whereas career mentoring was not. There is also a similar trend for TAs (See Table 11).

Originally, I hypothesized that the effects of these variables would be mediated through educational mentoring. In the absence of a significant relation between educational mentoring and TAs' and teachers' school attendance, I decided to examine whether these variables had direct effects on school attendance. I examined the relation between whether or not a teacher or TA was in school and 1) directors' beliefs about education for preschool teachers, 2), mentoring attitudes and motives, 3) TA/teacher characteristics, and 4) TA/teacher demographic information (e.g. age, hours worked per week).

Other Factors and Teacher's Aides, Teachers, and Lead Teachers Currently Taking College Courses

Preliminary Correlational Analyses

Pearson correlations were conducted to examine the relation between TAs' and teachers' school attendance and 1) directors' beliefs about education and the educational mandates for preschool teachers, 2), mentoring attitudes and motives, 3) TA/teacher characteristics, and 4) TA/teacher and center demographic information.

Teacher's Aides. Whether or not the teacher's aide was currently taking college classes was significantly related to the directors' belief that teachers with

higher levels of education deliver higher quality child care, r(51)= .30, p<.05 (See Table 12), directors' confidence in teacher's aides' ability to obtain an Associates degree, r(51)=.33, p<.05 (See Table 14), teacher's aides' age, r(51)= -.34, p<.05 (See Table 15), and the number of preschool children served at the center (indicating the center's size) r(51)= .30, p<.05 (See Table 15). None of the directors' attitudes towards mentoring or motives to mentor were related to whether or not the TA was in school (See Table 13). Chi-square tests showed that teacher's aides' ethnicity, directors' ethnicity, and directors' level of education were unrelated to whether or not teacher's aides were in school. In sum, teacher's aides were more likely to be in school when directors believed that education was linked with quality care and were confident in TAs' ability to obtain an Associates degree. Younger teacher's aides who worked in larger centers were also more likely to be in school.

Table 12.

Correlations Between Directors' Beliefs/Opinions About Education for Preschool Teachers and Educational Status of Teacher's Aides and Teachers

Variable	1	2	3	4
Teacher's Aides				
1. In School	-			
2. Higher ed, higher quality	**.31***	-		
3. Low ed., return to school	.21	.25*	-	
4. Mandate Agreement	.17	.30**	.36**	-
Teachers				
1. In School	-			
2. Higher ed, higher quality	.22	-		
3. Low ed., return to school	.23	.25*	-	
4. Mandate Agreement	**.28***	.30**	.36***	-

*correlation is significant at the 0.05 level (2-tailed)
**correlation is significant at the 0.01 level (2-tailed)
***correlation is significant at the 0.001 level (2-tailed)

Table 13.

Correlations Between Directors' Attitudes Towards Mentoring, Mentoring Motives and Educational Status of Teacher's Aides and Teachers

Variable	1	2	3	4	5	6
Teacher's Aides						
1. In School	-					
2. Importance of Mentoring	.02	-				
3. Barriers to Mentoring	.20	-.45***	-			
4. Self-Oriented Motives	-.03	.17	-.05	-		
5. Other-Oriented Motives	-.001	.46***	-.26*	.48***	-	
6. Center-Oriented Motives	-.02	.44***	-.35**	.222	.71***	-
Teachers						
1. In School	-					
2. Importance of Mentoring	.26	-				
3. Barriers to Mentoring	-.22	-.45***	-			
4. Self-Oriented Motives	.05	.17	-.05	-		
5. Other-Oriented Motives	.18	.46*	-.26*	.48***	-	
6. Center-Oriented Motives	.13	.44***	-.35**	.22	.71***	-

*correlation is significant at the 0.05 level (2-tailed)
**correlation is significant at the 0.01 level (2-tailed)
***correlation is significant at the 0.001 level (2-tailed)

Table 14.

Correlations Between TA's and Teacher's Characteristics and Educational Status of Teacher's Aides and Teachers

Variable	1	2	3	4	5	6	7	8	9
Teacher's Aides									
1. In School	-								
2. Potentially great teacher	.11	-							
3. Works hard	.04	.60***	-						
4. Similar to me	.17	.43**	.61***	-					
5. Needs help with teaching	.13	.29	.33*	.27	-				
6. Asks for help w/ teaching	**.42****	-.03	-.05	.01	.14	-			
7. Asks for help w/ college	-.29	-.002	-.04	-.04	.10	.44**	-		
8. Confidence in ability	**.35****	.21	.34**	.30*	-.17	.06	.14	-	
9. Performance rating	-.09	.69***	.57***	.44**	-.43**	.04	.13	.39**	-
Teachers									
1. In School	-								
2. Potentially great teacher	.17	-							
3. Works hard	.25	.55***	-						
4. Similar to me	.21	**.49***	**.48*****	-					
5. Needs help with teaching	-.17	-.009	-.25	-.30	-				
6. Asks for help with teaching	.14	.24	.10	.29*	.14	-			
7. Asks for help with college	**.28***	.21	.09	.35**	.10	.44**	-		
8. Confidence in ability	**.40*****	.26	.06	**.39****	-.18	.14	.17	-	
9. Performance rating	.09	.43***	.48***	.61***	-.36**	.09	.17	.23	-

*correlation is significant at the 0.05 level (2-tailed)
**correlation is significant at the 0.01 level (2-tailed)
***correlation is significant at the 0.001 level (2-tailed)

Table 15.

Correlations Between Directors' and TA's/Teacher's Descriptive Characteristics and Educational Status of Teacher's Aides and Teachers

Variable	1	2	3	4	5	6
Teacher's Aides						
1. In School	-					
2. TA's age	**-.33***	-				
3. TA's hours/week	.04	-.05	-			
4. TA's years at center	-.25	.35*	.007	-		
5. TA's years in field	-.22	.34*	.03	.89***	-	
6. # Preschool Children served	**.30***	-.06	.05	-.02	.01	-
Teachers						
1. In School	-					
2. TE's age	**-.45*****-					
3. TE's hours/week	.05	-.22	-			
4. TE's years at center	-.17	.55***	-.23	-		
5. TE's years in field	-.27	.64***	-.21	.76***	-	
6. # Preschool Children served	.15	.19	.13	.02	.11	-

*correlation is significant at the 0.05 level (2-tailed)
**correlation is significant at the 0.01 level (2-tailed)
***correlation is significant at the 0.001 level (2-tailed)

Teachers and Lead Teachers. Similar to the findings for teacher's aides, directors' level of agreement with the educational mandates, r(54)= .29, $p<.05$ (See Table 12), directors' confidence in teachers' ability to obtain an Associates degree, r(54)= .40, $p<.01$ (See Table 14), teachers' characteristic of asking for extra help, attention, or advice about academics/college, r(54)= .28, $p<.05$ (See Table 14), and teachers' age, r(54)= -.45, $p<.01$ (See Table 15) were related to whether or not the teacher or lead teacher was currently taking college classes. The directors' belief in the importance of mentoring was marginally related to whether or not the teacher/lead teacher was in school, r(54) = .26, $p=.054$ (See Table 13). One the whole, teachers were more likely to be in school when directors agreed with the educational mandates, had confidence in teacher's ability, and perceived that teachers asked for advice about college. Younger teachers were also more likely to be in school.

