

Dissertation Name:

Total Quality Management, Customer services and Staff Turnover in
Childcare Centres Dublin.

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Abstract

Parents have a significant duty when choosing a childcare facility—they have a big responsibility to choose a childcare facility that lives up to the standards they have for their children. However, some elements may compromise the reputation of quality of service offered these facilities, such as organisational climate, staff turnover, and qualified employees. This study aims to determine how parents perceive high staff turnover; and how it affects the quality of services provided to their children. The research study was created using a mixed quantitative and qualitative data-gathering approach based on the pragmatic technique. In this study, 59 people were included in the sample, including 31 parents and 28 workers from Dublin's childcare centres. The findings indicated some parental dissatisfaction because they desired qualified staff. Language hurdles could arise due to inadequate communication between parents, employees, and children. Similar issues, like poor management and staff communication, make parents uncomfortable. Children spend more time in childcare facilities and form strong bonds with staff members, making early childhood education essential for their development and future. It needs to improve effective communication between the staff, administration, and parents, which can lead to disputes over the level of service that customers have chosen. This might lead to an improvement in the quality of Service offered in childcare centres.

Key Words: Organisational climate, Staff turnover, Qualified staff, Communication, Bad management, Work environment.

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List of Abbreviations

DCEDIY- Department of Children, Equality, Disability, Integration and Youth.

NQF- National Quality Framework.

DES- Department of Education and science.

CECDE- Centre for early Childhood Development and Education.

ECCE- Childhood care and Education.

NCCA- National Council for Curriculum and Assessment.

FAR- First Aid Responder.

PHECC- Pre-Hospital Emergency Care Council.

TQM-Totally Quality Manager.

IQAC- Institute of Quality Assurance Cell.

UGC- University Grants Commission.

ASQ- American society for Quality.

CHAPTER ONE

INTRODUCCION

1.1 Overview of the Research Problem.

According to the Central Statistics Office ((C), 2017); as of 2017 70.2% two-parents worked full-time in Ireland; as a result, there is a high population -, around 25% of children in Dublin and 19% throughout Ireland who attended early childcare centres. Thus, one of the parents' most frequently requested queries is: How simple is locating a high-quality childcare facility? Additionally, there are a variety of reasons that affect Dublin childcare institutions' poor service quality.

The American Academy of Pediatrics (2022) said early childhood education is fundamental and essential in the first part of a child's life. They state that “[the Childrens] experiences in these [educational] settings will affect their future lives”. Therefore, many parents, when selecting an educational centre, emphasize the importance of a high-quality service. They are looking for a centre that provides them with different types of programs and a curriculum of activities.

When parents choose an educational centre, they are always looking for excellence between quality of service, cost, and practicality, according to the American Academy of Pediatrics (2022). Based on these factors, the question is, what is the opinion that parents have about the service offered in an educational centre?

The quality of the educational service, according to Ropa (2014), can be measured with the philosophy of the 8 elements of Total Quality Management (TQM): customer focus, total employee involvement, process-centred, integrated systems, strategic and systematic approach, continuous improvement, fact-based decision making, communications.

However, what is the parents' perception of the organizational climate in a crèche? As the children get settled in their crèche, there are certain factors that, over time, parents begin to express concerns or anguish about. One of these factors, for parents, is a high turnover of staff. American Academy of Pediatrics (2022) state that “Young children—especially infants and toddlers—need stable, positive relationships with their caregivers to thrive, and staff retention helps to maintain those strong relationships”. In addition to that, the sector had a turnover rate of 28.4% in a 12-month period (Early Childhood Ireland, 2021).

Due to this, there is a great unknown of, what would be the training that must be provided to the new childcare professional? And how long does it take to establish a good relationship between the child and the childcare professional?

In summary, the topic of this research is to examine the factors contributing to poor quality of service in Childcare Centres.

1.2 Background of the Research study

According to Karila (2012), several Nordic nations have realised the value of prioritising early children's well-being since they view it as essential to their future success. As more parents look for dependable childcare as they enter the workforce, they anticipate returning to their employment after maternity leave without concern since they are confident that they have selected a high-quality childcare provider for their children. Cryer and Burchinal (1997) mention that; as a result, the demand for quality childcare services has become a significant concern for parents.

1.3 Research aims and Objectives.

This study aims to examine the satisfaction level of parents in Childcare when selecting a childcare centre. Additionally, the research study aims to investigate the impact of high staff turnover rates. Accordingly, this study will answer the following research questions:

1. What is the parents' opinion about the service offered in an Early Childhood Care centre?
2. What is the parents' perception of the organizational climate (include staff turnover) in a Childcare Centre?
3. What would be training that must be provide to the new Childcare professional?
4. How long does it take to establish a good relationship between the child and the Childcare Professional?

1.3.1 The objectives of the study are:

- Analyse and synthesize the perceptions of clients in early childhood education centres.
- Identify gaps and challenges to meet customer expectations.
- Provide recommendations for childcare service providers.

1.4 Scope of the study

This research study will home in on the educational sector of childcare centres, with a particular focus on crèche facilities in Dublin. The study will be carried out on a carefully chosen sample.

1.5 Overview and content of the research study

Chapter 1: Introduction.

This chapter aims to provide a concise overview of the research project executed in the childcare centres of Dublin, emphasising the quality of service and education imparted to children. Furthermore, it delineates the objectives and strategies of the investigator for the investigation.

Chapter 2: Literature Review.

This chapter aims to conduct a research study based on the diverse views of various researchers regarding the care of children in childcare centres. It also aims to identify crucial tools for ensuring service quality, emphasize the significance of the customers, outline the decision-making processes involved in selecting a childcare centre, and highlight the benefits of fostering positive relationships among employees, parents, and administrators.

Chapter 3: Research Question.

This chapter's cornerstone is the research question, guiding the inquiry process and tackling a particular uncertainty or issue. By doing so, the research question will shape the hypothesis definition and steer the objectives towards evaluating the Dublin-based childcare service's service quality and customer satisfaction.

Chapter 4: Methodology.

The approach for gathering and assessing data to respond to the research topic stated in the previous chapter will be established in this chapter. Techniques will be decided upon in the Methodology section, and a framework for data gathering, analysis, and interpretation will be offered. The validity of the results will be analysed and guaranteed with the aid of mixed qualitative and quantitative research methods.

Chapter 5: Analysis and finding.

In this chapter, the researcher will present a detailed analysis based on the results obtained with the help of his data collection instrument. The results obtained will be delivered using visual graphs; to facilitate the compression of each data. In this way, an analysis of each survey question will be provided. This session aims to verify clients' satisfaction in a Childcare Centre and discover if new findings exist or are confirmed.

Chapter 6: Discussion.

This chapter compares the results from the data collected with the previous literature reviewed. To discuss and analyse the findings to determine whether there is alignment with existing theories or if new knowledge has been generated.

Chapter 7: Conclusion and Recommendations.

This chapter presents the results and insights gained from the procedures conducted by the researcher. Additionally, recommendations for future research and potential modifications that can be applied in the Childcare sector are provided.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The quality of services provided by educational childcare centres is crucial in determining the overall experience for parents and their children. Parents seek safe and nurturing environments that can facilitate their children's development, making it essential for childcare centres to prioritize customer satisfaction. The effectiveness of these centres in meeting parents' expectations can be measured by their levels of customer satisfaction and loyalty.

Several factors influence parents' satisfaction, such as effective communication with staff, their child's emotional and educational development, safety protocols, and the overall environment of the centre. These will be explored below.

2.2 Content of Literature Review.

This literature review aims to analyse and synthesize the current knowledge on how customers perceive early childhood education centres and how these centres contribute to the satisfaction and loyalty of parents. By identifying gaps and challenges in meeting client expectations, the review intends to provide valuable information that can inform strategies for staff training and service improvement. Finally, this will improve the quality of care and education for young children and foster positive relationships.

2.3 Background of the Study.

Since it can be difficult for parents to find high-quality daycare, they frequently worry about the level of service provided by childcare facilities. High-quality early childhood education programmes can significantly improve children's learning and parental surroundings, according to Elango et al. (2016).

These programs provide a safe and nurturing environment where children can engage in stimulating activities, receive early education, and develop essential social and cognitive skills.

In the same way, Karila (2012) notes that several Nordic countries are focusing on the well-being of young children, considering it a key to their future success. As more parents enter the workforce and seek reliable care for their children, they expect to return to their current jobs

after parental leave without worry, knowing that they have selected a high-quality service for their children. However, as Karila (2012) mentions parents are the primary decision-makers during the selection process, as they have their criteria for childcare. They want the quality of care to ensure their children's satisfaction and peace of mind, knowing they are in good hands in their absence (Cryer and Burchinal, 1997). Therefore, the demand for quality childcare services has become a concern, as the quality of service offered directly influences children's learning outcomes, emotional development, and overall preparation for education. Parents' recommendations to other parents will continue to depend on the quality of service in childcare centres (Thomas, 2017).

2.4 Definition of research concepts

2.4.1 Early Childhood

The field of early childhood education is constantly evolving, focusing on nurturing, and developing infants at an early age and improving the quality of service worldwide. In 2018, (Haslip and Gullo, 2018) drafted an agenda for 2030 that commits to sustainable development within the United Nations and evaluates progress towards specific educational goals.

According to the National Council for Curriculum and Assessment (NCCA, 2009), early childhood education encompasses the first six years of a child's life in Ireland. It is often provided in educational settings like nurseries, crèches, or at home; it is a crucial period for a child's brain development and sensitivity to their environment. The American School of Paris (2023) emphasizes the importance of specialized educational approaches during these years to ensure critical skills and fundamental learning concepts are acquired for future adaptability.

Quality early childhood education centres can offer socio-emotional benefits to infants, as noted by the American School of Paris (2023). However, it has become an institutionalized system where many parents take it for granted that it is necessary for their child's education (Karila, 2012). (The Central Statistics Office, 2023) reported that 31% of children attend childcare in Dublin, based on the 2022 population census.

Part 1

Full day care service or part-time day care service

AGE RANGE	ADULT: CHILD RATIO
0-1 year	1:3
1-2 year	1:5

2-3 year	1:6
3-6 year	1:8

Table 1: Full day care service or part-time day care service. As Túsla C (2016, p.48).

Part 2

Sessional Pre-School Service

AGE RANGE	ADULT: CHILD RATIO
0-1 year	1:3
1- 2 ½ year	1:5
2 ½ - 6 year	1:11

Table 2: Sessional Pre-School Service. As Túsla C (2016, p.48).

Part 3

Pre-school service in drop-in centre and temporary pre- School service.

AGE RANGE	ADULT: CHILD RATIO
0-6 year	1:4

Table 3: Pre-school service in drop-in centre and temporary pre- School service. As Túsla C (2016, p.48).

Part 4

Overnight Pre-school service.

AGE RANGE	ADULT: CHILD RATIO
0-1 year	1:3
1-6 year	1:5

Table 4: Overnight Pre-school service As TTúsla C (2016, p.48)".

