

**OCCUPATIONAL RELATED CHALLENGES EXPERIENCED BY
CAREGIVERS IN CRÈCHE IN BENIN CITY, EDO STATE.**

BY

CHUKWUMAEZE ONYINYECHI FAITH

EDU1803659

**INSTITUTE OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

SEPTEMBER, 2023.

**OCCUPATIONAL-RELATED CHALLENGES EXPERIENCED BY
CAREGIVERS IN CRÈCHE IN BENIN CITY, EDO STATE.**

BY

**CHUKWUMAEZE ONYINYECHI FAITH
EDU1803659**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION, IN
COLLABORATION WITH THE INSTITUTE OF EDUCATION, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR OF EDUCATION (B. ED HONOURS IN EARLY CHILDHOOD
EDUCATION) OF THE UNIVERSITY IF BENIN, BENIN CITY.**

SEPTEMBER, 2023.

CERTIFICATION

This is to certify that this project was carried out by Chukwumaeze Onyinyechi Faith, with matriculation number EDU1803659 of the Institute of Education, University of Benin, Nigeria, in partial fulfillment of the requirements for the award of Bachelor's Degree in Early Childhood Education (B. ED) University of Benin, Benin City.

Dr. W. C. Uwadiae
(Project Supervisor)

Date

Prof. K. Aluko
(Project Coordinator)

Date

Dr. Mrs. F. Iyamu
(Director: Institute of Education) University of Benin

Date

DEDICATION

I dedicate this project firstly to God almighty, who gave me the wisdom and strength to carry out this research. Secondly, to my family and supportive friends for their invaluable contributions in the course of this research.

ACKNOWLEDGEMENT

I am thankful to God Almighty for giving me the opportunity of a lifetime, as well as wisdom, insight, a strong memory, and good health that allowed me to complete this educational programme.

My Supervisor, Dr. W. C. Uwadiae, a man of great qualities, whom I have grown to admire, he deserves my sincere thanks for everything he has done to see my work through to completion. I sincerely appreciate all your help and support during this research programme.

My sincere gratitude goes out to each and every one of my professors in the Institute of Education, including Dr. (Mrs). F. Iyamu (Director of the Institute of Education), Prof. (Mrs) R. Olubor, Prof. K. Aluko, Dr. (Mrs). A.O. Ojeme, Dr. K. Imasuen and Dr. (Mrs). P. Aibinuomo. May God guide and keep them and their loved ones.

In addition, I want to thank the best eldest brother Mr. Chukwumaeze Vincent Ezenwa, my loving mother Mrs. Chukwumaeze Ijeoma Assumpta, my amazing elder brother Mr. Chukwumaeze Kenneth Chukwudalu, my loving sister Miss. Chukwumaeze Chidinma Cynthia, and my darling brother Mr. Chukwumaeze Anthony Chidindu, for being the most amazing family support one could ever ask for.

To my friends turned soul-sisters, Judicious Judy, Shally wally, Mimi and Brownie, thank you for your constant love, support and contribution towards me and my academic pursuit. I also want to thank a special friend to my friend Akhere and Ikpea Kehinde for all the assistance he rendered during the course of my research and my NFCS family for the show of love, acceptance, growth, and opportunity to serve and contribute my quarter to the federation, God bless you all richly.

Finally, to the ultimate love of my life, my Choco Stallion, I want to say a very big thank you for your dedication, encouragement and support towards the completion of this research, God bless and keep you for me.

TABLE OF CONTENTS

TITLE PAGE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
ABSTRACTS	ix
CHAPTER ONE: INTRODUCTION	
Background of the Study	1
Statement of the Problem	4
Research Questions	5
Purpose of the Study	6
Significance of the Study	6
Scope and Delimitation of the Study	7
Definition of Terms	7
CHAPTER TWO: LITERATURE REVIEWED	
Theoretical Framework	8
Concept of Occupational Related Challenges, Caregivers and Crèches	29
Occupationally Related Challenges Caregivers Face in the Crèches	40
The Effects of Occupational Related Challenges on the Performance of Early Childhood Caregiver	44
The Difference in Occupationally Related Challenges Reported between Crèches in Urban and Rural Areas	50
Summary of the Literature Reviewed	52

CHAPTER THREE: METHODOLOGY

Research Design	55
Population of the Study	55
Sample and Sampling Technique	56
Research Instrument	56
Validity of the Instrument	57
Reliability of the Instrument	57
Method of Data Collection	57
Method of Data Analysis	57

CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Data Presentation	59
Discussion of Findings	67

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary	68
Conclusion	69
Recommendations	69
References	
Appendix	

LIST OF TABLES

- TABLE 1:** Demographic information of respondents
- TABLE 2:** Analysis showing the frequent occupational related challenges of early childhood caregivers.
- TABLE 3:** Analysis showing the impact of occupational related challenges of the performance of early childhood care givers.
- TABLE 4:** Analysis showing the impact of occupational related challenges on the health of early childhood caregivers.

ABSTRACT

Caregivers in crèche settings play a pivotal role in nurturing and educating children during their formative years. However, the demand of this profession can lead to emotional stress, burnout, and job dissatisfaction. Therefore, this study explores the occupational related challenge faced by caregivers in crèche settings, with a focus on the impacts of these challenges on caregiver well-being and the quality of care provided to young children.

The study adopted a survey research design and the population comprised all the care givers in the 39 registered crèches in Benin City. The sample was 100 crèches care givers selected from 25 crèche settings through multi-stage sampling techniques. The instrument for data collection was a self-structured questionnaire designed after a careful study of related literature. The instrument was validated by the three experts including the researcher's supervisor. The internal consistency of the instrument was calculated with the cronbach alpha which yields a value of 0.86. The data were analysed with frequency count, percentages and standard deviation.

The findings revealed that caregivers in crèche settings encounter a range of occupational challenges. The most commonly reported challenges include caring for crying babies, feeling unsatisfied due to salary payment, lack of appreciation from parents, poor recognition and appreciation of work by crèche management, and poor working conditions of the crèche. Caregivers experience fair challenges associated with the job of caring for children. Additionally, occupational-related challenges posed moderate impact to their health although feeling ill due to job was not mainly ascribed to job demand hence; do not perceive it as impactful to their health. Consequently, it was recommended that government should institute policy framework for effective monitoring and supervision of crèches and Managements of caregiving centres should ensure better welfare package for caregivers including exposing them to various regular training programme.

CHAPTER ONE

INTRODUCTION

Background to the study

The growth and development of a society to a large extent depend on the educational level and the system of that society. Different countries have different educational structures which may vary between preschool, primary school, secondary school, and the tertiary level. Before this period, very few countries paid attention to the preschool level but in recent times, there has been a need to acknowledge the importance of preschool education which ranges from age 0 - 3years. This need has brought about the rapid growth of crèches and daycares in society and the world at large. These preschools are now handled by well-trained caregivers and early childhood educators.