Multivariate logistic regression analyses

Two sets of multivariate logistic regression analyses were conducted to explore the association between whether or not the teacher's aide and the teacher were currently in school and predictor variables that were significantly related described in the section above from 1) directors' beliefs about education for preschool teachers, 2) TA/teacher characteristics, and 3) TA/teacher and center demographic information.

Teacher's Aides. Likelihood ratio tests revealed that directors' belief that teachers with higher levels of education deliver higher quality child care (χ^2 (1, n=50)= 6.61, $p<.05$) and teacher's aides' age (χ^2 (1, n=50)= 6.25, $p<.05$) were

significant predictors of teacher's aides currently in school (See Table 16). For every one-point increase directors rated on the scale (from 1-5, 1 being strongly disagree and 5 being strongly agree) that teachers with higher levels of education deliver higher quality childcare scale, the odds that the teacher's aide is in school are about 2.4 times greater. For every year increase in the TA's age, the odds that the teacher's aide is in school decrease by 1.10 times.

Teachers/Lead Teachers. Likelihood ratio tests revealed that directors' level of agreement with the educational mandates (χ^2 (1, n=54)= 4.69, p<.05), teacher or lead teachers' age (χ^2 (1, n=54)= 7.70, p<.01), and the directors' confidence in teachers and lead teachers' ability to obtain an Associates degree (χ^2 (1, n=54)= 5.79, p<.05) were significant predictors of teachers or lead teachers currently in school (See Table 16). For every one-point increase directors rated on the scale (from 1-5, 1 being strongly disagree and 5 being strongly agree) rating agreement on the educational mandates, the odds that the teacher/lead teacher is in school are 2.2 times greater. For every year increase in the teacher's/lead teacher's age, the odds that the teacher is in school decrease by 1.14 times. For every one-point increase directors rated on the scale (from 1-5, 1 being strongly disagree and 5 being strongly agree) of their confidence in the teacher's ability to obtain an Associates degree, the odds that the teacher is in school are about 6.3 times greater.

Table 16.

Multivariate logistic regression predicted probabilities of TA's and Teachers currently in school

Variable	Wald χ^2	β	SE	Adjusted odds ratio
Teacher's Aides				
Higher ed., higher quality	6.61**	.88	.34	2.40
TA's age	6.25**	-.09	.04	.91
Confidence in ability	2.68	.58	.35	1.79
# Preschool children served	2.25	.02	.01	1.02
Teachers				
Mandate agreement	4.07*	.79	.39	2.20
Teacher's age	7.18**	-.12	.05	.88
Confidence in ability	5.06*	1.57	.70	4.78
Asks for help with college	1.16	.40	.37	1.50

*p<.05
**p<.01
***p<.001

Analyses For Teacher/Lead Teacher Sample

Because directors' confidence in the teacher's ability to obtain an Associate's degree was strongly related to whether the teacher was taking college classes, bivariate correlations between directors' confidence and teachers' characteristics were conducted. The directors' perception of similarity between herself/himself and the teacher was related to how confident directors were in teachers' ability, $r(54)= .39$, $p<.01$. Table 14 also shows that directors' perception of similarity is significantly related to directors' belief that the teacher has a lot of potential to be a great teacher, directors' perception that the teacher works hard at her job, the teacher asking for advice about her teaching and about college.

I hypothesized that another factor that may be related to directors' perception of similarity was ethnic similarity between a director and a teacher, and bivariate correlations were conducted to test this hypothesis. Ethnic similarity, however, was not related to directors' perception of similarity, $r(54)= -.04$, $p>.05$ or to how confident directors were in teachers' ability to obtain an Associates degree, $r(54)= .16$, $p>.05$.

Factors Related to the Percentage of TA's and Teachers in School

Preliminary Correlational Analyses

Firstly, bivariate correlations were conducted to test the hypothesis that a higher percentage of teacher's aides and teachers will be taking college classes when the director a) places a higher importance on mentoring teacher, b) places a higher importance on teacher education, c) agrees stronger with the educational mandates in Massachusetts, d) mentors others for other and center-oriented

reasons rather than self-oriented reasons, and e) has greater knowledge about educational programs and scholarships and disseminates this information in proactive ways to staff than a center with a director who places a relatively lower importance on those four factors.

For teacher's aides, this hypothesis was not supported. None of the proposed variables were related to the percentage of teacher's aides currently in school (See Table 17). Notably, the directors' beliefs in the importance of education for teachers, and their level of agreement with the educational mandates were positively related to the percentage of aides in school, but these statistics did not reach significance. For teachers/lead teachers, however, the hypothesis was partially supported. Directors' belief in the importance of mentoring was positively related to the percentage of teachers/lead teachers currently in school, $r(54)= .31$, $p<.05$, and their self-oriented motives for mentoring were negatively related to the percentage of teachers/lead teachers currently in school, $r(54)= -.27$, $p<.05$. Directors who believed mentoring was important had a higher percentage of teachers/lead teachers currently in school, and directors who mentored for self-oriented reasons had a lower percentage of teachers/lead teachers at their center currently in school. Directors' who provided higher levels of instrumental mentoring positively also had a higher percentage of teachers/lead teachers currently in school, $r(54)= .27$, $p<.05$ (See Table 17).

Table 17.