Ensuring the well-being of children and workers through supervision policies is crucial to provide high-quality service in every classroom. Poor organization, lack of personnel, teaching materials, or insufficient resources can lead to bad quality, which must be avoided.

The quality of childcare is monitored by the government, which considers categories such as structural quality and process quality. Infrastructure, staff-child ratio, level of education, staff

experience, and physical conditions of the childcare facility are some of the characteristics evaluated for structural quality. Process quality, on the other hand, refers to the presence of equipment, materials, and learning activities that contribute to the quality of the service by (Pekkurnaz,2021).

High quality is essential for meeting or surpassing customer expectations in the service industry. As noted by Evans (2005), the industry faces challenges such as high employee turnover and lower wages, which can be compared to other industries.

Quality education is a process that depends on factors such as teachers' quality, the program's structure, and the personnel. Institutional prestige is associated with quality, but attention must also be given to the quality of learning to gain more trust in the education sector (Ashraf, 2022).

2.4.2 Quality in Service & Quality in Education.

Quality services are considered inputs to influence a program. The objective of service quality is to carry out professional tasks on a day-to-day basis to achieve pre-specified organizational goals and objectives (Pekkurnaz, 2021). The service can be defined as a primary or complementary activity that does not directly produce a product; those involved are the client and the supplier. There are different types of service organizations within them and one of them is institutional education Institutional education (Evans, 2005).

(Evans, 2005) explains that the quality of education represents one of the most exciting and challenging areas for quality improvement, managing to build an educational reform called (K-12) that ranges from kindergarten to grade 12, where Staff and Students work to keep culture alive and learn to work with society.

Willoughby (2016) mentions that a good education service helps parents actively participate in decision-making processes within the service, ensuring that their opinions are included.

However, according to Ashraf (2022), there is a concern regarding the impact of the quality of education worldwide, as many educational institutions need more proper training for their staff to provide excellent service. This conclusion is based on the second data sample provided by the Institute of Quality Assurance Cell (IQAC), with the support of the University Grants Commission Bangladesh (UGC), highlighting the adverse effects of poor-quality education. Likewise, Ashraf (2022) mentions that only some educational centres involve parents in school activities; Many organizations focus on a single-factor curriculum development design or academic programs. For example, Keiningham et al. (2006) mention that childcare facilities in

the US are distressing; since only 15% of childcare facilities could be classified as “excellent”; another 15% were “abysmal”; 70% were barely adequate (Keiningham et al., 2006).

2.4.3 Childhood Educators

Establishing a solid connection between caregivers and children is crucial in fostering various developmental capacities, as Willoughby (2016) emphasised. This is especially important in group environments such as Crèche or Nursery, where there are typically fewer children per room. Early childhood educators play a significant role in this process, and their efforts can significantly benefit children's development. Generally, these caregivers are called Key Persons or Key workers. Having a key person is essential to help children adapt to get an adaptation in the Childcare centres and thus help the separation adjustment with the parents.

Likewise (Willoughby, 2016) mentions that it is essential that caregivers or educators work together with parents to ensure that the service responds to any difficulty related to a child's behaviour in a responsible manner and with the best interest.

(Sims, 2015), mentions that qualified staff can significantly improve the quality-of-service delivery in Childcare centres. All personnel with adequate classification within the standards can mould and guide with pedagogical knowledge. Qualifying a Childhood educator or Key person is essential in the European Union and the UK.

The Department of Children, Equality, Disability, Integration and Youth of Ireland (Department of Children, 2019) mentions that based on the (Child Care Act 1991 Early Years Services Regulations, 2016), all staff working directly with children in a Childcare Centre service must have at least a Level 5 main title in early childhood care and education within the National Framework. of Qualifications (NFQ), or a qualification deemed equivalent by DCEDIY.

Likewise, the (Department of Children, 2019) mentions that all temporary student personnel recruitment must at least have the level mentioned earlier five or students written at levels Six, Seven and Eight. They must show a "Temporary permission letter to practice" by the DCEDIY.

2.4.4 Relationship between the child, the childcare Educators & Parents.

What relationship should a child, the Childcare educators and the parents have?

According to (NCCA, 2009) in a child's life, the most important people are the parents, especially for the first months and years of life; this significantly impacts their overall development and learning. However, (Willoughby, 2016) mentions the importance that should be generated between parents and Key Persons; managing to have detachment and an easy adaptation in the Childcare centres.

Having two-dimensional communication with parents helps to express the needs, interests, likes, dislikes, and essential events in the child's life; likewise, it is an important factor for a quality service. Informal and formal communications must be carried out between parents and child educators to share knowledge and inform the evolution of the child day by day. Parents should feel that they can talk to the key person who cares for their children while working and have answers at all times (Barnardos, 2016).

It is essential to keep parents informed at all times; many schools or Childcare centres take great importance in posting their announcements through a board, providing information such as different types of activities to develop, meetings, events or information that may be beneficial or relevant to parents.

Communication with parents should refrain from developing problems or difficulties that may arise for the child. A well-defined adaptation process is essential to create the foundation for a strong relationship between parents, key caregivers, and children's education. (Barnardos, 2016) mentions that in high-quality service, parents must be considered and valued.

On one hand, caregivers must transmit patience and love, allowing children to develop calmly and evolve in their process in Childcare centres (Barnardos, 2016).

2.4.5 Components of services system quality.

(Evans, 2005) mentions that service organizations provide a commitment to customers. However, in the Education sector at Childcare Centres, Quality components in a service system are crucial elements that significantly impact facilities. Quality components may include staff qualification, curriculum implementation (Academic Curriculum), health and safety standards, communication with parents, and administrative support. Each of these components plays a vital role in shaping service quality; since it collectively contributes to creating an enriching, stimulating environment appropriate for the development of children. An impact on the quality of the educational service can be emphasized by considering the following quality systems.

2.4.6 Academic Curriculum.

An academic Curriculum or study plan are diverse programs for teaching children; there are different changes according to the evolutions generated in the academic systems over time. According to (Haslip, 2018), aligning with a necessary pedagogy to work with the needs and abilities of children's development is essential. One of the characteristics of early childhood is based on games and activities that interest children (Haslip, 2018).

Early childhood has excellent learning opportunities; it develops creative and adventurous exchanges. The first years of childhood are the basis for children to develop learning such as trust, respect, and love using the game methodology; likewise, it is the best opportunity to learn a language. Likewise, it is a way to identify the interaction with people and the environment (Haslip, 2018).

The Childcare Regulations govern different curricular frameworks; These frameworks are called Síolta and Aister.

2.4.7 Síolta.

Síolta represents the National Quality Framework for Early Childhood (NQF); It was created by the Early Childhood Development and Education Centre (CECDE) and the Department of Education and Skills (DES); said the program was published in 2006; following a development process involving around 50 diverse organizations representing childcare workers, teachers, parents, legislators, researchers, and other stakeholders Síolta (2006).

Síolta (2006) was designed to evaluate quality improvement in early childhood care and education (ECCE). This program includes part-time and full-time childcare. Its central elements are Principles, Standards, and components of Quality (Síolta, 2006, and Duigna, 2007). The Síolta manual supports professionals in early education settings to gain awareness and practice in developing infants Síolta (2006).

2.4.8 Aister.

According to the National Council for Curriculum and Assessments (NCCA, 2009) it mentions that Aistear is the curricular framework in early childhood education; it is a law for schools in Ireland, providing a specific curricular framework to support adults or professionals (childcare practitioners or assistants) to guide the child how to explore, have a variety of experiences and have a good development in life. (NCCA, 2009) mentions that its main objectives are to

promote learning for all children throughout their childhood, as well as establish unique experiences in infants and establish communication with parents so that they are the foremost educators of children; that is, to promote an alliance between parents and professionals. Both curricular frameworks support parents and professionals in providing a manual for orienting children's learning and development, offering growth security, and fostering culture and various development activities.

2.4.9 Training in Childcare centres.

Proper training of staff who work first-hand with children in the Childcare centre sector plays a critical role in ensuring high-quality service in educational childcare centres such as Creche or Nursey; since the first years of life are crucial in the growth of children, and during that period, they significantly impact the future of the little ones.

Childcare centre staff members serve as a key influence in supporting growth. Appropriate training provides staff with the knowledge and skills necessary to create a safe, inclusive environment that enables them to meet the needs of the children in their care and improves the quality of service.

However, (Moloney. 2017) mentions that many people wonder if it is necessary to have a qualification to work with children; Likewise, many external responses argue that you do not need much training to care for a child. Over time, the importance of education has changed, While the difficulty of working with young children is gaining more attention in society.

Thanks to educational initiatives like Siolta, Aistear, ECCE, and the minimum certification standards in Inspection focusing on Early Childhood education, improvements in education were implemented in Ireland between 2006 and 2016 (Moloney, 2017).

On one hand, (Túsla, D, 2021) recognizes that first aid is one of the most essential trainings in the childcare sector. The First Aid (FAR) and Pre-hospital Emergency Care Council (PHECC) are organizations recognized by Túsla to provide first aid courses; likewise, Childcare centres must meet this requirement as a regulation for their staff; likewise, know how to identify risk assessment as risk size and identified hazards.

Within each Childcare centre, there are different types of policies for training for workers; According to (Askea Community Childcare Centre, 2020), County Carlow mentions what are the main bases for good training for its staff.

Each induction process must be adapted to the needs of the staff, student, or volunteer; on one hand, the induction will depend on the new staff's experience, qualifications, and function. A leader will be assigned to support the adjustment process during the induction period (Askea Community Childcare Centre, 2020).

Likewise, (Askea Community Childcare Centre, 2020) mentions that those in charge of following the induction procedure are the Childcare managers, and they will assume the responsibility of training the new member, explaining child safety measures, policies, and procedures.

Likewise, the centre manager will be in charge of evaluating the learning of each staff member, keeping a record by signing the induction process (Askea Community Childcare Centre, 2020). There should be ongoing training for all staff, including staff members and facility managers.

2.4.10 Total quality Management in Educational Service.

Total quality management ensures the delivery of high-quality educational services such as nurseries, *Crèche*, or other childcare facilities. According to American Society for Quality (ASQ, 2023); Total Quality Management (TQM) is a holistic approach focusing on continuous improvement, customer satisfaction and employee engagement. By implementing TQM principles as a commitment, childcare centres can improve the quality of their service and meet clients' needs.

The quality of the educational service, according to (Ropa, 2014), can be measured through the methodology of the eight elements of Total quality control, which are derived from Customer Orientation, Total participation of employees, a strategic and systematic approach, continuous improvement in educational centres, learning to improve decision-making based on facts and communication between parents, teachers, and managers.

1.- Customer orientation:

The customers determine the quality level; however, the efforts are determined based on the employees' training level, integrating into a quality process with the design and updating each improvement or Software system in the educational centres. Each operation design in the centres must be designed in such a way that it can provide a good service. (ASQ, 2023).