According to the Merriam-Webster dictionary, a “Caregiver” is a person who provides direct care (for children, elderly people, or the chronically ill). The term “caregiver” is used to mean anyone taking care of or responsible for young children, In any setting and can include: parents, teachers, early childhood educators, nannies, and coaches. They take on the responsibilities of looking after individuals who are unable to care for themselves due to illness, disability, or mental health. According to Carter (2008), “There are only four kinds of people in the world: those who have been caregivers, those who are currently caregivers, those who will be caregivers, and those who will need caregivers”. One might have the best caregiver but that’s not

a guarantee that a highly recommended care academy will make you happy. Selecting caregivers is hinged on qualifications, and experience amongst others. It has been asserted that economic, social and political well-being of a nation can never be better than the education given to children who are future leaders. Whatever a nation is harvesting today is the fruit of yesterday's investments. The calibre of men and women who will run the affairs of Nigeria tomorrow will be the product of our educational investment in our children today. Education being what it is, starts from the cradle and lasts for life. Early childhood education provides the best and most stable foundation for lifelong development. According to Piaget's stage that coincides with early childhood is the preoperational stage.

This stage occurs from the age of 2 to 7 years. In the preoperational stage, children use symbols to represent words, images, and ideas. Hence, children in this stage engage in pretend play. Early childhood education in Nigeria is the education given in an educational institution to children before entering primary school. It includes the crèche, the nursery and the kindergarten. Education is an instrument "per excellence" for effecting national development (Olawaiye 2013). The national policy on education (NPE) states that every child in Nigeria has a fundamental right to education. Though, these rights have been infringed in one way or the other by either the government or private individuals as a result of greed or ignorance (NPE). The purpose of early childhood education, according to the 2013 National Policy on Education is to : "effect a smooth transition from the home to the school, Prepare the

child for the primary level of education, Provide adequate care and supervision for the children while their parents are at work (on the farms, in the markets, offices amongst others), Inculcate social norms, Inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment, art, music, and playing with toys amongst others, Develop a sense of co-operation and team-spirit, Learn good habit, especially good healthy habits and Teach the rudiment of numbers, letters, colors, shapes, form through play (NPE, 2013).

The role of caregivers is to ensure a safe environment for the children and take care of their basic needs, including dressing, feeding, and supervising them during play and naps; plan, implement, and supervise structured educational group activities, maintain professional and positive relationships between parents, children, and staff amongst others. However, meeting these professional needs could be daunting and stressful. Hence, some occupationally related challenges are experienced by caregivers in their field. These challenges could be a result of poor infrastructural facilities, poor learning environments, insufficient learning materials, lack of adequate Human Resources, and many more. These challenges must not necessarily be concerned with the caregiver's emotions or feelings about their job but rather in most cases, they are concerned with things that impair the effectiveness of their job. Such as; not having enough time in the day to carry out activities, difficulty in recruiting staff that are qualified or well trained for the job, inadequate funding and when the pay scale doesn't represent dedication and hard work, poor communication

skills with parents and not getting adequate support from both parents and employers. Most of these challenges can result in frustration and difficulties in working environments. Being a caregiver entails a lot for the individual. Therefore, there's a need to investigate the various occupationally-related challenges experienced by caregivers in crèche in Benin City.

Statement of the Problem

One of requirements for starting up a crèche business in Nigeria include owner's educational qualifications, licensing from the Corporate Affairs Commission, well-structured building with adequate facilities and space that is safe for children, availability of sick bays and the provision of all the necessary equipment needed for a crèche such as; Beddings, toys, art and crafts supplies, tables and chairs, diapers and wipes, nap mats, safety devices, first aid kit, computers and books. With the availability of all these requirements, there will be a smooth and effective learning process and failure to provide these things will also lead to or result in a defective crèche center. But there are still some crèches in Benin without these requirements and yet being approved by the same government. One wonders how learning and supervising take place in such an environment that is not holistic. Consequently, the caregivers are likely to face occupational challenges. These occupational challenges include; inadequate staffing, insufficient resources and facilities, low wages and poor working conditions, limited parental involvement and support, emotional demands and stress, language barriers and cultural diversity amongst others. The highlighted

challenges can further create problems for caregivers. They can contribute to increased stress, burnout, job dissatisfaction, and compromised well-being among caregivers in a crèche. It is important for employers and policymakers to address these challenges by providing adequate support, resources, training, and recognition for caregivers in order to create a positive and nurturing environment for both the caregivers and the children in their care.

However, if the required standards are being met by the government, employers and parents, the caregivers will be encouraged to perform well in their various assigned tasks and initiate activities that will stimulate learning with the available resources or materials provided. With a good standard, it will be impossible to hire unqualified staffs or caregivers who do not meet up with the requirements of the crèche.

Research Questions

The following research questions were generated to guide this study:

1. What are the frequent occupational related challenges of early childhood caregivers?
2. To what extent do occupational related challenges affect the performance of early childhood caregivers?
3. How do occupational related challenges impact on the health of caregivers?

Purpose of the Study

The purpose of this study was to investigate the occupational-related challenges experienced by early childhood caregivers. Specifically to:

1. Find out the frequent occupational related challenges of early childhood caregivers.
2. Decipher the extent to which occupational related challenges affect the performance of early childhood caregivers.
3. Analyze how occupational related challenges impact on the health of caregivers.

Significance of the Study

This study focused on occupationally-related challenges experienced by caregivers in a crèche hence will be of immense benefit to caregivers, the government, school proprietors, and parents. It's expected that addressing the challenges faced by caregivers would improve their overall job satisfaction. It is hoped that caregivers feel supported and their concerns are taken into account, they are likely to have a more positive attitude toward their work. This, in turn, can lead to better performance and a higher level of engagement in their caregiving responsibilities.

The study will assist the government with the necessary data for policy guidelines on crèche supervision that would enhance minimum operating standards for crèche. In addition, proprietors and parents would also find it useful as it would lead to enhanced care services for the children.

Scope and Delimitation of the Study

This study is focused on “Occupationally related challenges experienced by early childhood caregivers in crèche”, and it is restricted to crèche setting in Benin City.

Definition of Terms

Occupational Challenges: These are the challenges experienced by individuals in their various work fields.

Early Childhood: This is a stage in human development following infancy and preceding middle childhood. It generally includes toddlerhood and sometime afterwards.

Caregiver: This is a person who provides direct care for children in a crèche setting.

Crèche: This is a nursery where babies and young children are cared for during the working day.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter deals with the review of related literature on occupational related challenges experienced by caregivers in crèches in Benin City”. The literature was reviewed under the following subheading:

- Conceptual Framework
- Concept of Occupationally-Related Challenges, Caregivers, and Crèche
- Occupationally-Related Challenges Caregivers Face in Crèche
- The Effect of Occupationally-Related Challenges on the Performance of Early Childhood Caregivers
- The Differences in Occupationally-Related Challenges Reported Between Crèches in Urban and Rural Areas
- Summary of the Literature Reviewed

Conceptual Framework

The following theoretical framework aims to provide a comprehensive understanding of the occupational-related challenges faced by caregivers in a crèche setting. It combines various theoretical perspectives to shed light on the factors influencing these challenges and their potential impact on the well-being and job satisfaction of caregivers.