Correlations Between Directors' Beliefs/Opinions about Education and Mentoring and the Percentage of TAs and Teachers Who Are In School

Variable	1	2	3	4	5	6	7	8	9	10
Teacher's Aides										
1. Percentage In School	-									
2. Higher ed., higher quality	.24	-								
3. Low ed., return to school	.24	.25*	-							
4. Mandate Agreement	.26	.30**	.36***	-						
5. Importance of Mentoring	.10	-.007	.26*	.18	-					
6. Barriers to Mentoring	.09	-.19	-.24*	-.40**	-.45***	-				
7. Other-oriented Motives	.10	-.05	.23*	.26*	.46***	-.26*	-			
8. Self-Oriented Motives	.06	.02	.11	.28*	.17	-.05	.48***	-		
9. Center-Oriented Motives	.14	-.02	.34**	.33**	.44***	-.35**	.71***	.22	-	
10. Instrumental ed.	.02	.18	.25	.13	.20	-.19	.18	.01	.28*	-
Teachers										
1. Percentage In School	-									
2. Higher ed., higher quality	.03	-								
3. Low ed., return to school	.12	.25*	-							
4. Mandate Agreement	-.02	.30**	.36**	-						
5. Importance of Mentoring	**.31***	-.007	.26*	.18	-					
6. Barriers to Mentoring	-.10	-.19	-.24*	-.40***	-.45***	-				
7. Other-oriented Motives	-.01	-.05	.23*	.26*	.46***	-.26*	-			
8. Self-Oriented Motives	**-.27***	.02	.11	.28*	.17	-.05	.48***	-		
9. Center-Oriented Motives	.10	-.02	.34**	.33**	.44***	-.35**	.71***	.22	-	
10. Instrumental ed.	**.27***	.27*	.38**	.19	.29*	-.22	.45***	.24	.51***	-

*correlation is significant at the 0.05 level (2-tailed)
**correlation is significant at the 0.01 level (2-tailed)
***correlation is significant at the 0.001 level (2-tailed)

Linear Regression Analysis

To investigate the relative contributions of each of these variables in predicting the percentage of teachers/lead teachers currently in school, an Ordinary Least Squares (OLS) multiple regression analysis was conducted. The percentages of teachers/lead teachers currently in school were regressed on directors' belief in the importance of mentoring, directors' self-oriented mentoring motives, and directors' provision of instrumental mentoring. These three predictors accounted for approximately a quarter of the variance in the percentage of teachers currently in school ($R^2 = .27$), which was highly significant, $F(3,50)= 6.20$, $p=.001$. Directors' belief in the importance of mentoring ($\beta = .29$, $p<.05$), directors' self-oriented mentoring motives ($\beta = -.39$, $p<.01$), and directors' provision of instrumental mentoring ($\beta = .28$, $p<.05$) all demonstrated significant effects on the percentage of teachers currently in school. The more directors believed mentoring was important, the less they mentored for self-oriented motives, and the more they provided instrumental mentoring, the higher the percentage of teachers at their center were currently in school. Correlations between predictors are presented in Table 17.

DISCUSSION

Directors do appear to play an important role in the lives of preschool teachers' aides and teachers who are going to school. I predicted that directors' beliefs would predict their educational mentoring, which in turn would predict teaching staff members' return to school status. Results do show that the directors' beliefs are related to their provision of educational mentoring. Although directors' provision of educational mentoring was positively correlated with whether or not teachers were in school, it did not reach statistical significance nor did it predict college attendance when other factors were controlled.

Nonetheless, there was a direct relationship between directors' beliefs and teaching staff members' return to school status. For teacher's aides, directors' beliefs that preschool teachers with higher levels of education provide higher quality child care predicted whether they were taking college classes. For teachers, the more directors agreed with the educational mandates in Massachusetts and the more confident they were in teachers' academic ability, the more likely the targeted teacher was to be in school. Moreover, the younger the teacher's aides and teachers, the more likely they were to be in school. Examining the center workforce as a whole, directors' beliefs in the importance of mentoring, levels of self-oriented mentoring motives, and provision of instrumental educational mentoring (e.g. flexibility of work schedule, provision of information educational programs and scholarships) were all significant predictors of the percentage of teachers who were in school. These relationships were not

found for teacher's aides. To interpret the results, the findings will be discussed in terms of the key variables examined, first predicting the targeted teacher's aides' and teachers' return to school status, and second, predicting the percentage of teacher's aides and teachers at the center who are currently in school.

Targeted Teacher's Aides and Teachers' School Enrollment Status

Directors' Opinions About Higher Education For Teaching Staff. Directors' attitudes towards education as an important source of professional development had a role in teacher's aides' and teachers' educational progress. Directors' belief that preschool teachers with higher levels of education provide higher quality child care was related to whether or not teacher's aides were in school. Directors' level of agreement with the educational mandates was also related to whether or not teachers were in school. The more the director agreed with these ideas, the more likely the teacher's aide or teacher would be in school. Thus, if directors' opinions are more aligned with educational policies and regulations, the aides and teachers at their center may also be taking actions that reflect that directors think is important, such as going to school.

As a supervisor and boss, directors have power and control over the child care center, and convey their beliefs and values to their staff who in turn, may choose to follow or adopt the director's beliefs and act upon them. Similarly, in a study by Bloom and Sheerer (1992), after directors underwent leadership training and adopted beliefs and methods about quality child care, staff reported significantly improved opportunities for professional growth for teachers and staff

at the center. This study suggests that directors' beliefs can result in actions that in turn, affect staff members at their center.

Because the study is correlational, it is possible that directors' beliefs about the importance of higher levels of education and the educational mandates are affected by teachers' aides and teachers' enrollment in school. For example, a teacher who takes a class and learns new techniques about teaching may apply them to her work at the center. The director may notice the teacher's improvement and, in turn, come to believe that higher levels of education lead to higher quality child care and that the educational mandates are important. Longitudinal research is needed to explore the direction of causality.

Interestingly, directors' belief that higher levels of education were linked to the provision of higher quality care was a predictor for only teacher's aides and not for teachers. Currently, aides do not have to have even a CDA to be an assistant (Barnett et al., 2006). Directors may think more education is important for teacher's aides and that teachers should have more experience in the field. Similarly, directors' level of agreement with the educational mandates was a predictor for only teachers and not aides. One explanation for these findings is that educational mandates apply more to teachers than to aides. It is difficult, however, to make strong comparisons between teacher's aides and teachers due to the study design. Some directors reported information for only teacher's aides, some only for teachers, and some reported information for both teacher's aides and teachers. Interpretations of results comparing teacher's aides and teachers should be regarded with caution.

Directors' Confidence in Aides' and Teachers' Academic Ability.

Directors' level confidence in a teacher's academic ability was related to whether or not that teacher was in school and was a significant predictor for teachers when controlling for directors' beliefs about education and the mandates, and the aide's/teacher's age. Although little research has examined the supervisor's or employer's educational expectations, research has demonstrated that teacher's expectations have a large role in shaping student outcomes in the classroom (Weinstein, 2002). As Tauber (1998) summarizes, students whose teachers form relatively higher expectations have more positive outcomes (e.g. higher scores on intelligence tests) than students whose teachers do not form relatively higher expectations. Furthermore, researchers have studied the Pygmalion effect (self-fulfilling prophecy) in organizations and have shown that managers who have high expectations of their employees attain higher levels of employee productivity than managers who have lower expectations of their staff (Eden, 1990; Livingston, 2003). The current study suggests that directors' confidence in teacher's ability to obtain an Associate's degree, a positive expectation, may have a positive effect or outcome on teachers returning to school.