2.- Total involvement of employees:

All employees work to meet the goal; a commitment is created to avoid fear among workers. The work systems must be of high performance and thus be able to analyse and integrate continuous improvements in processes or operations. (ASQ, 2023).

3.- Focused on processes:

Focus is given to processes that take input from customers. They are processes that have to be continuously monitored to detect unexpected variables. By focusing on processes, organizations can identify inefficiencies, detect bottlenecks, and analyse areas for improvement, making organizations deliver consistent results (ASQ, 2023).

4.- Integrated systems:

The TQM approach in the organization may consist of different functional specialities.

> **Microprocesses:** more extensive processes; are added to business processes to implement a strategy. It must understand the mission and vision, as well as the policies and quality objectives, and always have the communication of the monitored process. (ASQ, 2023).

> **Business system:** ISO 9000 standards can monitor a business system since each organization has its own culture and way of working. Therefore, continuous improvement can be obtained, and as a result, it is possible to achieve continual improvement and surpass the expectations of clients, staff members, and other stakeholders. can be exceeded. (ASQ, 2023).

5.- Strategic and systemic approach

Quality management is the approach that is achieved based on the vision and mission of an organization. Influences the development of a strategic plan where quality is integrated as the main component. (ASQ, 2023).

6.- Continuous improvement:

According to (ASQ, 2023), Continuous process improvement helps organizations make better decisions and achieve more effective outcomes that meet all parties' expectations.

7.- Decision-making based on facts:

For the performance of an organization, it is necessary to analyse each data collected continuously. Also, to evaluate decision-making and allow predictions based on records. (ASQ, 2023).

8.- Communications.

Communication is essential in an organization: it supports communication with employees and customers. Communication involves strategies, methods, and opportunities in an organization.

2.4.11 Organization Behaviour & Organization Climate.

Gordon (2022) mentions that depending on how a person behaves in an organization and the relationship between employee and employer, the relationship between organizational behaviour can be visualized.

(Robbins et al., 2017) mentions that activities for job satisfaction must be positive social relationships and are associated with interpersonal skills in employees, providing less work stress and less intention to resign or excessive turnover of Personnel.

Organizational behaviour plays a crucial role in shaping the quality of services a Childcare centre offers. In the context of early childhood education, the behaviour, and actions of people within the organization have an impact on the Childcare centre; These could be organizational behaviours that encompass aspects such as leadership, motivation, communication, teamwork, and employee satisfaction; These aspects are essential in fostering collaboration among staff members and promoting the delivery of high-quality services to clients.

However, a study has uncovered poor working conditions within the Early Childhood sector in Ireland (Mooney and Murphy, 2021). Private providers' use of an educational business model has led to inadequate pay and limited opportunities for professional growth, as highlighted by the study's findings. They mention that (ECCE) workers are a promise of Professionalism that impacts low status and salaries.

The organizational climate in an Educational Centre such as *Crèche* or Nursery is a critical factor influencing the quality of service provided to families. (Yimin *et al.*, 2022) mentions that the organizational climate refers to the atmosphere generated within the centres, Reshaping the shape of a work environment, and implementing experiences in the service. An excellent organizational climate encourages good teamwork, communication, and collaboration with staff members; likewise, it generates a learning environment and motivates employees to provide good service.

2.4.12 Staff Turnover.

Staff turnover is a significant concern in educational services, particularly Childcare centres. (Early Childhood Ireland, 2021) mention that only in the year 2021, in 12 months, the sector had a staff turnover of 28.4%. This phenomenon of staff turnover refers to the rate of employees being seen and replaced within an organization. Staff turnover can profoundly impact the quality of service provided to children and parents. High turnover rates disrupt the continuity of learning, stability, and consistency in care, which can negatively affect child development and the general quality of the service. Staff turnover can impose financial costs based on hiring or training, affecting job satisfaction and staff morale.

As per Kurniawati et al.'s (2022) research, companies must establish a robust and dependable organizational structure. This can be accomplished by fostering a strong commitment between employers and employees. Moreover, having a psychological evaluator during the recruitment process can aid in identifying any potential issues with new hires early, ensuring the organization's stability.

Some of the causes that cause staff turnover are: Not having organizational Commitment, Poor administrative Organization, not receiving support from supervisors or administrators, Job Dissatisfaction, Low Self-esteem, Job Stress, and low salary; this is how Business Time (2022); that average salary of a childcare worker / early childhood educator is €24,000 considered a poorly paid salary (Kurniawati *et al.*, 2022); Each organization is responsible for identifying the commitment and behaviour of each of its members in its workforce.

2.4.13 Customer & The importance of customers satisfaction and Loyalty.

The client has a unique and crucial role since it includes the children who receive care and education directly and the parents or guardians who entrust their little ones to the centre's care. As primary decision makers, parents look for a childcare centre that provides a safe and nurturing environment and high-quality educational experiences for their children. Client satisfaction in this context is linked to the overall quality of service offered by the centre, which includes aspects such as competent and caring staff, engaging educational programs, efficient communication, and responsiveness to parental concerns; Likewise, identifying effective strategies that childcare centres can implement can and will foster lasting relationships with parents and ensure exceptional educational experiences for the children in their care. However, (Keiningham *et al.*, 2006) mention that many centres need more facilities for the use of users.

In the business context of Childcare centres, customer satisfaction and loyalty play a fundamental role in determining the success and effectiveness of the service provided. According to (Thomas, 2017), parental satisfaction reflects their general perception of the quality of care and education that their children require. Obtaining a high level of customer satisfaction can generate trust and loyalty towards the Childcare centre; In addition, parents are more likely to continue using the centre's services and recommend it to other parents; thus, contributing to the reputation and sustainability of the Childcare centres (Thomas, 2017). In this way, it will be possible to have a benefit in the Childcare centres where it will be possible to obtain higher enrolment rates, positive references, and a solid base for long-term relationships with families (Thomas, 2017).

2.4.14 Understand Customers' Needs.

Since the needs of children and parents are diverse and unique, a comprehensive understanding of their expectations and requirements is essential to providing high-quality care and education. Children require a nurturing, stimulating, safe environment that promotes their development and learning, encompassing cognitive, emotional, social, and physical growth. At the same time, parents seek reassurance and confidence in the centre's ability to meet their children's individual needs, encourage learning, and provide open communication channels.

Parents often make most decisions about their children's care when it comes to entrusting them to childcare facilities, as they require a high level of confidence in the safety and well-being of their children. There are some criteria that parents select to make the best decision to choose a Childcare centre; where it best suits family choice and adapts to individual needs, so parents visit the facilities on an ongoing basis and thus can monitor the program, and if they are not satisfied, they can withdraw the child from the facilities (Cryer and Burchinal, 1997).

However, another theory is observed in the market; in terms of market economy, children are the supply (all the services provided to children within the facilities), and the demand comes from consumers (parents); Parents want to demand high quality from the market; however, due to the increase in consumers, most of the centres provide low quality; providing a service dissatisfaction and without understanding the actual need of the Clients (Cryer and Burchinal, 1997).

2.4.15 The cost of Quality.

The cost of educational service quality is a vital consideration for childcare settings, such as Childcare centres and other childcare facilities, as it directly affects the provision of high-quality care and education. Achieving and maintaining excellence in service delivery requires careful investment and management of resources, both financial and non-financial (Workman, 2021). The concept of cost of quality encompasses the visible costs associated with staff training and program development and the intangible costs of possible errors or deficiencies in service delivery. Similarly, Workman (2021) mentions that balancing cost considerations and ensuring the highest level of care and education is a delicate but essential task for childcare centres.

According to the study carried out in Turkey by (Pekkurnaz *et al.*, 2021), parents need help to visualize all the quality elements provided in the service, which generates an absence of balanced proportions. Likewise (Pekkurnaz *et al.*, 2021), the government plays a role in the need for more service since it requires licenses and regulations to meet minimum quality standards in a childcare environment.

Business Time (2022) mentions that Irish families usually pay around €184 per week, €810 per month – and around €9,340 per year based on the child's attendance for 50 weeks per year.

Summary

In summary, this literature review focuses on the effectiveness of staff training on the overall quality of service provided by childcare centres. Ensuring customer satisfaction and loyalty is crucial in early childhood education centres were highlighted as parents seek safe and nurturing environments for their children's development. Factors such as effective communication with staff, the emotional and educational development of the child, safety protocols, and the general environment of the centre play a crucial role in parent satisfaction.

On one hand, it is to analyse how clients perceive care in early childhood education centres and how these centres contribute to the satisfaction and loyalty of parents. By identifying gaps and challenges in meeting client expectations, the review aims to provide valuable information to inform strategies for staff training and service improvement, ultimately enhancing the quality of care and education for young children.

Studies consider that by including a detailed curriculum and training childcare, educators are principles of good total quality management and organizational behaviour, which reduce staff turnover. It also emphasizes the crucial role of understanding client needs and the cost of providing high-quality educational services in childcare settings.

Finally, the importance of staff training and service quality in childcare centres is to foster positive relationships and improve overall experiences for children and their families.

CHAPTER THREE

RESEARCH QUESTION AND OBJECTIVES

3.1 Research Question and Objectives.

This study aims to examine the satisfaction level of parents in Childcare when selecting a childcare centre. Additionally, the research study aims to investigate the impact of high staff turnover rates. Accordingly, this study will answer the following research questions:

1. What is the parents' opinion about the service offered in an Early Childhood Care centre?
2. What is the parents' perception of the organizational climate (include staff turnover) in a Childcare Centre?
3. What would be training that must be provide to the new Childcare professional?
4. How long does it take to establish a good relationship between the child and the Childcare Professional?

3.2 The objectives of the study are:

- Analyse and synthesize the perceptions of clients in early childhood education centres.
- Identify gaps and challenges to meet customer expectations.
- Provide recommendations for childcare service providers.

CHAPTER FOUR

METHODOLOGY

4.1 Introduction.

This research study aims to collect primary data in childcare centres and use it to generate new knowledge. The study will analyse, and answer research questions based on this data, as well as on previously investigated and analysed literature. The philosophy of research will play a vital role in addressing different assumptions about the nature of truth and understanding how they influence our understanding of the phenomenon being studied. Additionally, this chapter will explore how the management of research processes impacts the legitimacy of the results obtained.

The study will take a pragmatic approach, which values the importance of practical reality in ideas and aims to provide practical solutions to inform future practice. The research will use a mixed method, which combines quantitative and qualitative approaches, focusing on issues such as organizational climate, service quality, and types of training. The participants in this research will be clients and staff from different childcare centres in Dublin.

The data will be collected through an online survey on the Google Form platform, using two questionnaires designed to measure job and customer satisfaction. The study will also explore any limitations found during the research process. The study will be carried out in compliance with academic ethical principles, ensuring that participants are informed about the purpose of the study and provide their voluntary consent to participate.