Social Exchange Theory

Social exchange theory is a sociological and psychological framework that seeks to explain how individuals form and maintain relationships based on a cost-benefit analysis. Developed by sociologist George Homans and expanded upon by Peter M. Blau, this theory posits that people engage in social interactions to maximize rewards and minimize costs. It provides valuable insights into the dynamics of interpersonal relationships, including friendships, romantic partnerships, and professional collaborations. By examining the principles, assumptions, and applications of social exchange theory, we can gain a deeper understanding of human behavior within social contexts.

Social Exchange Theory suggests that individuals engage in relationships and interactions based on a cost-benefit analysis. In the context of caregivers in a crèche, this theory helps explain the dynamics between the caregivers, the crèche management, and the parents. Caregivers may face challenges in terms of the exchange of resources (such as, compensation, support, recognition) and the fulfillment of their needs (such as, work-life balance, personal growth). Understanding these exchanges can provide insights into the challenges faced by caregivers and their motivation to overcome them. Social exchange theory, also called the “communication theory of social exchange,” is a psychological concept suggesting that humans make social decisions based on their own perceptions about the costs and benefits that could be gained by action or, conversely, by inaction. The

underlying hypothesis claims that people evaluate all social relationships to determine the benefits they will get out of them. It also suggests that someone will typically leave a relationship if he or she perceives that the effort or cost of it outweighs any perceived advantages. The theory is usually presented with the sort of language most commonly seen in economics and financial sectors. This can be jarring at first, but experts often argue that there are a number of important parallels between how companies and businesses make reasoned decisions and how people do.

Social exchange theory in caregiving

Social exchange theory is a psychological framework that helps explain the dynamics of interpersonal relationships, including caregiving in crèche settings. It posits that individuals engage in social interactions based on a cost-benefit analysis, seeking to maximize rewards and minimize costs in their relationships. When applied to caregiving in crèches, social exchange theory suggests that caregivers and children engage in a reciprocal exchange of resources, which influences the quality of care provided and received.

In the context of a crèche or childcare center, the social exchange theory framework can be used to understand the dynamics between caregivers and children, as well as between caregivers themselves. Caregivers provide care and attention to children, while children provide their needs for nurturing, support, and social interaction. This exchange is not purely transactional but involves emotional and social components.

According to social exchange theory, individuals engage in caregiving relationships when the rewards of providing care (e.g., satisfaction, affection, a sense of purpose) outweigh the costs (e.g., time, effort, stress). Caregivers may also assess the potential benefits they receive from the children in terms of emotional fulfillment and social support. Similarly, children evaluate the benefits of forming attachments with caregivers, such as feeling safe, supported, and engaged, while considering the costs, such as obeying rules and sharing attention.

The theory also emphasizes the role of reciprocity in caregiving relationships. Caregivers and children engage in a give-and-take dynamic, where the quality of care provided influences the quality of care received. For example, caregivers who provide responsive and nurturing care are more likely to receive positive responses from children, such as trust and cooperation. In turn, children who exhibit positive behaviors may elicit more attentive and supportive caregiving from their caregivers.

Furthermore, social exchange theory acknowledges that individuals seek to maximize their outcomes in relationships. Caregivers and children may engage in resource exchanges beyond the basic caregiving needs. For instance, caregivers may provide educational activities, emotional support, and social opportunities to enhance the child's development, while children may reciprocate by showing gratitude, affection, or engaging in prosocial behaviors.

However, it's important to note that social exchange theory has its limitations when applied to caregiving in crèches. It primarily focuses on the individual level of

analysis and may overlook broader contextual factors that influence caregiving relationships, such as cultural norms, institutional policies, and structural constraints. Additionally, social exchange theory may not fully capture the inherent altruistic and intrinsic motivations that caregivers often possess.

Overall, social exchange theory provides a useful lens for understanding the dynamics of caregiving relationships in crèche settings, highlighting the reciprocal nature of interactions and the importance of balancing rewards and costs in maintaining positive caregiving experiences.

Job Demands-Resources Model

The job demands-resources model (JD-R model) is an occupational stress model that suggests strain is a response to imbalance between demands on the individual and the resources he or she has to deal with those demands. The JD-R was introduced as an alternative to other models of employee well-being, such as the demand-control model and the effort-reward imbalance model.

The authors of the JD-R model argue that these models "have been restricted to a given and limited set of predictor variables that may not be relevant for all job positions" (p.309). Therefore, the JD-R incorporates a wide range of working conditions into the analyses of organizations and employees. Furthermore, instead of focusing solely on negative outcome variables (e.g., burnout, ill health, and repetitive strain) the JD-R model includes both negative and positive indicators and outcomes of employee well-being. The Job Demands-Resources (JD-R) model proposes that

job characteristics can be categorized into two broad categories: job demands and job resources. Job demands refer to the physical, psychological, social, or organizational aspects of the job that require sustained effort and are associated with physiological and psychological costs. Job resources, on the other hand, refer to the physical, psychological, social, or organizational aspects of the job that help achieve work goals, reduce job demands, and stimulate personal growth. By applying the JD-R model to the context of caregivers in a crèche, we can identify and analyze the specific job demands (e.g., high workload, emotional labor, lack of autonomy) and job resources (e.g., supportive work environment, training opportunities, social support) that contribute to their occupational-related challenges.

The JD-R model can be summarized with a short list of assumptions/premises:

Whereas every occupation may have its own specific risk factors associated with job stress, these factors can be classified in two general categories: job demands and job resources.

Job demands: physical, psychological, social, or organizational aspects of the job, that require sustained physical and/or psychological effort or skills. Therefore, they are associated with certain physiological and/or psychological costs. Examples are work pressure and emotional demands.

Job resources: physical, psychological, social, or organizational aspects of the job that are either: functional in achieving work goals; reduce job demands and the associated physiological and psychological cost; stimulate personal growth, learning,

and development. Examples are career opportunities, supervisor coaching, role-clarity, and autonomy.

Workplace resources vs. personal resources: The authors of the JD-R make a distinction between workplace resources and personal resources.

Two different underlying psychological processes play a role in the development of job strain and motivation. The first are physical and social resources available in the workplace setting. The latter, personal resources are those the employee brings with them. These consist of specific personality traits: self-efficacy and optimism. Both types of resources are powerful mediators of employee well-being (e.g. engagement).

Outcomes of continued job strain

Health impairment process: through this process, poorly designed jobs or chronic job demands exhaust employees' mental and physical resources. In turn, this might lead to the depletion of energy and to health problems.