Alternatively, it is important to consider whether directors' confidence in teachers' ability to obtain an Associates degree could also be a result rather than a cause of whether the teacher or aide was currently in school. For example, if a teacher is in school, that fact may increase the director's confidence that she is capable of completing an Associate's degree compared to if the teacher were not in school.

Directors' confidence, although related to whether or not teacher's aides were in school, was not a significant predictor when other factors were controlled. Directors' confidence as a factor may be different for teacher's aides and teachers because aides hold a lower position and make less money than teachers. Despite directors' levels of confidence, what may have mattered was whether the aide had the resources to go to school. In other words, a director could be very confident in an aide's academic ability to obtain an Associates degree, but the aide may not have had access to financial resources to go back to school (which teachers may have more of). In a study by Home (1998) of women in college with families and jobs, income was a significant predictor of role conflict, when controlling for women's perception of their job, family, and school demands. In other words, lower income increased the women's vulnerability to role conflict.

Another reason for the difference between aides and teachers could be that directors have fewer opportunities to convey their confidence to teachers' aides than to teachers. On average, aides have spent less time working at the center and less time working in the child care field than teachers. Directors may have worked with teachers longer and look towards teachers more as their peers than aides. Directors may also have less ongoing personal contact with teachers' aides due to the hierarchical structure of the child care center where aides may report directly more frequently to teachers and than directors. Thus, directors may have stronger working relationships with teachers and may do more to convey their confidence in teachers than with teacher's aides. Teachers may also respond

more to directors' confidence than aides because they have known each other for a longer period of time.

Teachers' and Teacher's Aides' Age. Older teachers and aides were significantly less likely to be in school than younger teachers and aides. The measurement of age could be a proxy for a number of other life variables including being married and having children. In a study by Bean and Metzner (1985), researchers found that non-traditional students were more likely to be married and have greater responsibilities than traditional students. Researchers examining the life-course perspective suggest that the complexity of roles in a person's life can increase in adulthood as a person chooses to start a family, work, and go to school (Home, 1998; Hostetler et al., 2007). These studies, however, have not directly examined the relationship between age and increasing role conflict. Several directors in the current study spontaneously mentioned that teachers who were older would have a harder time going back to school because they have families. Older teachers and aides may have an increasing number of roles in their lives including being a wife and a mother, and those factors take a large amount of time and energy. Going to school may be increasingly difficult for aides and teachers with a number of other roles due to the way they may prioritize their lives, putting their families first for both time and monetary investments.

No studies have directly examined the relationship between age and returning to school, however, it is important to consider what factors may relate to non-traditional students' return to school because teachers and teacher's aides in

the field may be non-traditional students. Surprisingly, Hostetler et al. (2007) found that among women who had families and who were over 30 years old, those who worked full-time, and presumably had greater role conflict, were more likely to go back to school than those who worked part-time. These researchers explained that women who work full-time may have access to financial resources at their job to pay for school whereas part-time employees might not have those benefits. Future research should continue to explore what factors break down barriers for non-traditional students.

Furthermore, as discussed by Kasworm (1994) models that predict academic performance for traditional students have not included non-traditional students' needs (e.g. returning to college after a lengthy break) and have assumed that being a non-traditional student is disadvantageous. These assumptions about non-traditional students' academic abililities may perpetuate stereotypes about the relationship between academic ability and age. Teachers and aides and may believe that as age increases, cognitive abilities to recall and learn educational material decrease, and that being an older student is more difficult because it takes so much energy and effort that only younger people can endure. Although these stereotypes surrounding age have been evaluated, and for the most part, disproved (Gutknecht, 1986; Wolf, 1991), many people may still believe that they are true. Thus, teachers and teacher's aides may not feel confident in their abilities to be successful non-traditional students.

Alternatively, the effect of age may actually be a cohort effect. In the past, very little or no education was required to provide child care, and older aides and

teachers may have chosen the child care field because of the low requirements. These teachers and aides may have had a number of reasons why they did not want to continue with school to obtain a higher level of education and may not intend to return to school (e.g. they were not interested in school; they were not good students in high school and did not want to continue; they got married and had families and thought child care was a way to make some money). Younger teachers, on the other hand, may have entered the field informed that, in several years, to continue in the field will require meeting the mandates and returning to school.

Educational Mentoring for Teachers and Aides. Results suggest that many factors were related to the provision of encouragement and instrumental educational mentoring for both TAs and teachers. Directors mentored more when they had stronger beliefs about the importance of education for teachers, they endorsed the importance of mentoring, they perceived fewer barriers to mentoring, they were highly motivated to mentor for other, self, and center-oriented reasons, and they perceived the teacher/TA to have positive characteristics (e.g. has potential to be a great teacher).

Contrary to the original hypothesis, neither encouragement mentoring nor instrumental mentoring was significantly related to whether or not a teacher's aide or teacher was currently in school. For the purposes of this study, educational mentoring scales were created and had not been used in previous studies, therefore, some aspects of educational mentoring may have been missed. For example, the mentoring behaviors were presented as statements and directors

rated them on a scale of strongly disagree to strongly agree. These measures did not take into account the frequency the directors provided the behaviors to teachers. Many directors may have agreed to the statements but some may have only engaged in the behavior one time whereas other directors may have participated in the behavior frequently.

Perhaps the educational mentoring measures created for this study may not have targeted other behaviors that directors engage in to encourage their teaching staff to return to school. For example, a director who expresses more interest and enthusiasm to the teacher, may rate similar levels of educational mentoring compared to a director who may express less interest and enthusiasm. There may be something subtle in the interaction between how directors express their enthusiasm to their teaching staff and how they engage in educational mentoring.

It is also important to consider teacher's aides' and teachers' perception of and reaction to mentoring behaviors. This study was conducted solely from the perspective of the director. Teacher's aides and teachers may not perceive directors' provision of mentoring in the same way that directors intend it. A large number of past studies on mentoring in large organizations have focused on only the mentor or the mentee, and few have incorporated both the mentees' and the mentors' perspective on the same measurements (Waters, 2004; Young & Perewe, 2000; Young & Perewe, 2001). Future studies in this area should consider both the directors' and the teachers' perspectives about mentoring behaviors.

Notably, there was a relationship between directors' reports of teachers asking for help with academics and college and whether or not they were in

school. Although asking for help with academics was not a significant predictor in the logistic regression model, it suggests that how the teacher actively participates in the mentoring relationship may also be related to whether or not they are in school. Few studies have explored how protégé-initiated mentoring is related to mentoring received and its effectiveness (Aryee et al., 1999).