4.2 Research Philosophy.

According to (Dudovskiy, 2023), the research philosophy must be approached with different assumptions about the nature of truth; However, knowledge helps us understand your assumptions from the investigation.

It is believed that the essence of the research philosophy is the source of the nature of knowledge development, which, in turn, is the way to collect, analyse and use data about a phenomenon (Dudovskiy, 2023). During the research development at each stage, a series of assumptions can be made; Saunders, (2019) mentions that there are ways to understand the research questions and thus interpret the findings according to the following.

Ontological assumptions: It is determined that they are those assumptions of supposed research topics, but about the nature of reality; however, other researchers believe that it is a concept to change differently, providing results in new lines of research by Saunders, (2019).

This research study will be developed in a realistic ontological Assumption of cause and effect, which generates an understanding of the services provided in a childcare centre. The purpose is to demonstrate the reality of the effect in Childcare centres with the cause of the quality of service provided. This ontological assumption can encompass views about the nature of child development and learning, the role of caregivers in shaping children's experiences, and the inherent interconnectedness between the quality of service with parents and the overall well-being of children in their care.

4.2.1 Pragmatism Philosophy.

In practical terms, pragmatism means that the reality of the situation should influence ideas. This approach values the knowledge that can lead to successful actions. It begins with identifying a problem and aims to provide practical solutions to inform future practices by Saunders, (2019).

Researchers are guided by a reflective process, from believing something is wrong to seeking a possible solution. Different variations are developed, and through investigation, the objective or subjective importance is determined by Saunders, (2019).

Practical methods involve a combination of approaches necessary to find answers to research questions by (Dudovskiy, 2023). These methods create opportunities to collect credible, reliable, and relevant data to advance research by Saunders, (2019). The objective of this case study is to adopt an inductive approach, looking for subjective results, avoiding favouritism on the subject. Within educational childcare centres, a pragmatic research philosophy focuses on feasible solutions that lead to tangible improvements in service quality and child development outcomes. Thus, this pragmatic viewpoint acknowledges childcare facilities' complex and dynamic character, where interactions among staff, children, and parents influence the overall standard of care and experiences. By assisting carers and kids on their educational journeys and establishing a loving and nurturing environment for optimum growth and development, this research aims to help the continued quest for excellence in childcare services.

The technique of gathering data will be a combination of quantitative and qualitative online surveys, with the quantitative approach being the most common. Likewise, topics such as organizational climate, service quality, and training types will be highlighted. The prospects for this research will be clients of different Childcare and staff from different Childcare centres in Dublin.

4.3 Research Approach.

According to Saunders, (2019), The research approach is considered a general plan and procedure for conducting a research study; this approach is divided into three categories: deductive, inductive, and abductive.

The relevant approach in this research study is the abductive approach. Where a combination of facts in deduction and induction will be obtained, on the other hand, the abduction approach is the observation of a surprising fact; a theory of the possible event is generated and likewise finds more surprising facts by Dudovskiy (2023).

The combination between deduction and induction will help complement the theory; Likewise, the help of logic, generality, and use of data and theories research approach supports by Dudovskiy (2023).

The data collected through an online survey will be based on questions about job satisfaction and customer satisfaction, managing to obtain relevant information for data analysis and thus maintain or create new theories.

4.4 Research design.

The research design for this study will be based on a mixed method of Qualitative and Quantitative, following the philosophy of Saunders (2019), where one can get flexibility in both methodologies. Likewise, different techniques will support the ease of combining variables and data analysis.

On one hand, according to Guetterman et al. (2015), there are three different techniques or designs to analyse the information from our data sample: explanatory sequential designs, experimental sequential designs, and convergent designs. On the other hand, according to Saunders, M (2019), the concurrent mixed method will help us with data collection.

In this research study, we will use the Convergent design since, with the different satisfaction tests designed for the client and the worker, it will be possible to show the existence of an interrelation or correspondence between both tests. Conversely, the predominant method in both Surveys is the Quantitative Method; where the predominant data collection will be numerical; however, with the help of the qualitative method, the points of view of the participants of these Surveys will be investigated; This phenomenon is known as concurrent mixed method; with the help of these methods, the data collection will have a focus within both methods.

In order to minimize any obstacles between the participants and the analysis of data; a pilot test was launched with a small group of people to better see potential improvements in data collection. In addition, the supervisor of this dissertation provided support and authorization to make the data collection through surveys easier, which was very helpful.

4.4.1 Instrument of Data collection.

This research's data collection method was carried out on primary data with two Surveys. The instrument that was used to collect the information was based on an Online survey, which will be a practical use for the investigation. The survey was created on the Google Forms platform, a free online platform where different types of questions can be adapted with a range of valuable information for data analysis.

According to (Qualtrics, Provo, UT); it gave the necessary support for a good distribution of the survey; Likewise, it was decided that the respondents would receive a link with the

invitation to complete the survey through WhatsApp and Facebook groups. On one hand, another means of distribution was provided by QR codes for easy access for the respondents requesting permission from the institutions to distribute the codes to the respondents.

Two different questionnaires were developed to measure customer and employee satisfaction as the variable of the survey instrument.

4.4.2 Customer Questionnaire

Based on (Choi and Pak, 2005), a questionnaire with a total of 15 questions was created; 14 questions were designed with measurement scales such as:

Insensitive Measurement: By applying the Insensitive Measurement technique, which was used in questions 4 and 5 of the questionnaire, research can improve the quality and accuracy of the survey data, leading to a more reliable and valid demonstration to explore according to individual respondent responses (Choi and Pak, 2005).

Overlapping Interval: The technique of overlapping intervals will allow the research to measure test-retest reliability and estimate to what extent the answers of the participants remain consistent, this technique was used in the questions (1.1, 1.2, 2, 3, 6, 7, 8, 9, 10) of the questionnaire contributes to the rigor and overall validity of the part in this research study (Choi & Pak, 2005).

Align Left and Align Right: The Align Left and Align Right technique helps provide respondents with a clear and organized structure, making it easier for them to navigate and understand the options presented; this technique was used in the questions 11 and 12 of the questionnaire. The advantage of using this technique is that response bias will be minimized, and data collection will be improved as participants can process and select their preferred options more effectively. In this way, it is to create an easy-to-use and attractive format (Choi and Pak, 2005).

Open question: The open question technique is crucial to collect qualitative data effectively and obtain detailed participant information; whose technique was used in questions 14 and 15 of the only questionnaire. When designing open questions, it is essential to formulate straightforward, concise questions encouraging participants to share detailed and relevant information. Likewise, it is a powerful tool in the research methodology, allowing it to explore

the topic's complexities and discover significant insights that contribute to the success and impact of the research study (Choi and Pak, 2005).

The questionnaire's design ensures that the results stay consistent with the truth, and the first question specifies the project's purpose. The data collected is anonymous and for academic purposes only, with no impact on Childcare Centre. The interpretation of results will be of great help as an analyser (Choi and Pak, 2005).

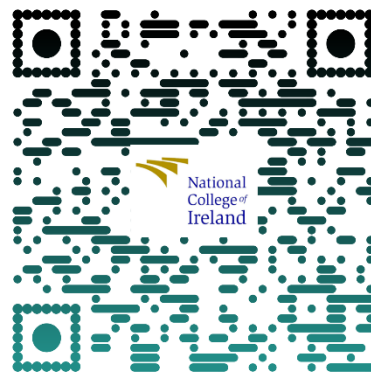


Figure -: Customer Questionnaire QR code.

4.4.3 Employee Questionnaire.

The employee questionnaire is based on the same theory as (Choi and Pak, 2005); a questionnaire was created with a total of 12 questions; 11 questions were designed with measurement scales such as:

Starting time questions: The time questions in this survey design must highlight the period from which we want to collect data. This period includes the beginning of the development of this research; thus, being the period from October 2022 to June 2023; this technique was used in the question 2 of the questionnaire; Likewise, valuable information will be obtained, since it has a period with the beginning and end of the date (Choi and Pak, 2005).

Insensitive Measurement: By applying the Insensitive Measurement technique; this technique was used in the questions (5, 7 and 9) of the questionnaire, research can improve the

quality and accuracy of the survey data, leading to a more reliable and valid demonstration to explore according to individual respondent responses (Choi and Pak, 2005).

Overlapping Interval: This technique was used in the questions (2, 3, 4, 6) of the questionnaire (Choi and Pak, 2005).

Align Left and Align Right: This technique was used in the questions 8 and 10 of the questionnaire. The advantage of using this technique is that response bias will be minimized, and data collection will be improved as participants can process and select their preferred options more effectively. In this way, it is to create an easy-to-use and attractive format (Choi and Pak, 2005).

Open question: The open question technique is crucial to collect qualitative data effectively and obtain detailed participant information; whose technique was used in questions 11 and 12 of the only questionnaire. When designing open questions, it is essential to formulate straightforward, concise questions encouraging participants to share detailed and relevant information. Likewise, it is a powerful tool in the research methodology, allowing it to explore the topic's complexities and discover significant insights that contribute to the success and impact of the research study (Choi and Pak, 2005).

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Figure -: Employee Questionnaire QR code.

4.5 Data Analysis

The analysis of data is crucial for obtaining relevant information. According to Harish Gulati et al. (2019), it is a tool to conclude the data gathered. This involves thoroughly examining the data to identify patterns, trends, and relationships to address research questions and test hypotheses.

A mixed data analysis approach will be used to conduct the research study. Quantitative data will undergo tests, statistical calculations, or numerical analysis, as suggested by Saunders (2019). On the other hand, qualitative data will involve a thematic or content analysis to identify recurring themes and patterns, also mentioned by Saunders (2019). The collected data will be analysed using pie charts, bar charts, and horizontal chart graphs, which may clarify the study.

4.6 Research Population and Sample.

Saunders (2019) mentions that the population of research refers to the entire set of individuals or entities that possess the characteristics of interest for the development of the research study. Likewise, by selecting an appropriate sample size and using improvement techniques, this study aims to effectively explore and analyse the relationship between service quality and staff training in childcare centres. It will ultimately contribute valuable information to improve early childhood education practices.

The research study population is considered parents who have children in Dublin childcare centres a particular population only in the Early Childhood Education sector. Likewise, in this study, they are regarded as employees of Childcare Centres. Having two samples of the population, but from the same sector. The sample consisted of 31 customers and 28 employees, resulting in 59 participants, only from the Childcare sector.

4.7 Limitations.

During the research process, a limitation was found that many employees needed to take the time to answer the survey, resulting in a lower percentage than that of parents. Therefore, QR codes had to be created to make access more accessible and attractive for the focus group.

Furthermore, an email was sent to some thirty Childcare centres in Dublin with questionnaires for both parents and workers; explaining with a brief introduction the reason for these surveys;

providing details such as the name of the school, the name of the student, the name of the supervisor, and relevant information about the research study and the purpose of the project. According to the mail sent; It was expected to have a better response to this request; however, the result was not as expected.