Outcomes of abundant job and personal resources

Motivational process: through this process, job resources exert their motivating potential and lead to high work engagement, low cynicism, and excellent performance. Job resources may play either an intrinsic or an extrinsic motivational role.

The interaction between job demands and job resources is important for the development of job strain and motivation as well. According to the JD-R model, job resources may buffer the effect of job demands on job strain, including burnout.

Which specific job resources buffer the effect of different job demands, depends on the particular work environment. Thus, different types of job demands and job resources may interact in predicting job strain. Good examples of job resources that have the potential of buffering job demands are performance feedback and social support (e.g.,

Job resources particularly influence motivation or work engagement when job demands are high. This assumption is based on the premises of the conservation of resources (COR) theory. According to this theory, people are motivated to obtain, retain and protect their resources, because they are valuable. Hobfoll argues that resource gain acquires its saliency in the context of resource loss. This implies that job resources gain their motivational potential particularly when employees are confronted with high job demands. For example, when employees are faced with high emotional demands, the social support of colleagues might become more visible and more instrumental.

Job demands resource model in care giving

The Job Demands-Resources (JD-R) model is a theoretical framework that helps to understand the relationship between job demands, job resources, and employee well-being. It can be applied to various work settings, including caregiving roles in a crèche or daycare center.

In the context of caregiving in a crèche, the JD-R model suggests that there are two main categories of factors: job demands and job resources.

Job Demands:

- Physical demands: Caregivers in a crèche may be required to lift and carry children, clean up after them, and handle other physically demanding tasks.
- Emotional demands: Taking care of young children can be emotionally demanding. Caregivers may need to handle tantrums, provide emotional support, and manage their own emotions in stressful situations.
- Time pressure: Caregivers often have to manage multiple tasks simultaneously and adhere to schedules, which can create time pressure and stress.
- Workload: The number of children and their individual needs can influence the workload of caregivers. High workload can lead to fatigue and burnout.

Job Resources:

- Social support: Supportive relationships with colleagues and supervisors can provide caregivers with emotional and instrumental support, making their work more manageable.
- Autonomy: Caregivers who have some level of control and decision-making authority in their work may experience higher job satisfaction and lower stress levels.
- Training and development: Adequate training and professional development opportunities can enhance caregivers' skills, confidence, and job satisfaction.
- Feedback and recognition: Regular feedback and recognition for good work can contribute to caregivers' motivation and well-being.

The JD-R model suggests that high job demands, if not balanced by sufficient job resources, can lead to negative outcomes such as stress, exhaustion, and burnout. On the other hand, when job resources are abundant, they can buffer the impact of job demands and promote positive outcomes, including job satisfaction and well-being.

Applying the JD-R model to caregiving in a crèche, it is important for employers and managers to:

- Identify and assess the specific job demands caregivers face, such as physical demands, emotional demands, time pressure, and workload.
- Provide appropriate job resources to support caregivers, such as social support, autonomy, training and development opportunities, and feedback and recognition.
- Regularly evaluate and adjust the job demands and resources to maintain a healthy work environment and prevent burnout.
- Foster a supportive and positive organizational culture that values the well-being of caregivers and recognizes their contributions.
- Encourage open communication channels for caregivers to express their concerns and provide feedback on job demands and resources.

By understanding and applying the JD-R model, crèche employers can create a conducive work environment that supports the well-being and effectiveness of caregivers, ultimately benefiting the children in their care.

Role Theory:

Role theory is an often-used explanatory framework for the benefits of volunteering and helping others for health and well-being. Role theory has its origin in the work of the American sociologist Robert Merton (Merton, 1957). Roles refer to the social position people have (for example: teacher, mother, and customer) and behavior associated with that position. Roles tend to carry certain risks and benefits which may vary by individual characteristics, historical time, and cultural context. Roles can provide connection to other people and access to resources, which in turn may promote feelings of security, status enhancement, and ego gratification. Roles also provide directions for behavior in otherwise uncertain situations (Hogg, 2000), which may serve to reduce stress and improve well-being. People often fulfill a set of roles at the same time (for example: mother, director, and child), and this set may change over the life course (Riley & Riley, 1994; Rotolo, 2000). With aging an increasing imbalance occurs between the number of roles gained and lost (Baltes, 1997). Older people tend to lose more roles than they gain, for example losing roles such as parent, spouse, worker, and active member of society. Volunteering and helping others can act as substitutes for roles lost over the life course, For example, becoming a volunteer after retirement may alleviate any negative consequences associated with losing the worker role, such as a loss of a sense of personal value and identity (Greenfield & Marks, 2004).

Role theory is a concept in sociology and in social psychology that considers most of everyday activity to be the acting-out of socially defined categories (e.g., mother, manager, teacher). Each role is a set of rights, duties, expectations, norms, and behaviors that a person has to face and fulfill. The model is based on the observation that people behave in a predictable way, and that an individual's behavior is context specific, based on social position and other factors. Research conducted on role theory mainly centers around the concepts of consensus, role conflict, role taking, and conformity. The theatre is a metaphor often used to describe role theory. Role theory suggests that individuals occupy different roles within organizations and society, each with its set of expectations, responsibilities, and demands. In the context of caregivers in a crèche, role theory helps understand the challenges arising from conflicting or ambiguous role expectations. Caregivers may struggle to balance their roles as nurturers, educators, and caretakers, leading to role overload, role conflict, or role ambiguity. Exploring the influence of role expectations and the associated challenges can provide valuable insights into the occupational-related challenges faced by caregivers.

Role theory in caregiving

Role theory provides a framework for understanding the dynamics of caregiving in a crèche or childcare setting. It examines how individuals in caregiving roles interact with each other and fulfill their responsibilities within the context of the crèche environment. Role theory in caregiving in crèche:

1. **Definition of Role Theory:** Role theory suggests that individuals in social settings, such as a crèche, have prescribed roles that they are expected to fulfill. These roles come with a set of expectations, norms, and behaviors that guide their interactions and responsibilities.
2. **Caregiver Roles:** In a crèche, various caregiver roles can be identified, such as teachers, assistants, and support staff. Each role has specific duties and responsibilities related to providing care, supervision, and educational support to children.
3. **Role Expectations:** Role theory emphasizes that there are certain expectations associated with each caregiver role in a crèche. These expectations can include qualities like patience, nurturing, responsiveness, and the ability to create a safe and stimulating environment for children.
4. **Role Performance:** Role theory suggests that individuals' behavior in the crèche is influenced by their understanding of their role and the expectations associated with it. Caregivers will strive to perform their roles effectively and meet the needs of the children under their care.
5. **Role Conflict:** Role theory recognizes that conflicts may arise when there are competing expectations or demands within a crèche. Caregivers may experience conflicts between their responsibilities to individual children, the overall group, or the administrative requirements of the crèche.