Educational mentoring may also contribute to outcomes for teacher's aides and teachers that I was unable to measure in the current study. Even if educational mentoring does not predict a return to school, high levels of educational mentoring may promote teachers' academic success or teachers' persistence in completing a higher degree. Besides academic outcomes, high levels educational mentoring may also alleviate role conflicts between work and school. Teachers who are encouraged at work to continue their studies may feel less stressed and may have more work-school balance than teachers who do not receive encouragement from their directors. Future longitudinal studies should examine how educational mentoring might facilitate other positive educational outcomes for teaching staff.

Although not statistically significant, educational mentoring was positively related to whether or not teacher's aides and teachers were in school whereas career mentoring was not. These results are striking in that they demonstrate that educational mentoring and career mentoring are conceptually distinct. These types of mentoring, in turn, may result in different outcomes. Career mentoring may facilitate development within their current job position whereas educational mentoring may encourage teachers to go back to school.

Again, however, because this is a correlational study, the provision of educational mentoring could also be a result of teachers' and aides' attendance in school. It is possible that directors may think that the time and effort they spend mentoring would be valued most by those who are currently in school.

Creating a Center-Wide Environment

Teachers

Directors' Belief in the Importance of Mentoring. As hypothesized, the more directors' believed mentoring was important, the higher the percentage of teachers in their center were in school. Directors who believe that mentoring is important may create encouraging and supportive workplace cultures for their staff. Although no studies have specifically examined the role of a supervisor's beliefs in the work-to-school transition, Conger (2002) suggests that supervisors can create an organizational culture that can foster career development through mentoring. Alderton (1999) examined workplace learning for mid-career professionals and found that managers can act as mentors by providing challenges and support to employees and can have a role in creating a center-wide climate that facilitates learning.

Self-Oriented Mentoring Motives. Interestingly, the more the director was motivated to mentor for self-oriented reasons, the smaller the percentage of teachers at the center were in school. Directors who mentor to benefit themselves more than to benefit others and the center may participate in behaviors that not only dissuade teachers from returning to school but also make their teaching staff feel unimportant or unrecognized for their efforts. By focusing on their own

agenda, these directors may not create a work environment that inspires or encourages teachers to go back to school.

Instrumental Educational Mentoring. Directors who were more flexible with the targeted teachers' work schedules so they take classes and who provided more information about college programs and scholarships to targeted teachers had more teachers at their center currently in school than directors who were less flexible and who provided less information. Directors' instrumental educational mentoring behaviors directed towards the targeted teachers may be representative of the flexibility and information that directors provide to all their staff members. Flexibility in teachers' work schedule may reduce work-school conflicts, and providing information may allow teachers to learn about programs and scholarships they would not have found on their own.

Other types of instrumental educational mentoring and support should be investigated in future studies. For example, directors may guide teachers through the application process by assisting them in filling out applications for college and for scholarships. They may also help teachers with their homework or school projects. Instrumental mentoring may influence a teacher's decision to return to school as well as lead to greater persistence in college.

Teacher's Aides

The hypothesis that directors' beliefs about education for preschool teachers, attitudes towards mentoring, and mentoring motives would be related to the percentage of teacher's aides in school was not supported. None of the predicted variables were related to the percentage of teacher's aides in school.

Similar to previous results, these findings suggest that directors have a different relationship with aides than with teachers.

Directors may have a different structural relationship with teacher's aides than with teachers due to the hierarchical structure of the center. For example, the director may not have as large of a role in creating an encouraging environment for aides to go back to school as teachers. Aides may not be directly supervised by the director, but instead may be supervised by the teacher in whose classroom they work and may not be as affected by directors' beliefs and motives. The director's behaviors that express their beliefs about the importance of mentoring, their beliefs about education, and their mentoring motives may come across more for strongly for teachers than for aides because directors may supervise teachers more than aides.

Limitations and Future Studies

Some of the largest limitations of this study are the study design and the small sample size. The study is neither a within-groups design nor a between-groups design. Directors who were interviewed may have reported information for only a teacher's aide, only a teacher, or for both a teacher's aide and a teacher. For example, one director may have reported information for only a teacher and another director may have reported information for both a teacher's aide and a teacher. These two directors could only be compared using reported information about teachers. Thus, comparisons between teacher's aides and teachers can not support strong claims. In a future study, information from directors who report information for both a teacher's aide and a teacher could support stronger claims.

Furthermore, a large number of variables were examined in the analyses. Due to the small sample size, a future study with a larger number of participants would support stronger claims.

This study was based solely on the perspective of the director. It could not explore how teaching staff perceive the educational mentoring the director is providing. It also cannot take into account the many other aspects of teachers' and teacher's aides' lives that shape their choices to go back to school. From the perspective of teacher's aides or teachers, educational mentoring from directors may be only one factor that is important in their decision to go back to school.

Longitudinal studies could provide insights about causal relationships between variables that the current study could not examine. The current study did not collect information about when teachers and teacher's aides returned to school and whether or not their return took place during the time they were working for the current director. By examining educational mentoring over time, researchers could also observe whether mentoring leads to positive academic outcomes for teachers and teacher's aides including their academic performance in school and their persistence in college.

Furthermore, future studies should specifically examine the types of mentoring behaviors directors' provide for teachers versus teacher's aides as well as types of mentoring teachers may provide for teacher's aides in their classrooms. Educational mentoring could also provide teaching staff with other outcomes such as greater job mobility or a longer career in the Early Childhood Education field or in their current position.

Other structural variables about child care centers should also be investigated. Centers may have access to financial resources to reimburse teaching staff for taking college classes. Teaching staff's salary could also have a large role in teachers' and aides' ability to afford paying for college. Some child care centers with multiple sites and more resources may have professional development programs and departments that provide teaching staff with additional support besides what the director provides. In the current study, many directors were concerned that their teaching staff would not be able to pay for college classes and that their center would not be able to compensate them for higher levels of education. Thus, financial resources of child care centers for teaching staff may be crucial factors for them to return to school and should be explored further.

Implications and Conclusions

In the current child care and early education climate, it seems very important for directors to be dedicated to raising the educational standards for preschool teachers and committed to having teachers at their center meet the educational mandates. Directors may have a large role in not only the lives of their teaching staff, but also a large role in reforming and professionalizing early childhood education. The state of Massachusetts, and in particular, the Department of Early Education and Care, should work more to align and inform directors of their goals and policies for the field and convey how important higher education and specialized training in ECE can provide better outcomes for children. One method to promote the importance of education and to contribute

to improving child care center quality could be to provide professional development and leadership training for directors. Training could inform directors about research in the ECE field and also how to be effective mentors to their staff. Formal director-mentoring relationships with teachers and teacher's aides could be beneficial for their professional development.