4.8 Ethics

In the present research study, it was carried out under the criteria of academic ethics; In the data collection process, the respondents were informed of the purpose of the study; the main objective of the survey was briefly described; likewise, data such as the student's name, advisor, name of the school were mentioned; student number and approximate time to complete the survey.

On the other hand, the purpose of the project was specified in the first question; Likewise, it was informed that the data was completely anonymous and would not impact any Childcare Centre and that it was for academic purposes only.

A section was also placed at the beginning of the survey declaring voluntary consent to participate in the research, assuring respondents that the study is for academic purposes only.

Summary

This chapter summarises new knowledge in early childhood education to show the effect of staff training and the quality service provided in Childcare centres and other early childhood centres.

Using a mixed-method research design, encompassing both quantitative and qualitative approaches, the study delved into crucial topics such as organizational climate, service quality, and types of training, offering a comprehensive understanding of the topic.

On the other hand, the data collection results can be analysed and explained in detail according to the selections of the surveys. Likewise, the limitations of this research study will be exposed in the discussion part.

CHAPTER FIVE

FINDINGS AND RESULTS

5.1 Introduction

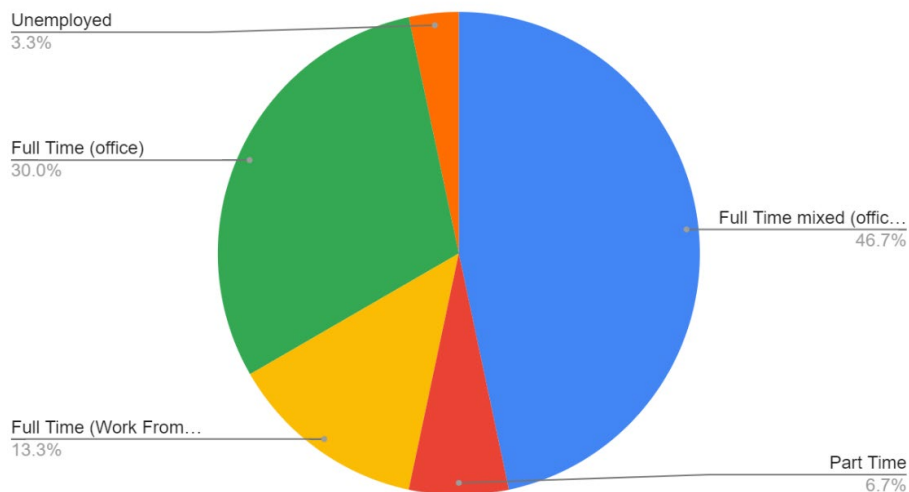
This chapter seeks to examine and evaluate the study topics based on the findings and data gathering. There will be several possible breakdowns of the data analysis. The Customer Questionnaire will comprise the first section, while the Employee Questionnaire will comprise the second. Each question will be analysed, and graphs will display the results.

5.2 Customer Questionnaire

It is essential to acknowledge that parenting dynamics today have changed dramatically; resulting in a relationship between parents' professional lives and giving their children the most excellent upbringing while they are away. As a result, a Childcare's service quality must play an important part. Parents try to balance their family and job duties by combining work-from-home and office tasks, working from home part-time or full-time, and working in the office. The main conclusions of this study project will then be presented.

There were 31 parents in the survey's total sample. Of them, 46.7% work a full-time mixed job (office and home-based work), 30% work full-time in an office, 13.3% work full-time from home, 6.7% work part-time, and 3.3% are unemployed. (See Graph 1)

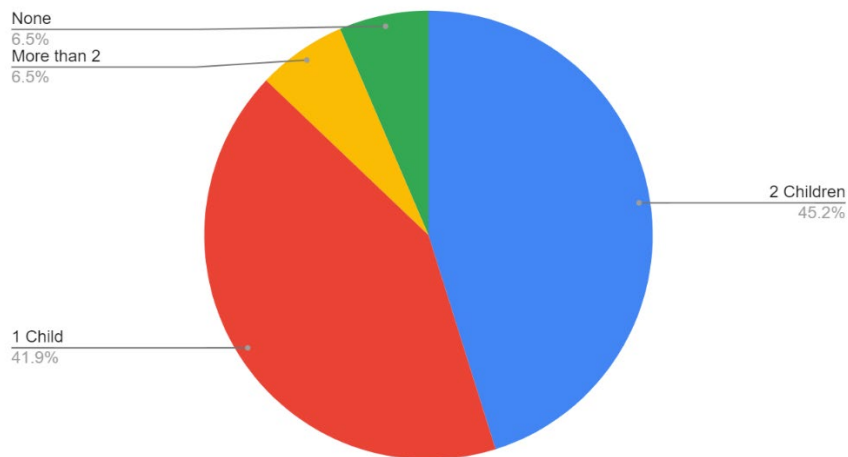
Pie Chart Of Parents Response Employment Status.



Graph 1: Pie chart of Parents Response Employment Status.

Finding out how many children attended a childcare centre is crucial for determining demand, giving rise to the following information: With 45.2% of families sending two children to childcare, 41.9% sending just one child, 6.5% sending more than two children per family, and 6.5% answering the question above (next question, see graph 3), the following graph will display another data analysis. (See Graphs 2)

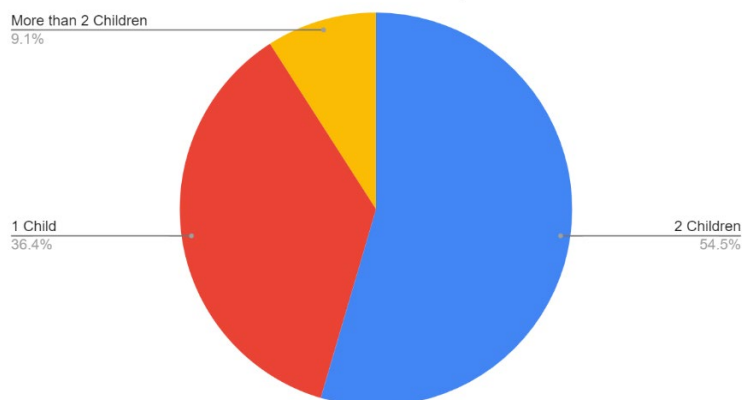
Pie Chart of Children who attend a Childcare Centre.



Graph 2: Pie Chart of Parents Response “Children who attend a Childcare Centre”.

The parents make the decision to send a Child to a childcare centre, along with the number of children that will attend; nonetheless, there is a growing need for these facilities. The following can be determined from data analysis: 54.5% of parents will be sending two children to a Childcare centre, 36.4% will attend with only one child; and 9.1% will have more than two children. (See Graphs 3)

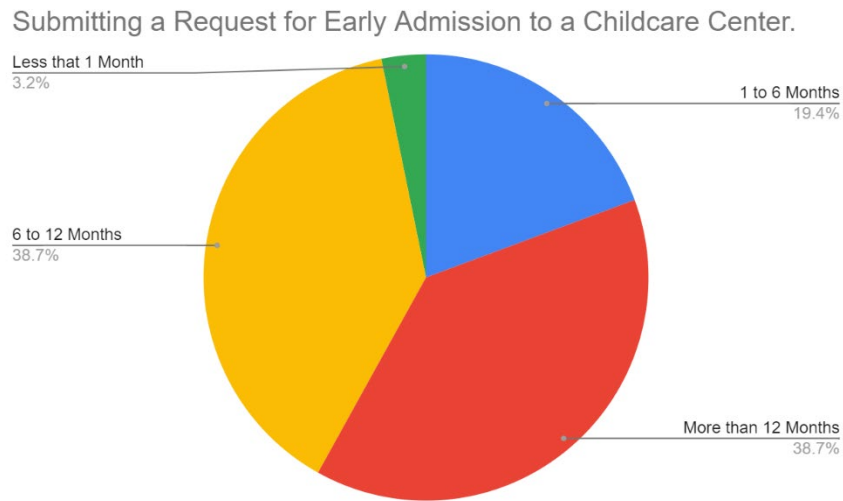
Pie Chart of Children who will be attending a Childcare Centre.



Graph 3: Pie Chart of Parents Response “Children who will be attending a Childcare Centre”.

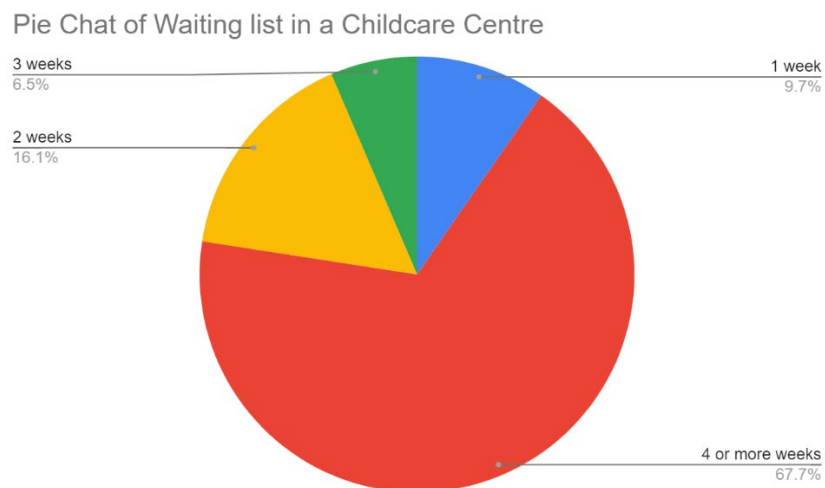
Time plays a crucial part in the recruitment and selection process in a childcare facility. As a result, it enables us to investigate the time needed to choose a place, which may affect parents' perceptions of quality and contentment. Application for admission to a Centre must be made

between 6 and 12 months in advance in 38.7% of cases, 38.7% more than 12 months in advance, 19.4% between 1 and 6 months in advance, and 3.2% in advance. (See Graph 4)



Graph 4: Pie Chart of Parents Response “Submitting a Request for Early Admission to a Childcare Centre”.

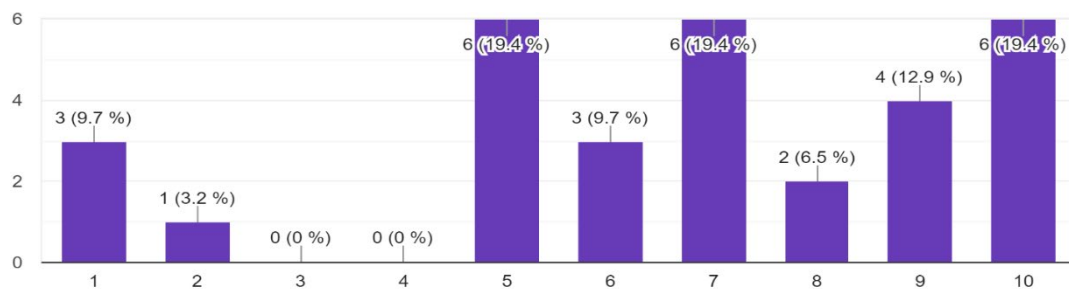
When applying for a spot at a childcare facility, the waiting list may show how long it will take to be accepted. It can examine how quickly or slowly the admissions process moves this way. According to the study of the data, 67.7% of admission processes lasted longer than four weeks, 16.1% lasted two weeks, 9.7% lasted one week, and 6.5% lasted three weeks. (See Graph 5)



Graph 5: Pie Chart of Parents Response “waiting list in a Childcare Centre”.