6. **Role Differentiation:** Role theory also acknowledges that different caregiver roles within a crèche have distinct responsibilities. For example, teachers may have additional duties related to planning and implementing educational activities, while support staff may focus more on maintaining a clean and safe environment.
7. **Role Ambiguity:** Role theory highlights the importance of clear role definitions and expectations to minimize role ambiguity. Caregivers should have a clear understanding of their roles and responsibilities to effectively carry out their duties in the crèche.
8. **Role Flexibility:** Role theory recognizes that caregiving roles in a crèche may require flexibility and adaptability. Caregivers may need to switch roles, collaborate with others, or take on additional responsibilities based on the needs of the children and the crèche environment.
9. **Role Satisfaction:** Role theory suggests that when caregivers feel competent and supported in their roles, it can lead to increased job satisfaction and motivation. Clear communication, training, and recognition of their contributions can enhance role satisfaction in the crèche setting.

Understanding and applying role theory in caregiving within a crèche can help create a supportive and harmonious environment for both the caregivers and the children. By recognizing and clarifying role expectations, addressing conflicts, and fostering role satisfaction, the crèche can provide high-quality care and nurturing experiences for young children.

Conservation of Resources (COR) Theory:

Conservation of Resources (COR) Theory is a stress theory that describes the motivation that drives humans to both maintain their current resources and to pursue new resources. This theory was proposed by Hobfoll in 1989 as a way to expand on the literature of stress as a construct. Hobfoll posited that psychological stress occurred in three instances; when there was a threat of a loss of resources, an actual net loss of resources, and a lack of gained resources following the spending of resources. From this perspective, resources are defined as things that one values, specifically objects, states, and conditions. COR states that loss of these types of resources will drive individuals into certain levels of stress.

Conservation of Resources (COR) Theory posits that individuals strive to acquire, retain, and protect resources that they value. Resources can include tangible assets (e.g., time, knowledge, social support) as well as intangible resources (e.g., self-esteem, job security, work-life balance). Applying COR Theory to the context of caregivers in a crèche, the theory suggests that occupational-related challenges, such as high workload, emotional demands, and lack of support, can deplete their personal resources and increase the risk of burnout and job dissatisfaction. Understanding the interplay between resource loss, resource gain, and the resulting challenges can help inform interventions and strategies to support caregivers in their occupational roles.

Conservation of Resources (COR) in caregiving

Conservation of Resource (COR) theory is a psychological framework that explains how individuals strive to acquire, maintain, and protect resources to enhance their well-being. This theory can be applied to various domains, including caregiving in a crèche or childcare setting.

In the context of caregiving, the COR theory suggests that caregivers, such as teachers or staff members in a crèche, are motivated to protect and conserve their personal resources, which can include physical, psychological, social, and emotional aspects. By conserving these resources, caregivers can better meet the needs of the children under their care and maintain their own well-being in the process.

Key Concepts Related to the Conservation of Resource Theory in Caregiving:

1. **Resource Loss and Gain:** Caregivers may experience both resource loss and gain during their work in a crèche. Resource loss can occur when caregivers face challenges or stressors such as demanding children, time pressure, or conflict. Resource gain happens when caregivers receive support, recognition, or positive interactions with the children.
2. **Resource Investment:** Caregivers actively invest their resources to meet the needs of children and maintain the quality of care. This includes providing physical care, emotional support, educational activities, and creating a safe and stimulating environment.

3. **Resource Conservation Strategies:** Caregivers adopt strategies to conserve their personal resources. For example, they may seek social support from colleagues or supervisors, engage in self-care activities to replenish their energy, or set boundaries to prevent resource depletion.
4. **Burnout and Resource Depletion:** Constant resource loss and inadequate resource gain can lead to caregiver burnout. Burnout is a state of physical, emotional, and mental exhaustion characterized by feelings of depletion, cynicism, and reduced effectiveness in their caregiving role.
5. **Organizational Factors:** The crèche's organizational factors, such as workload, support systems, and policies, can influence resource availability and conservation. Adequate staffing, clear communication, training opportunities, and a supportive work environment can enhance resource conservation among caregivers.

By understanding and applying the principles of Conservation of Resource theory, crèche administrators and policymakers can design interventions and policies to support caregivers, promote their well-being, and ultimately enhance the quality of care provided to the children.

Social Support Theory:

Social support is the perception and actuality that one is cared for, has assistance available from other people, and most popularly, that one is part of a supportive social network. These supportive resources can be emotional (e.g., nurturance), informational (e.g., advice), or companionship (e.g., sense of belonging); tangible

(e.g., financial assistance) or intangible (e.g., personal advice). Social support can be measured as the perception that one has assistance available, the actual received assistance, or the degree to which a person is integrated in a social network. Support can come from many sources, such as family, friends, pets, neighbors, coworkers, organizations, etc.

Government-Provided Social Support May be Referred to as Public Aid in Some Nations.

Social support is studied across a wide range of disciplines including psychology, communications, medicine, sociology, nursing, public health, education, rehabilitation, and social work. Social support has been linked to many benefits for both physical and mental health, but "social support" (e.g., gossiping about friends) is not always beneficial.

Social support theories and models were prevalent as intensive academic studies in the 1980s and 1990s, and are linked to the development of caregiver and payment models, and community delivery systems in the US and around the world. Two main models have been proposed to describe the link between social support and health: the buffering hypothesis and the direct effects hypothesis. Gender and cultural differences in social support have been found in fields such as education "which may not control for age, disability, income and social status, ethnic and racial, or other significant factors".

Social support theory recognizes the significance of interpersonal relationships and networks in mitigating stress and promoting well-being. Within the context of caregiver challenges in crèche settings, this theory highlights the importance of support from colleagues, supervisors, parents, and the broader community. Examining the role of social support can provide insights into how fostering positive relationships and creating support structures can alleviate occupational challenges and enhance caregiver resilience.

Social Support Theory in Caregiving

Social support theory in caregiving is based on the understanding that individuals who receive social support, such as assistance, encouragement, and resources from their social networks, experience improved well-being and coping abilities in their caregiving role. It recognizes the importance of social connections and relationships in buffering the stress and demands of caregiving. Here are the key aspects of social support theory in caregiving:

Types of Social Support

Social support can be categorized into different types:

- a. Emotional Support: This involves providing empathy, understanding, and reassurance to caregivers. Emotional support helps caregivers cope with stress, manage their emotions, and maintain a positive outlook.

- b. **Instrumental Support:** Instrumental support refers to practical assistance provided to caregivers. It can include help with daily tasks, financial support, or tangible resources that ease the caregiving burden.
- c. **Informational Support:** Informational support entails providing knowledge, advice, and guidance related to caregiving tasks, accessing resources, and understanding the needs of the care recipient. It helps caregivers make informed decisions and enhance their caregiving skills.
- d. **Appraisal Support:** Appraisal support involves feedback, recognition, and evaluation of caregiving practices. Constructive feedback and recognition of caregivers' efforts can boost their confidence, motivation, and overall job satisfaction.