Work-to-school mentoring is a neglected area of research in general, and results from the current study suggest that directors of child care centers do influence the lives of aides and teachers who are in school. When directors believed in education for preschool teachers and were confident in their academic abilities, teachers were more likely to be in school. When directors thought mentoring was important and were less motivated to mentor for self-oriented reasons, a higher percentage of teachers at their center were in school. Future studies could examine work-to-school mentoring within multiple contexts where employees are either required to obtain higher levels of education or where higher education would be related to positive outcomes at work.

Although we do not yet know how directors' beliefs about education, beliefs about mentoring, and their confidence in a teacher's ability translate into behavior that promotes their return to school, these findings demonstrate that the interaction between directors and their staff is a crucial domain for future studies. Policy makers, researchers, and organizations devoted to raising the quality and professionalism of early childhood educators must continue to work with and support directors of child care centers as well as collaborate and generate ways to

break down barriers for less educated, and therefore, perhaps less qualified teachers in the field to return to school.

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Appendix A

Structured Telephone Interview

II. Experience in the Field – Warm-up Question

Can you tell me a little bit about the history of your career? How did you become a director of a child care center?

_____
_____
_____

III. Experience as a Mentee

YES/NO 2. During your career, has there been a supervisor who has taken a personal interest in you; who has guided or sponsored you, or otherwise had a positive and significant influence on your professional career development? In other words, have you ever been mentored (if so, by whom)?

_____

IV. Director's Perceptions of Value of Education / Increasing Educational Requirements

Here's where the scratch paper will come in handy. I am going to read a series of statements. Please rate how much you agree with the following statements. It might be helpful to jot these options down. The options are: strongly disagree, disagree, neutral, agree, and strongly agree. (When circling the #, 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, 5 is strongly agree.)

1. Generally, teachers with higher levels of education deliver higher quality child care. 1 2 3 4 5
2. It is important for teachers to have a minimum level of education. 1 2 3 4 5
3. It is important for teachers to continue learning about new teaching methods throughout their career. 1 2 3 4 5
4. It is important for teachers with low levels of education to return to school. 1 2 3 4 5

Are you aware that by 2010, the state of Massachusetts requires that all incoming teachers must have an Associates degree? YES / NO

How did you find out?_____

What do you think about this mandate?_____

Rating your agreement, how much do you agree with these mandates?
Strongly agree, Agree, disagree…? 1 2 3 4 5
From what I hear you saying, you think <blah blah>. Can you think of any other pros/cons to the mandates?

_____

_____

If someone who works at your center goes back to school and obtains an Associates degree, would you give her/him a raise?_____

V. Assessment of Director's Knowledge of the Field

Which Early Childhood Education teacher education programs in the area are you familiar with? (If director seems to be struggling on this question… reassure director that it's ok if they aren't familiar with any and that we're just trying to assess their knowledge of the field.)

_____

Do you know about any scholarships for students going into or continuing with Early Childhood Education teacher education programs?

_____

How do you find out about ECE teacher education programs and scholarships?

_____

Is it difficult for you to access/find out about this information? Please explain.

_____

How do you disseminate information about career development opportunities, scholarships, and educational programs? (i.e. regular staff meetings)

_____

Have you heard about the Early Educators Scholarship Program? If so, from where?

_____

_____ *If not, describe to the director: Affiliated with the Department of Early Education and Care, came out last year (started with $1 million and has been renewed with $3 million), designed for people who have been working in the field for a year, cannot have a BA in an unrelated field. You can also refer them to the website for the Department of Early Education and Care.*

Do you attend meetings where directors of child care centers get together to talk about common concerns? If so, how often are these meetings, how many people go, and what organizations are they affiliated with (e.g. community partnerships)?

_____

If you do attend meetings like these, how often do you talk about the professional development of teachers in ECE? Never, sometimes, usually, always…

1 2 3 4

VI. Definition of Mentoring

Now we're moving into the portion about mentoring. I'm interested in looking at a particular kind of mentoring. Similar to a question I asked before, I think of a mentor as an individual who takes a personal interest in someone who works for them – someone who guides or otherwise has a positive and significant influence on a worker's professional career development and in particular, plans to return to school. Keeping this definition in mind, I am going to ask you to rate how much you agree with another set of statements.

VII. Willingness to Mentor and Perceived Value of Having A Mentor

Please rate how much you agree with the following statements. The options are: strongly disagree, disagree, neutral, agree, and strongly agree. (When circling the #, 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, 5 is strongly agree.)

1. I am willing to mentor teachers at the center. 1 2 3 4 5
2. I think being a mentor to teachers is not an important part of my job. 1 2 3 4 5
3. Mentors are important because they provide social support to teachers. 1 2 3 4 5
4. Mentors are important because they can encourage teachers to develop professionally. 1 2 3 4 5
5. Mentors are important because they can encourage teachers to obtain higher levels of education. 1 2 3 4 5

Are there any specific reasons why you think mentoring teachers to help them return to school is/is not important in your work?

_____

_____

VIII. Barriers

Please rate how much you agree with the following statements. The options are: strongly disagree, disagree, neutral, agree, and strongly agree. (When circling the #, 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, 5 is strongly agree.)

1. I have no time to spend mentoring teachers at my center. 1 2 3 4 5
2. I have adequate resources/knowledge to help teachers at my center return to school. 1 2 3 4 5
3. The organizational structure of my center facilitates/allows building mentoring relationships with teachers. 1 2 3 4 5
4. The organizational structure of my center encourages building mentoring

relationships with teachers. 1 2 3 4 5

Are there any other factors make it difficult for you to have a mentoring relationship with teachers at your center?

_____

_____

IX. Mentor Motives

Please rate how much you agree with the following statements. The options are: strongly disagree, disagree, neutral, agree, and strongly agree. (When circling the #, 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, 5 is strongly agree.)

STEM: I mentor others because…

1. Of the personal gratification that comes from seeing the teacher grow and develop. 1 2 3 4 5
2. I have a desire to build/develop a competent group of people within the center. 1 2 3 4 5
3. I want to ensure that knowledge and information is passed on to others 1 2 3 4 5
4. I want to enhance my visibility in my profession as a director 1 2 3 4 5
5. I gain a sense of self-satisfaction by passing on insights 1 2 3 4 5
6. I want to enhance my reputation at the center 1 2 3 4 5
7. I have a desire to help others succeed as teachers in the ECE field 1 2 3 4 5
8. I want to earn respect from others at the center 1 2 3 4 5
9. Of the personal pride that mentoring someone brings 1 2 3 4 5
10. I want to benefit the center as a whole 1 2 3 4 5
11. I have a desire to help others succeed as teachers in the center 1 2 3 4 5

X. Selection Process of Teacher's Aide

Again, here is where you'll need your piece of scratch paper. Think about teachers and teacher's aides at your center who work with the preschool-aged children (including those who might also work with other-aged children) who do not have an Associates degree in ECE and who work at your center for at least 15 hours per week, and write their initials down in two lists – one with the initials of the teachers and lead teachers and the second with the initials of the teacher's aides.