In order to ensure that the application process is straightforward, it is crucial to evaluate how it is explained and communicated in childcare facilities. Additionally, it enables us to investigate the clarity or obscurity of the said process; Accordingly, 12.9% of respondents thought the application process was presented very poorly (scoring of 2 or less), while 32.3% of respondents said the process was explained very well (score of 9 or higher). Using a rating of 1 (not explained at all) to 10 (very well explained). (See Graph 6)

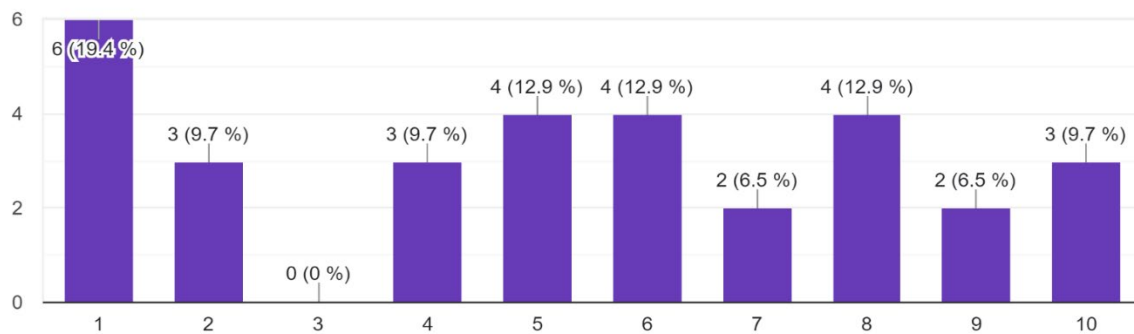
An efficient and clear explanation of the application process



Graphs 6: Bar Chart of Parents Response “An Efficient and Clear Explanation of the application process”.

When parents are trying to secure a spot for their children, the transparency of the waiting list and how it works in childcare facilities is crucial. Consequently, it is critical to evaluate the dissemination and explanation of waiting lists; Getting the following result, based on a scale of 1: not described at all, to 10: extremely well explained: Only 16.2% of respondents awarded The Childcare's explanation of how waiting lists function a very high rating (a score of 9 or higher), compared to 29.1% who gave it a score of 2 or less. (See Graph 7)

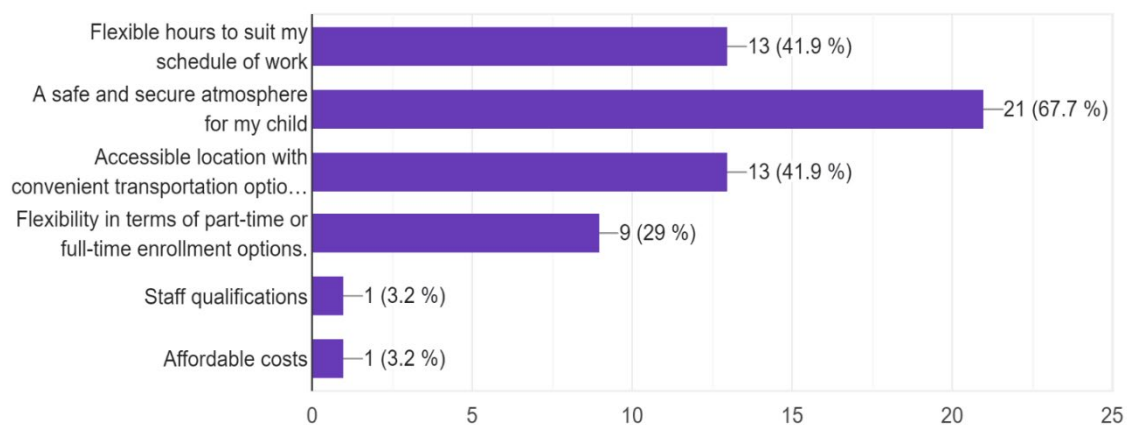
Clarification on waiting lists and how they work at a childcare centre.



Graph 7: Bar Chart of Parents Response “Clarification on waiting lists and how they work at a childcare centre”.

Parents must make a fundamental decision when selecting a childcare facility since they want the best for their Children. Because every parent has a different perspective, it is crucial to comprehend their expectations and priorities. According to an analysis of the data, 67.7% of those surveyed are looking for “A safe and secure environment for my child”; 41.9% are looking for “Flexible hours to suit my schedule of work and an Accessible location with convenient transportation options”; 29% are looking for “Flexibility in terms of part-time or full-time enrolment options”; and 3.2% are looking for “staff qualifications and affordable costs”. (See Graph 8)

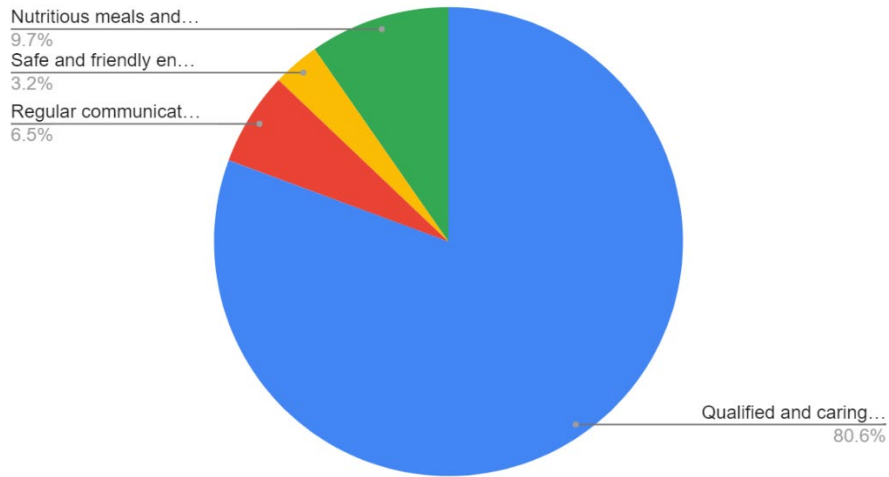
Qualities or characteristics sought in a Childcare centre.



Graph 8: Histogram Chart of Parents Response “Qualities or characteristics sought in a Childcare centre”.

Understanding what parents prioritise is crucial because parents' expectations significantly impact how childcare centres' fundamental service standards have evolved over time. When analysing the data gathered, the respondents provided the following responses: 80.6% said they are looking for qualified and caring staff who will give their child individualised attention; 9.7% said they are looking for nutritious meals and snacks provided throughout the day; 6.5% said they are looking for regular communication and updates about their children's daily activities and progress; 3.2% said they are looking for a safe and welcoming environment. (See Graph 9)

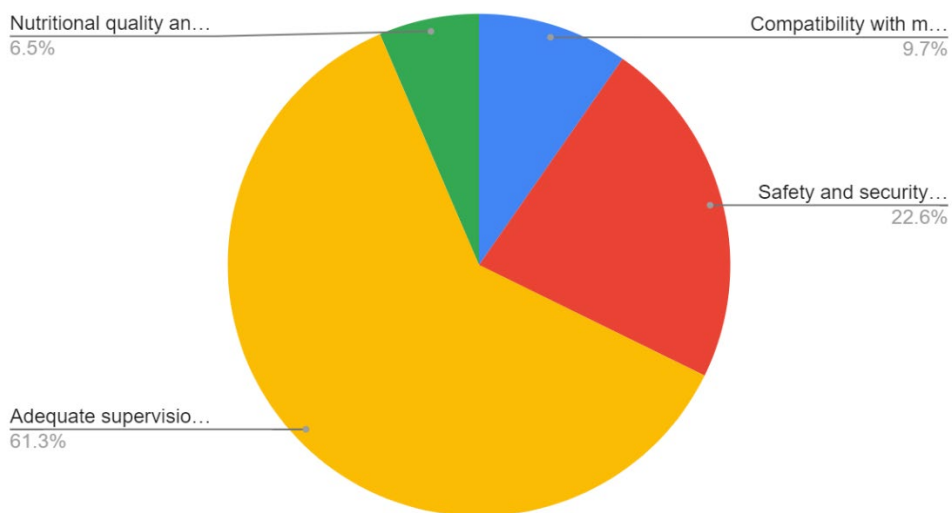
The Most Essential Quality in a Childcare Centre



Graph 9: Pie Chart of Parents Response “The most Essential quality in a Childcare Centre”.

Parents are constantly worried about their choice of childcare because it will affect their children's development in the future. Following data analysis, the respondents stated the following: When asked about what exactly they are looking in a Childcare centre, 61.3% chose Adequate supervision and attention given to each child, 22.6% chose Safety and security measures for my child, 9.7% chose Nutritional quality and food alternatives supplied for my child, and 6.5% chose Adequate supervision and attention given to each child. (See Graph 10)

Choosing the Right Childcare Provider



Graph 10: Pie Chart of Parents Response “Choosing the right Childcare Provider”.

Concern is raised about the childcare team's stability. It is critical to comprehend how customers see the services' quality. In the data collection, characteristics that may affect a high staff turnover were found; these factors were based on parent opinions. The following was discovered once the data was examined: 52% of those surveyed believe that low employee pay is a potential contributor to high staff turnover, 48% believe that poor management and 32% believe that a poor working environment is also a factor. 10% of those surveyed believe other contributors to high staff turnover exist. (See Table 5)

Category	Percentage Of Responses
Bad Management	48%
Bad working environment	32%
Low Salary	52%
Other	10%

Table 5: “Parents' perception of excessive staff turnover” (responders has to type their answer for this question. This means that they could have mentioned more than one category. For that reason, the table does no add up to 100%).