2. Sources of Social Support: Social support can come from various sources within a caregiver's social network, including family members, friends, peers, support groups, healthcare professionals, and community organizations. Each source contributes to the overall social support system available to caregivers.

3. Benefits of Social Support: Social support theory posits that social support has numerous positive effects on caregivers, including:

- a. **Reduced Stress:** Social support helps caregivers cope with the stress and demands of caregiving, providing emotional relief and reassurance.
- b. **Enhanced Coping Abilities:** Social support equips caregivers with additional resources, knowledge, and skills to effectively manage the challenges they face.

- c. Improved Well-being: Social support promotes the mental and emotional well-being of caregivers, reducing the risk of burnout, depression, and other negative outcomes.
 - d. Increased Job Satisfaction: Social support contributes to greater job satisfaction and engagement among caregivers, recognizing their efforts and providing a sense of belonging.
4. Barriers to Social Support: Despite the benefits, there can be barriers to accessing social support in caregiving, including geographic distance, lack of awareness about available resources, cultural factors, stigma, and time constraints. Recognizing and addressing these barriers is important in ensuring caregivers receive the support they need.
 5. Interventions and Strategies: Social support theory informs the development of interventions and strategies to enhance social support in caregiving. These may include establishing support groups, providing education and training on caregiving skills, facilitating communication and networking among caregivers, and raising awareness about available resources and services.

Social support theory in caregiving highlights the importance of fostering supportive relationships and networks to promote the well-being of caregivers. By recognizing and addressing the social support needs of caregivers, it becomes possible to enhance their ability to provide quality care while maintaining their own physical and emotional health.

Concept of Occupational-Related Challenges, Caregivers, and Crèches

Occupation is a daily activity of life that can encompass different aspects of life and has particular values and meaning for the individual . Caregivers perform several care-related activities, which usually form within the framework of patient care . Based on the occupational adaptation model, an occupational challenge arises from the interaction between the individual's (caregiver's) desire for mastery, environment, and needs of mastery. Therefore, an occupational challenge arises when mastery over one's (the caregiver's) occupations is impaired . In other words, any change and interruption in an individual's occupational engagement cause an occupational challenge.

Occupational-related challenges are inherent in various professional domains and play a significant role in shaping the experiences, well-being, and overall satisfaction of individuals in the workforce. This review of literature aims to explore and synthesize existing research on the concept of occupationally-related challenges across different occupational contexts. By examining the theoretical frameworks, key dimensions, and contributing factors associated with these challenges, this review seeks to provide a comprehensive understanding of the multifaceted nature of occupationally-related challenges.

- Occupational Stress and Strain:

Occupational stress and strain are central components of occupationally-related challenges. Research by Sauter, Hurrell, and Cooper (2017) highlights the impact of work-related stressors on individuals' psychological well-being and physical health.

Their study emphasizes the importance of addressing stressors such as high workloads, job insecurity, and lack of control to mitigate the negative consequences of occupational stress.

- **Work-Life Balance:**

Work-life balance challenges have gained significant attention in recent years. A study by Greenhaus and Allen (2011) examines the relationship between work-life balance and various outcomes, including job satisfaction, commitment, and well-being. Their research emphasizes the importance of flexible work arrangements, supportive organizational policies, and individual coping strategies for achieving work-life balance and reducing work-related stress.

- **Occupational Health and Safety:**

Occupational health and safety challenges are crucial aspects of occupationally-related challenges. In their study, Kines, Lappalainen, and Mikkelsen (2011) highlight the role of organizational factors in preventing workplace injuries and accidents. They emphasize the importance of safety climate, leadership, and employee involvement in promoting a safe work environment and reducing occupational hazards.

- **Workforce Diversity and Inclusion:**

Workforce diversity and inclusion challenges have significant implications for organizations and employees. A study by Jackson, Joshi, and Erhardt (2003) examines the impact of diversity and inclusion on team performance and

organizational outcomes. Their research underscores the importance of inclusive work environments, diversity training, and equal opportunities for enhancing employee engagement and innovation.

- **Workload and Time Management:**

Challenges related to workload and time management are critical aspects of occupationally-related challenges. A study by Demerouti, Bakker, Nachreiner, and Schaufeli (2001) examines the impact of job demands and resources on employee burnout and engagement. Their research highlights the importance of job resources, such as social support and autonomy, in mitigating the negative effects of high workloads and time pressure.

Concept of Caregivers

The act of caregiving is not unfamiliar, but the term “caregiving” is relatively new, with the first recorded use of the word in 1966 (Caregiving, 2010). The etymology of the word “care” comes from the Old English term “wicim,” meaning “mental suffering, mourning, sorrow, or trouble.” “Give” is also Old English, from “eo-, iofan, iaban,” meaning “to bestow gratuitously” (Caregiving, 2010). When the two root meanings are assimilated, caregiving is the action/process of helping those who are suffering. Sixty-five million Americans, which comprise 29% of the United States (U.S.) population, have served as unpaid family caregivers to an adult or a child (Caregiving in the United States, 2009). Caregiving is multi-dimensional. For example, family caregiving, one dimension of caregiving, is on the rise with an

estimated 14% of family caregivers (16.8 million) caring for a special needs child under the age of 18. Parental caregiving, another dimension of caregiving, refers to caring for one's parent(s). Fifty five percent of families are currently providing parental care, while caring for their own children (Caregiving in the United States, 2009). Caregiving estimates continue to escalate, and, as the population ages, the number of persons requiring care will subsequently increase. These estimates will no doubt have an unprecedented effect on the economy. Notably, the economic impact of informal caregivers was estimated to be \$350 billion in 2006 (Arno, 2006).

The concept of caregivers in early childhood education plays a pivotal role in shaping children's development. This section provides an overview of the importance of caregivers, their roles, and their impact on children's well-being. It highlights the significance of attachment figures and the relationship between caregiver-child interactions and children's socio-emotional and cognitive development.

Attachment Figures in Early Childhood Education

Bowlby (1969) introduced the concept of attachment figures in early childhood education. Drawing from Bowlby's attachment theory, this section explores the concept of attachment figures in early childhood education. It discusses the critical role of caregivers, typically parents or primary caregivers, in providing a secure base for children. The review emphasizes the importance of secure attachment relationships in fostering emotional security, exploration, and resilience in young children.

Proximal Processes and Caregivers in Early Childhood Education

Bronfenbrenner (1979) proposed the concept of proximal processes and caregivers in early childhood education. This section focuses on Bronfenbrenner's concept of proximal processes and the role of caregivers in early childhood education. It examines how caregiver-child interactions and relationships contribute to children's development. The review discusses the significance of sensitive, responsive, and supportive caregiving practices in promoting optimal learning experiences and socio-emotional growth.