How many people are on your list of teacher's aides?_____
(Randomly choose a number.)
How many of those on your list are currently taking college classes?_____
(After randomly choosing number)
Could I have the initials of **the teacher aide that I selected**?_____
(Initials will be inserted into the following questions to make the questions more

personalized. Wherever "**the teacher**" or "**this person**" is stated in the following questions, initials will be inserted.)

Does **the teacher** work with just preschool-aged children or float?_____
How long has **the teacher** worked at the center?_____
How long has **the teacher** worked in the early childhood education field?_____
How many hours per week does **the teacher** work?_____
What is **the teacher's** highest level of education?_____
Is **this teacher** currently taking classes? If so, for what degree?_____
Ethnicity:_____Age:_____Gender: F / M

Please rate **this teacher's** current performance? 1 2 3 4 5
(on a scale of 1-5, 1 being Poor and 5 being Excellent)

How confident are you in **the teacher's** ability to obtain an Associates degree?
1 2 3 4 5
(on a scale of 1-5, 1 being not at all confident and 5 being very confident)

XI. Mentoring Functions (Teacher's Aide)
Please rate how much you agree with the following statements. The options are: strongly disagree, disagree, neutral, agree, and strongly agree. (When circling the #, 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, 5 is strongly agree.)

Scale: Psychosocial support & Career Development/Educational Development

1. I take personal interest in **the teacher'**s life outside of work. 1 2 3 4 5
2. I take personal interest in **the teacher's** career. 1 2 3 4 5
3. I am flexible with **the teacher's** schedule and accommodate her/his needs. 1 2 3 4 5
4. I am flexible with **the teacher's** schedule and accommodate her/his needs so that s/he can go back to school. 1 2 3 4 5
5. I tell **the teacher** about her/his strengths and how s/he can apply them to work. 1 2 3 4 5
6. I tell **the teacher** about her/his strengths and how s/he can apply them to school. 1 2 3 4 5
7. I consider **the teacher** at the center my friend. 1 2 3 4 5
8. I encourage **the teacher** to aspire to higher educational goals. 1 2 3 4 5
9. **The teacher** shares personal problems with me. 1 2 3 4 5
10. I share personal problems with **the teacher.** 1 2 3 4 5
11. I socialize with **the teacher** outside work. 1 2 3 4 5
12. I exchange confidences with **the teacher**. 1 2 3 4 5
13. I give **the teacher** special coaching on the job. 1 2 3 4 5
14. I advise **the teacher** about opportunities for promotion. 1 2 3 4 5
15. I encourage **the teacher** to reach her/his professional goals. 1 2 3 4 5
16. I encourage **the teacher** to reach her/his educational goals. 1 2 3 4 5

17. I tell **the teacher**, "You can do it!" with respect to college course work. 1 2 3 4 5
18. I devote special time and consideration to **the teacher's** career. 1 2 3 4 5
19. I devote special time and consideration to **the teacher's** continuing education 1 2 3 4 5
20. I provide **the teacher** with information about Early Childhood Education teacher programs at colleges 1 2 3 4 5
21. I provide **the teacher** with information about scholarships for college. 1 2 3 4 5

If the teacher is currently taking courses…

Why do you think **the teacher** decided to go (back) to school?

_____

How big of an influence do you think you had in **the teacher's** decision to go back to school on a scale of 1-5, 1 being none and 5 being a great deal of influence. 1 2 3 4 5

Once **the teacher** decided to go back to school, did you assist **the teacher** in finding and choosing a program? Did you help the teacher fill out the applications? Apply for scholarships?

_____

How big of an influence do you think you have in **the teacher's** decision to stay in school on a scale of 1-5, 1 being none and 5 being a great deal of influence.
1 2 3 4 5

Has **the teacher** ever asked to make changes to their job or work schedule so that they could go back go school? If so, have you been able to accommodate them so that they could go back to school? Please explain.

_____

_____

XII. Teacher's Characteristics (Teacher's Aide)

Please rate how much you agree with the following statements. The options are: strongly disagree, disagree, neutral, agree, and strongly agree. (When circling the #, 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, 5 is strongly agree.)

STEM: **This teacher…**

1. Has a lot of potential to be great teacher. 1 2 3 4 5
2. Works really hard at her/his job. 1 2 3 4 5
3. Reminds me of myself. 1 2 3 4 5
4. Has similar interests and values as me. 1 2 3 4 5
5. Needs extra help/attention/advice about her/his teaching. 1 2 3 4 5
6. Asks for extra help/attention/advice about her/his teaching. 1 2 3 4 5
7. Asks for help/attention/advice about academics/college. 1 2 3 4 5

XIII. Selection Process of Teacher

Please look back at the list you generated earlier of teachers and lead teachers who work with the preschool-aged children who do not have an Associates degree in ECE.

How many people are on your list of teachers and lead teachers?_____
(Randomly choose a number.)
How many of those on your list are currently taking college classes?_____
Could I have the initials of the teacher that you selected?_____
(Initials will be inserted into the following questions to make the questions more personalized. Wherever "**the teacher**" is stated in the following questions, initials will be inserted.)

What is **this person's** job title (teacher, lead teacher)?_____
How long has **the teacher** worked at the center?_____
How long has **the teacher** worked in the early childhood education field?____
How many hours per week does **the teacher** work?_____
What is **the teacher's** highest level of education?_____
Is **this teacher** currently taking classes? If so, for what degree?_____
Ethnicity:_____Age:_____Gender: F / M

Please rate **this teacher's** current performance? 1 2 3 4 5
(on a scale of 1-5, 1 being Poor and 5 being Excellent)

How confident are you in **the teacher's** ability to obtain an Associates degree?
1 2 3 4 5
(on a scale of 1-5, 1 being not at all confident and 5 being very confident)

XIV. Mentoring Functions (Teacher)

Please rate how much you agree with the following statements. The options are: strongly disagree, disagree, neutral, agree, and strongly agree. (When circling the #, 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, 5 is strongly agree.)