The significance of comprehending parents' particular worries; By revealing features of Childcare centres that the parents find; they can improve the experience and ultimately affect how satisfied people are with the calibre of the service. The categories below were detected in the data collection. Staff Treatment of Children concerns 19% of people; Poor staff communication worries 16% of respondents, staff turnover is highlighted by 16%, and high costs are mentioned by 13%. 10% of respondents stated that the staff's English proficiency is lacking; Insufficient staff and a bad environment were highlighted by 6% of respondents while waiting lists and safety were mentioned by 3%. (See Table 6)

Category	Percentage Of Responses
Staff Treatment of Children	19%
Bad Staff Communication	16%
Staff Turnover	16%
High Cost	13%
Bad English	10%
Other	10%
Bad Environment	6%
Not Enough Staff	6%
Academic Curriculum	3%
Nothing	3%
Safety	3%
Waiting Lists	3%

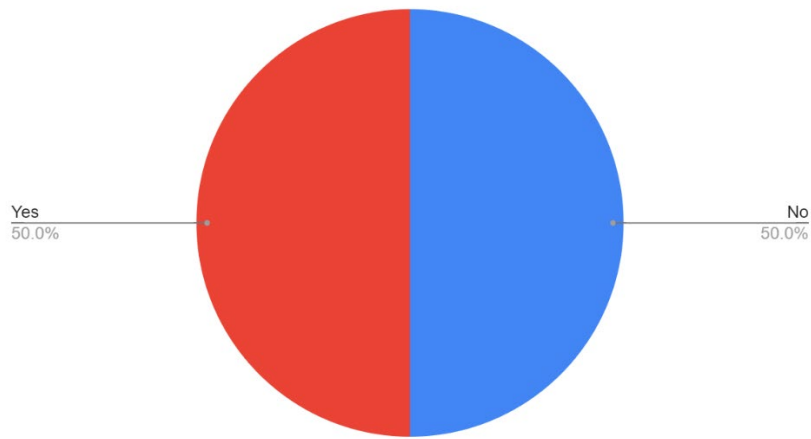
Table 6: Particular Concern or Issue encountered in a Childcare Centre (responders has to type their answer for this question. This means that they could have mentioned more than one category. For that reason, the table does no add up to 100%).

5.3 Employee Questionnaire.

Understanding the perspectives and experiences of experts in the childcare sector is crucial. Additionally, it is possible to investigate the many internal dynamics that influence employee happiness and may impact service quality.

The key to ensuring quality by offering superior service is the experience of the primary instructor or Staff. Similarly, by presenting a glimpse of prior experience, the following was achieved: The sample consisted of 28 childcare centre employees, 50% of whom were working in childcare centres for the first time and 50% of whom were not. **(See Graph 11)**

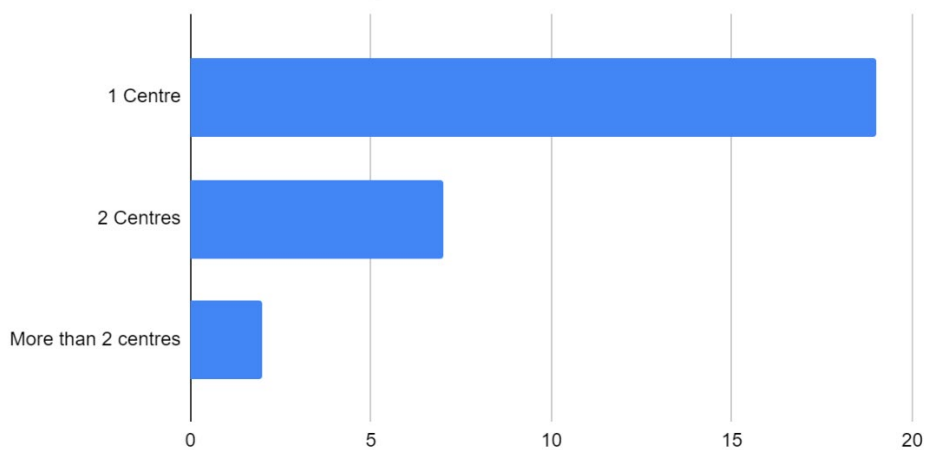
First Employment at a Childcare Centre.



Graph 11: Pie Chart of Employee “first employment at a Childcare centre”

The relevance of comprehending theories or experience in the workplace is highlighted by the insight and experience that work experiences offer. Following the data collection, it was discovered that, between October 2020 and June 2023, 67.9% of respondents said they had only worked in one centre, 28.6% had said they had worked in two centres, and 7.1% had said they had worked in more than two centres. (See Graph 12)

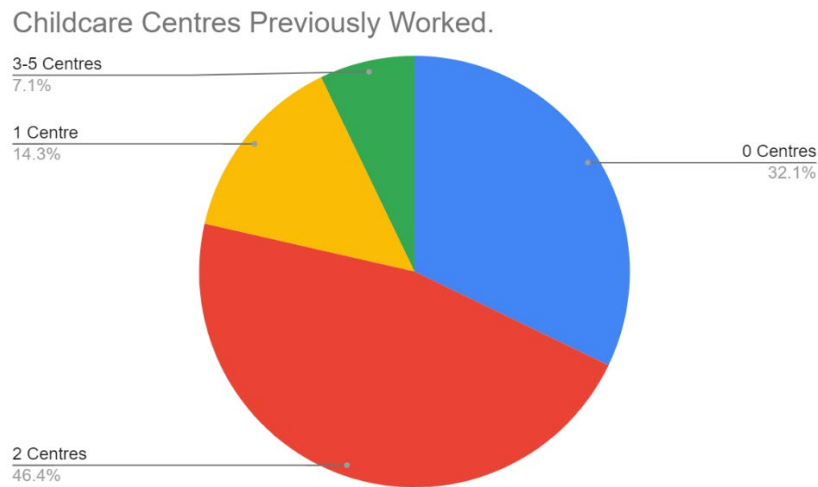
Childcare Centres working from October 2022 to June 2023.



Graph 12: Histogram Chart of employee “Childcare Centres working from October 2022 to June 2023”.

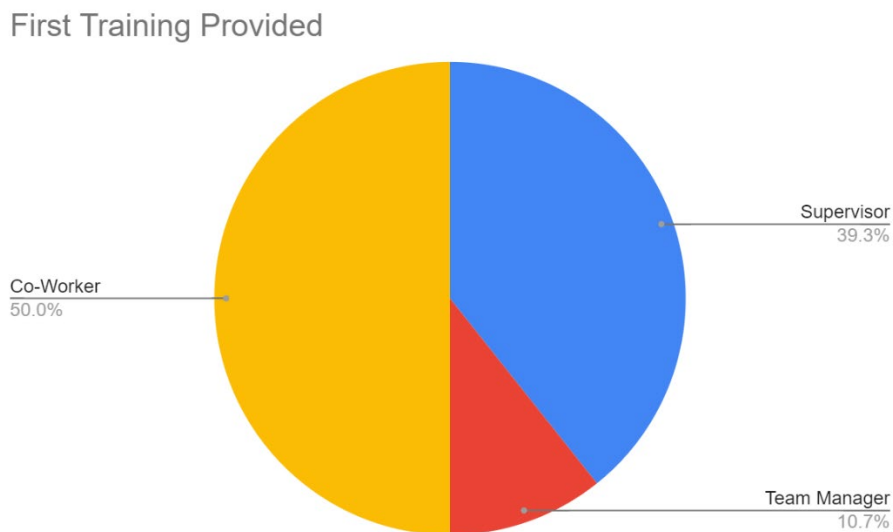
The value of industry experience cannot be overstated, but it is true that different centres operate differently. Following data analysis, the following details were discovered: 13 respondents indicated that they had previously worked in two centres, compared to 9 who had

previously worked in no centres, four who had previously worked in one centre, and two who had previously worked in three to five centres. (See Graph 13)



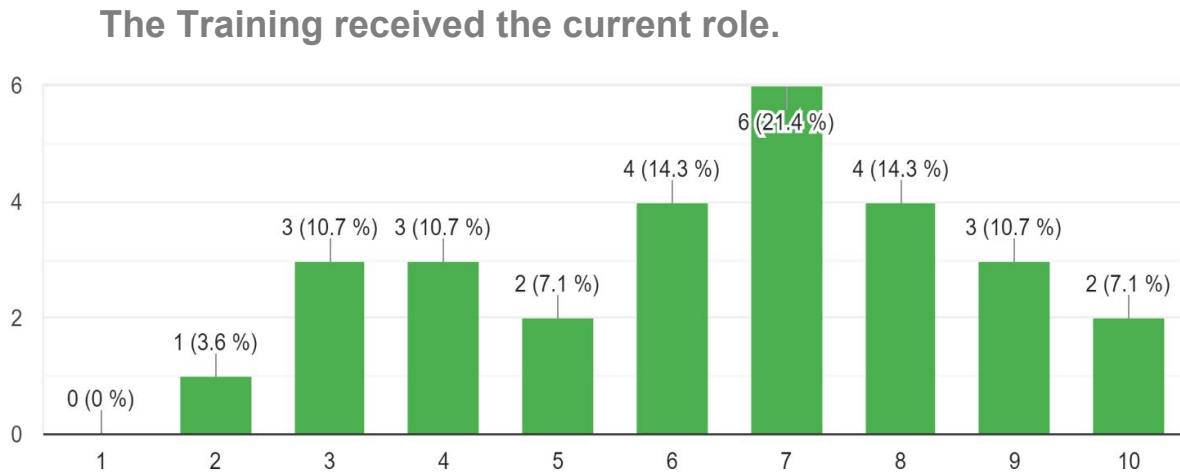
Graph 13: Pie Chart of Employee “Childcare Centres Previously Worked”.

Employee performance may be affected by the significance of getting initial training. On the other hand, it is critical to note who is in charge of delivering the training: Following data analysis, the following details were discovered: 50% of respondents indicated that a coworker offered their training; 39.3% indicated that the supervisor provided their training; and 10.7% indicated that the team manager provided their training. (See Graph 14)



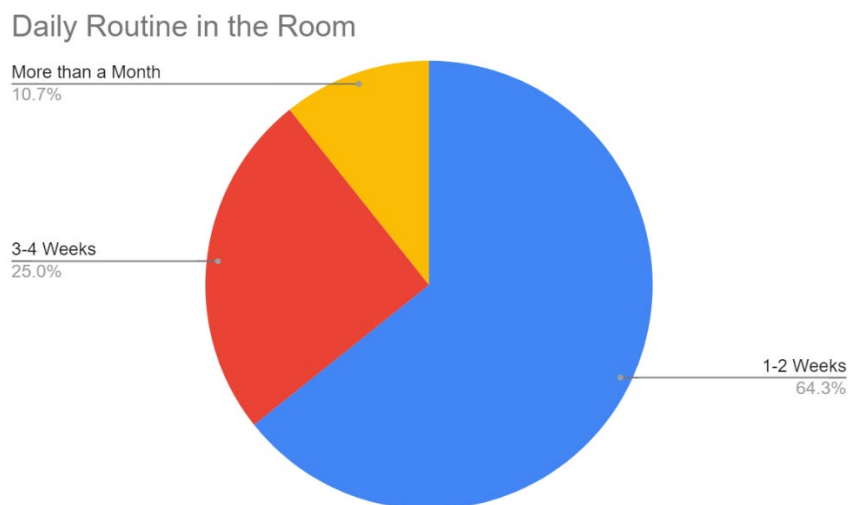
Graph 14: Pie Chart of Employee “First Training provided”

In order to develop training and deliver successful performance in the quality of service, it is crucial to understand how employees receive the training they have received. The following was discovered after data analysis: 53.5% of respondents indicated that they were satisfied with their training “Score of 7 or higher”. (See Graph 15)