Scaffolding and the Zone of Proximal Development (ZPD)

Vygotsky (1978) introduced the concept of the zone of proximal development (ZPD) and the role of caregivers in scaffolding children's learning. Building upon Vygotsky's sociocultural theory, this section explores the concept of scaffolding and the role of caregivers as facilitators of learning in the ZPD. It discusses how caregivers provide guidance, support, and appropriate challenges to help children acquire new skills and knowledge. The review emphasizes the importance of caregivers as knowledgeable guides in promoting cognitive development in early childhood education.

Culturally Responsive Caregiving in Early Childhood Education

Gonzalez-Mena (2005) introduced the concept of culturally responsive caregiving in early childhood education. This section focuses on the concept of culturally responsive caregiving in early childhood education. It explores how caregivers can recognize and value the diverse cultural backgrounds, experiences, and values of children and families. The review discusses the significance of culturally responsive caregiving in supporting children's identity development, fostering positive self-esteem, and promoting inclusive learning environments.

Role of Caregivers in a Crèche

Caregivers in a crèche play a crucial role in providing care, supervision, and support to the children in their care. Here are some of the key roles and responsibilities of caregivers in a crèche:

1. **Child Supervision:** Caregivers are responsible for ensuring the safety and well-being of the children. They closely supervise the children during all activities, indoors and outdoors, to prevent accidents, injuries, or conflicts among children.
2. **Basic Needs Care:** Caregivers attend to the basic needs of children, including feeding, diaper changing, and nap-time routines. They ensure that children receive proper nutrition, stay clean and hygienic, and have adequate rest.
3. **Educational Activities:** Caregivers in a crèche often facilitate educational activities to promote early childhood learning. They create age-appropriate lesson plans and

implement educational programs that support cognitive, physical, social, and emotional development.

4. **Play and Recreation:** Caregivers organize and facilitate play and recreational activities for children, providing opportunities for creative expression, physical movement, and social interaction. They engage children in games, storytelling, music, art, and other developmentally appropriate activities.
5. **Social and Emotional Development:** Caregivers support the social and emotional development of children by creating a nurturing and supportive environment. They encourage positive interactions among children, teach empathy and cooperation, and help children develop essential social skills.
6. **Communication with Parents:** Caregivers maintain open and regular communication with parents or guardians. They provide updates on a child's progress, discuss any concerns or issues, and collaborate with parents to ensure consistent care and address specific needs.
7. **Behavior Guidance:** Caregivers set appropriate behavior expectations and provide positive reinforcement and guidance. They model and teach appropriate behavior, manage conflicts between children, and help children develop self-regulation skills.
8. **Health and Safety:** Caregivers ensure that the crèche environment is clean, safe, and free from hazards. They follow health and safety protocols, such as maintaining cleanliness, monitoring hygiene practices, and implementing safety measures like childproofing the environment.

9. Record Keeping: Caregivers maintain records and documentation related to each child's activities, development, and any incidents or observations. This information helps to track progress, share updates with parents, and ensure continuity of care.
10. Continuous Learning: Caregivers engage in ongoing professional development and stay updated on best practices in early childhood education and care. They participate in training programs, workshops, and conferences to enhance their skills and knowledge.
11. Individualized Care: Caregivers recognize and respond to the unique needs of each child. They provide individualized attention and care, taking into account factors such as developmental stages, temperament, and specific requirements of children with special needs.
12. Parent Collaboration: Caregivers collaborate with parents or guardians to create a partnership in caring for the children. They seek input from parents regarding the child's routines, preferences, and any specific instructions. Regular communication and feedback help caregivers and parents work together to ensure the child's well-being and development.
13. Cultural Sensitivity: Caregivers respect and appreciate the cultural backgrounds and diversity of the children and families in their care. They create an inclusive environment that celebrates different cultures, traditions, languages, and family structures.

14. **Documentation and Reporting:** Caregivers maintain accurate records of incidents, accidents, and any significant events related to the children's health, behavior, or development. They may also report observations to supervisors, such as concerns about a child's well-being or any signs of developmental delays.
15. **Conflict Resolution:** Caregivers help children navigate conflicts or disagreements that may arise during play or interactions. They teach conflict resolution skills, encourage empathy and understanding, and guide children in resolving conflicts in a positive and constructive manner.
16. **Emotional Support:** Caregivers provide emotional support to children, offering comfort, reassurance, and empathy during times of distress or emotional challenges. They create a nurturing and secure environment where children feel safe to express their emotions.
17. **Observational Skills:** Caregivers observe and assess children's behavior, interactions, and developmental milestones. They identify any potential concerns or delays in development and communicate them to appropriate professionals, such as supervisors, psychologists, or early intervention specialists.
18. **Crisis Management:** In emergency situations or crisis events, caregivers follow established protocols to ensure the safety and well-being of the children. They remain calm, provide reassurance, and implement emergency procedures, such as evacuations or lockdowns, as necessary.

19. Continuous Improvement: Caregivers actively seek opportunities to improve their own skills and knowledge. They engage in professional development activities, attend training sessions, and stay informed about current research and best practices in early childhood education and caregiving.
20. Positive Role Model: Caregivers serve as positive role models for children, demonstrating respect, kindness, empathy, and good communication skills. They promote values such as sharing, fairness, and cooperation through their own actions and interactions with children.

The Concept of Crèches

A crèche, also known as a daycare center or childcare center, is a facility that provides care, supervision, and early childhood education for infants, toddlers, and young children during the day. It offers a safe and nurturing environment where parents or guardians can leave their children while they attend work or engage in other activities. Crèches typically cater to children from a few months old up to around five years of age, depending on the specific program and regulations in place. The invention of the crèche, in its modern form, cannot be attributed to a single individual. The concept of organized childcare has evolved over centuries in response to societal needs and changing family dynamics. However, there have been significant contributors to the development and popularization of childcare centers. One prominent figure in the history of childcare is Friedrich Wilhelm Froebel (1782-1852), a German educationalist. Froebel is known for his work in early childhood

education and the establishment of kindergarten, which laid the foundation for modern childcare practices. While kindergarten primarily focused on educational aspects, it set a precedent for creating structured environments that catered to the needs of young children.

In addition to Froebel, numerous social reformers, educators, and policymakers around the world have played crucial roles in the development and expansion of crèches and daycare centers. Their efforts have been driven by a recognition of the importance of early childhood care and education in promoting child development, supporting working families, and fostering social equity.

It's worth noting that the term "crèche" can also refer to a traditional nativity scene or a representation of the birth of Jesus Christ during the Christmas season. However, in the context of this discussion, we are referring to crèche as a childcare center. The concept of crèche in early childhood education plays a crucial role in providing care and education to young children. This section provides an overview of crèche settings, their goals, and their historical context. It emphasizes the significance of crèche programs in supporting children's development during their early years.

Bertram, Pascal, and Hayward (2010): Bertram and colleagues discussed the concept of crèche in the context of parental involvement. A childcare setting that provides care and early education for young children, typically between the ages of birth and three years old. Crèches often offer opportunities for parental involvement and engagement in the child's care and learning.