Scale: Psychosocial support & Career Development/Educational Development

22. I take personal interest in **the teacher'**s life outside of work. 1 2 3 4 5
23. I take personal interest in **the teacher's** career. 1 2 3 4 5
24. I am flexible with **the teacher's** schedule and accommodate her/his needs. 1 2 3 4 5
25. I am flexible with **the teacher's** schedule and accommodate her/his needs so that s/he can go back to school. 1 2 3 4 5
26. I tell **the teacher** about her/his strengths and how s/he can apply them to work. 1 2 3 4 5
27. I tell **the teacher** about her/his strengths and how s/he can apply them to

school. 1 2 3 4 5

28. I consider **the teacher** at the center my friend. 1 2 3 4 5
29. I encourage **the teacher** to aspire to higher educational goals. 1 2 3 4 5
30. **The teacher** shares personal problems with me. 1 2 3 4 5
31. I share personal problems with **the teacher.** 1 2 3 4 5
32. I socialize with **the teacher** outside work. 1 2 3 4 5
33. I exchange confidences with **the teacher**. 1 2 3 4 5
34. I give **the teacher** special coaching on the job. 1 2 3 4 5
35. I advise **the teacher** about opportunities for promotion. 1 2 3 4 5
36. I encourage **the teacher** to reach her/his professional goals. 1 2 3 4 5
37. I encourage **the teacher** to reach her/his educational goals. 1 2 3 4 5
38. I tell **the teacher**, "You can do it!" with respect to college course work. 1 2 3 4 5
39. I devote special time and consideration to **the teacher's** career. 1 2 3 4 5
40. I devote special time and consideration to **the teacher's** continuing education 1 2 3 4 5
41. I provide **the teacher** with information about Early Childhood Education teacher programs at colleges 1 2 3 4 5
42. I provide **the teacher** with information about scholarships for college. 1 2 3 4 5

If the teacher is currently taking courses…

Why do you think **the teacher** decided to go (back) to school?

_____

How big of an influence do you think you had in **the teacher's** decision to go back to school on a scale of 1-5, 1 being none and 5 being a great deal of influence. 1 2 3 4 5

Once **the teacher** decided to go back to school, did you assist **the teacher** in finding and choosing a program? Did you help the teacher fill out the applications? Apply for scholarships?

_____

How big of an influence do you think you have in **the teacher's** decision to stay in school on a scale of 1-5, 1 being none and 5 being a great deal of influence.
1 2 3 4 5

Has **the teacher** ever asked to make changes to their job or work schedule so that they could go back go school? If so, have you been able to accommodate them so that they could go back to school? Please explain.

_____

_____

XII. Teacher's Characteristics (Teacher's Aide)

Please rate how much you agree with the following statements. The options are: strongly disagree, disagree, neutral, agree, and strongly agree. (When circling the #, 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, 5 is strongly agree.)

STEM: **This teacher…**

8. Has a lot of potential to be great teacher. 1 2 3 4 5
9. Works really hard at her/his job. 1 2 3 4 5
10. Reminds me of myself. 1 2 3 4 5
11. Has similar interests and values as me. 1 2 3 4 5
12. Needs extra help/attention/advice about her/his teaching. 1 2 3 4 5
13. Asks for extra help/attention/advice about her/his teaching. 1 2 3 4 5
14. Asks for help/attention/advice about academics/college. 1 2 3 4 5

XVI. Other Teachers and TA's as Mentees

Is there another teacher or TA (who works with the preschool-aged children) that you can think of who you currently have a great mentoring relationship with? In other words, do you think you've had a significant influence on another teacher's or TA's career or schooling?

_____

How is your mentoring relationship with this teacher or TA different from your relationship with **the teacher and TA I asked about**?

_____

XVII. Demographic Information

Type of Center: public / private

Preschool teachers and TA's TOTAL:_____

Preschool-aged Children served:_____
*(calculate) Student/Teacher ratio:*_____
# of children in largest classroom:_____

How many teachers and TA's have you hired within the last year?_____
How many of these teachers and TA's were replacements?_____

Age Segregation/Structure of Preschool Classes:_____

Gender: M / F Age:_____ Highest level of education:_____
Married: Y / N Children: Y / N # Children:_____
Annual income:_____ Ethnicity:_____
Hours Worked per Week:_____# Years worked at center:_____
Years in current position:_____# Years worked in field:_____
Title:_____

XVIII. Wrap-Up Question

Is there anything you'd like to add that I may not have asked and you think is important to mention?_____

Remove Bottom Portion

Name:_____ Center Name:_____

Would you be interested in receiving a summary of the results from the study after the research is completed? Yes/No
If yes, what is the best way to send it to you? E-mail address?
_____
Would you like to be entered in a raffle to win a $50 gift certificate for books for your center and a $50 gift certificate to the mall? Yes/No

In the future, research teams might be interested in conducting follow-up research about the early childhood education field and child care centers. Would you be willing to be contacted again to participate in other research?
Yes/No

Appendix B

Mentoring Functions Scales (Scandura and Ragins 1993)

Psychosocial support (scale)

1. Sharing personal problems
2. Socializing after work
3. Exchanging confidences
4. Considering the other one to be a friend
5. Often going to lunch with each other

Career development (scale)

6. Mentor takes personal interest in mentee's career
7. Mentor placed mentee in important assignments
8. Mentor gives mentee special coaching on the job
9. Mentor advises mentee about promotional opportunities
10. Mentor helps to coordinate professional goals
11. Mentor devoted special time and consideration to mentee's career

Appendix C

Mentor Motives Scales (Allen 2003)

Self-enhancement

1. To enhance your visibility within the organization
2. To enhance your reputation in the department
3. To earn respect from others in the organization
4. To increase your support base within the organization

Benefit Others

5. To benefit your organization
6. A desire to build/develop a competent workforce within your organization
7. To ensure that knowledge and information is passed on to others
8. A desire to help others succeed in the organization

Intrinsic Satisfaction

9. The personal pride that mentoring someone brings
10. The personal gratification that comes from seeing the protégé grow and develop
11. To gain a sense of self-satisfaction by passing on insights

Footnotes

[1] Mandates in Massachusetts are parallel to the passing of the No Child Left Behind (NCLB) Act of 2001 (PL 107-110), and the *Good Start, Grow Smart* early childhood presidential initiative launched in 2002, in which many states have standardized increased teacher education credentialing requirements (Ackerman, 2005; Martinez-Beck & Zaslow, 2006)

[2] Community Partnership meetings include directors from child care and family centers, Community Partnerships Children staff members, and members from the Preschool Enrichment team. According to MassResources.org, Community Partnerships For Children (CPC) is a program that helps low-income families with preschool-age children. The Massachusetts Department of Early Education and Care (EEC) funds the CPC programs. Community organizations can apply for grants to start Community Partnership programs in their communities.