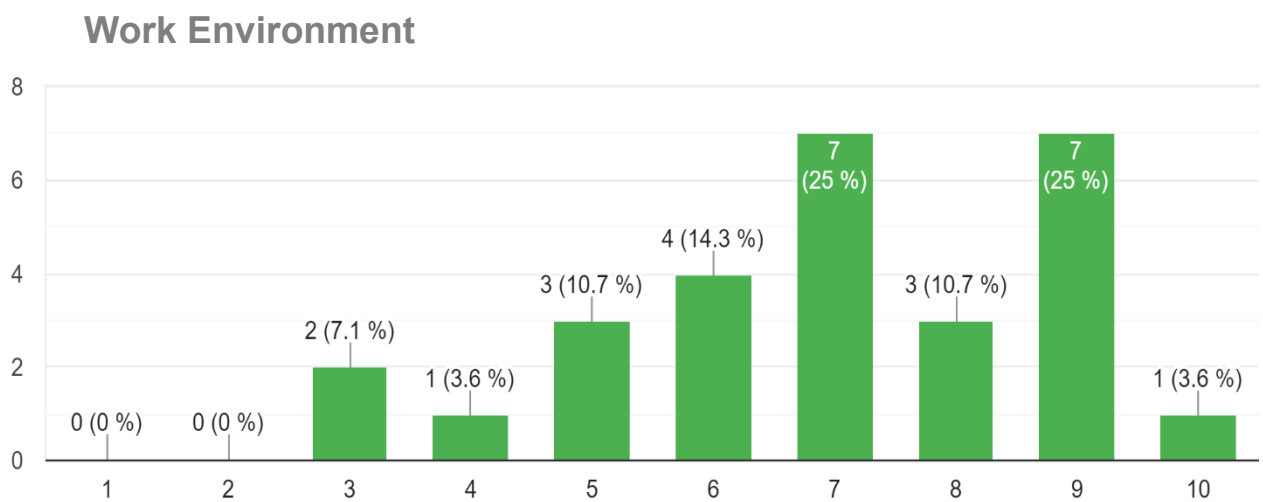
Graph 15: Bar Chart of Employee “The rate Training received current role”.

The regular learning schedules in a childcare facility are crucial; as a result, many beneficial interactions with children may be assured daily. Employees will better recognise each “(room refers to a room in a childcare centre that a staff member is responsible for)”. According to the data analysis, 64.3% of respondents indicated that it takes one to two weeks to master daily routines, 25% it takes three to four weeks, and 10.7% it takes more than a month. (See Graph 16).



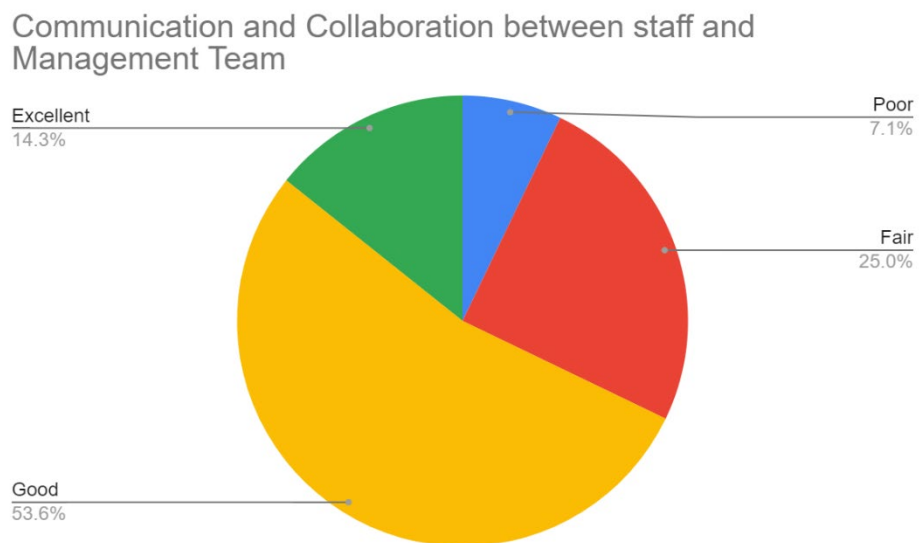
Graph 16: Pie Chart of Employee “Daily Routine in the Room”.

Comprehending how employees carry out their tasks in a work setting is crucial because job happiness and service quality significantly impact the workplace. Following the data analysis, it was discovered that: 28.6% of respondents gave the workplace a score of 9 or higher, while the remaining respondents gave it a score between 3 and 8. (See Graph 17).



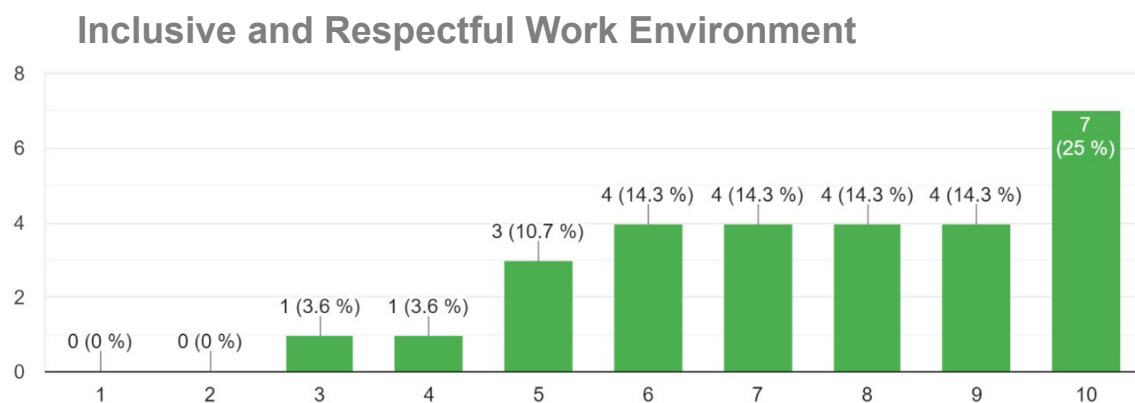
Graph 17: Bar Chart of Employee Work Environment.

Understanding employees, working as a team, and managing cooperation depends on effective communication in the workplace. Employee perceptions are similar, with 53.61% of respondents rating communication and collaboration with the staff and manager team as good, 25% as fair, 14.3% as exceptional, and 7.1% as poor. (See Graph 18).



Graph 18: Pie Chart of Employee “Communication and Collaboration between staff and Management Team”.

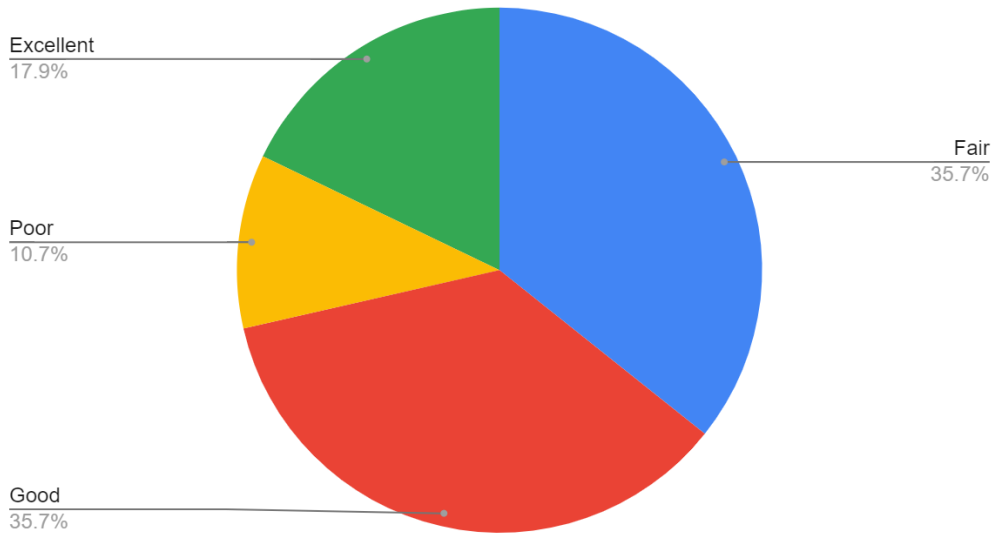
Understanding inclusion and respect is crucial for creating a productive environment in a childcare facility. In addition, it may use inclusion and respect to gauge how well-liked its personnel are. The following was discovered after data analysis: There were no low ratings of 1 or 2, and 25% of respondents gave inclusion and respect in the workplace the highest rating. (See Graph 19).



Graph 19: Bar Chart of Employee “Inclusive and respectful Work Environment”.

In a childcare facility, the interaction between staff and management is crucial. Staff needs to be understood, and the administration must offer support to ensure client happiness. According to a review of the data gathered, 35.7% of respondents said they receive help from the administrative personnel between fair and reasonable (good), 17.9% said they receive exceptional support (excellent), and 10.7% said they receive no support. (See Graph 20).

Being, Supported and listened to by the administration



Graph 20: Pie Chart of Employee “Being, Supported and listened to by the administration”.

The primary variables can affect an employee's decision to seek a new opportunity at another childcare facility. Similarly, trends that show how these elements are perceived to affect service quality, work satisfaction, and motivation in the childcare centre might be looked for. The data collection revealed that 39% of respondents would consider leaving their current position for another chance due to inadequate income, 29% bad working conditions, 18% poor management, 11% poor benefits, and 4% a lack of training. (See table 7)

Category	Percentage Of Responses
Low pay	39%
Bad working environment	29%
Bad management	18%
Bad benefits	11%
Other	11%
Too much work	11%
Lack of training	4%

Table 7: Factors that would cause us to consider changing Childcare Centre Working. (responders has to type their answer for this question. This means that they could have mentioned more than one category.

For that reason, the table does no add up to 100%).

The following are the primary considerations for employees working in a childcare centre. The respondents' responses that they would continue in their current position owing to the workplace climate was 32%; 18% are Children; 7% Good roster and location; 14% Good Salary; 4% Career prospects decent manager. (See table 8)

Category	Percentage Of Responses
Work environment	32%
Other	21%
Children	18%
Good salary	14%
Good roster	7%
Location	7%
Career opportunities	4%
Good management	4%

Table 8: Factors that make you stay in your Current job. (responders has to type their answer for this question. This means that they could have mentioned more than one category. For that reason, the table does no add up to 100%).

Summary

It is possible to understand employee perceptions—who are the fundamental key to the service—through the analysis of the data gathered, to identify patterns and trends that shed light on the relationship between employment and the perception of childcare services, and to explore the perspectives that it has by the service provided in a childcare centre.

On the other hand, the main factor contributing to the happiness that parents seek at childcare centres is the employees. However, specific working environments prevent employees from improving their talents or having a pleasant working atmosphere.

CHAPTER 6

DISCUSSION

6.1 Introduction

Summary

CHAPTER SEVEN

7.1 CONCLUSION

7.2 Limitations

7.3 Future Research Recommendations

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