Callanan and Vandenberghe (2017): Callanan and Vandenberghe explored the concept of crèche in relation to variations in childcare quality. It is type of childcare service that provides care and educational experiences for young children, typically under the age of three. Crèches can differ in terms of quality and variations may exist across different types of crèche services.

Melhuish (2010): Melhuish provided a broader perspective on crèche as part of early childhood care and education. A specific form of early childhood care and education that focuses on providing care, support, and educational experiences for young children, usually from birth to the age of three.

Mooney and Penna (2016): Mooney and Penna defined crèche within the context of understanding early childhood education. A setting or facility that offers care and educational experiences for infants and toddlers, typically up to the age of three, with a focus on meeting their developmental needs and providing a nurturing and stimulating environment.

Occupational-related Challenges Caregivers Face in Crèches

Occupational challenges experienced by caregivers in a crèche or daycare setting can vary but often revolve around the demanding nature of their work and the unique responsibilities they have towards the children under their care. Here are some common challenges that caregivers in crèches may face:

Physical Demands: Working in a crèche involves constant physical activity, such as lifting and carrying children, bending, squatting, and kneeling. These repetitive tasks

can lead to physical strain, fatigue, and even injuries if proper lifting techniques and precautions are not followed.

Emotional Stress: Caregivers in crèches often develop emotional bonds with the children they care for. They may face emotional stress when dealing with separation anxiety, comforting upset children, managing challenging behavior, or handling conflicts between children. Witnessing difficult family situations or dealing with child abuse or neglect cases can also take an emotional toll.

Workload and Time Management: Crèches can be busy environments with multiple children requiring attention simultaneously. Caregivers must handle tasks like feeding, diapering, cleaning, engaging in age-appropriate activities, and ensuring the safety and well-being of each child. Managing this workload, coordinating schedules, and ensuring adequate supervision can be challenging.

Health and Safety Risks: Caregivers must maintain a safe and hygienic environment for the children. They may face exposure to infectious diseases, such as colds, flu, or gastrointestinal illnesses, due to close contact with children. Implementing and adhering to health and safety protocols, including proper hand hygiene, disinfection practices, and infectious disease prevention measures, is crucial but can be demanding.

Communication and Collaboration: Caregivers need to maintain effective communication with parents, colleagues, and other staff members. Sharing information about a child's development, behavior, or health requires clear and

timely communication. Collaborating with colleagues to ensure smooth operations and consistent care can be challenging, especially in larger crèche settings.

Professional Development: Staying updated on best practices, early childhood education techniques, and child development research is essential for caregivers. However, accessing relevant training opportunities, workshops, or resources may be limited, depending on the crèche's resources or organizational support.

Work-Life Balance: Caregivers in crèches often work long hours, including early mornings, evenings, or weekends, to accommodate parents' needs. Balancing work responsibilities with personal life, family commitments, and self-care can be challenging, leading to fatigue and burnout if adequate support or time off is not available.

There are some occupational-related challenges caregivers face in crèche in Benin City which includes:

Inadequate staffing: Crèches may face challenges in maintaining an appropriate caregiver-to-child ratio due to limited staffing. This can lead to caregivers being overwhelmed with a high number of children to supervise and care for, making it difficult to provide individualized attention.

Insufficient resources and facilities: Crèches in Benin may encounter challenges in terms of limited resources and outdated facilities. Inadequate supplies, toys, learning materials, or outdated equipment can hinder the ability of caregivers to create a stimulating and safe environment for the children.

Lack of training and professional development: Caregivers may face challenges due to a lack of access to training and professional development opportunities. Without ongoing training, caregivers may struggle to stay updated on best practices in early childhood education, child development, and behavior management techniques.

Low wages and poor working conditions: Caregivers in crèches in Benin may experience low wages and poor working conditions, which can contribute to job dissatisfaction and demotivation. Inadequate compensation can make it difficult for caregivers to meet their own needs and potentially impact their commitment to the job.

Limited parental involvement and support: Caregivers may face challenges in engaging parents and establishing a strong partnership with them. Limited parental involvement can make it challenging to align caregiving practices and routines between the crèche and the child's home, affecting the child's overall experience and development.

Emotional demands and stress: Providing care for young children can be emotionally demanding. Caregivers may face challenges in managing their own emotions and coping with the emotional needs of the children. Dealing with separation anxiety, soothing upset children, and addressing behavioral issues can lead to increased stress and emotional strain.

Language barriers and cultural diversity: In a multicultural and multilingual society like Benin, caregivers may encounter challenges in communicating effectively with

children and their families who come from diverse linguistic and cultural backgrounds. Language barriers can impact caregiver-child interactions and the ability to understand and meet the cultural needs of the children.

To address these challenges, crèche administrators and employers can provide ongoing training and professional development opportunities, implement appropriate staffing ratios, promote a supportive work environment, and prioritize caregiver well-being. It is crucial to recognize and value the essential role that caregivers play in nurturing children's development and provide the necessary resources and support to help them succeed in their occupation.

The Effect of Occupational-Related Challenges on the Performance of Early Childhood Caregivers

The challenges that early childhood education caregivers face can have a significant impact on their performance and overall well-being. These challenges encompass various aspects of their work environment, responsibilities, and support systems. Understanding the effects of these challenges is essential for recognizing the importance of addressing them to support caregivers and enhance their performance.

One of the primary challenges faced by early childhood education caregivers is physical and mental exhaustion. The nature of their work requires constant physical activity, including lifting and carrying young children, organizing play activities, and ensuring their safety. This physical exertion can lead to fatigue, muscle strain, and decreased stamina over time. Additionally, the cognitive demands of caregiving, such

as continuous attention, decision-making, and problem-solving, can contribute to mental exhaustion and cognitive strain. Physical and mental exhaustion can significantly impact caregivers' performance by reducing their energy levels, impairing their ability to think clearly, and diminishing their overall effectiveness in providing quality care.

Emotional stress and burnout are also prevalent challenges in the field of early childhood education. Caregivers are responsible for nurturing and supporting the emotional well-being of young children, managing challenging behaviors, and responding to their individual needs. This emotional labor can take a toll on caregivers, leading to emotional stress and burnout. Emotional stress arises from the constant need to regulate and manage their emotions in response to children's behaviors and emotional expressions. Over time, this can lead to emotional exhaustion and a decreased ability to provide the necessary emotional support to children. Burnout, characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment, can result in diminished caregiver-child interactions and compromised quality of care.

Occupational challenges also impact caregivers' work-life balance. Irregular work schedules, long hours, and the emotional demands of their roles can make it difficult for caregivers to allocate time for personal pursuits, self-care, and maintaining healthy relationships outside of work. This imbalance between work and personal life can lead to increased stress, fatigue, and reduced overall well-being. When

caregivers are overwhelmed by work responsibilities and unable to achieve a satisfactory work-life balance, it can have adverse effects on their job performance and their ability to provide optimal care and support to children.

Limited resources and support can further hinder caregivers' performance. Inadequate staffing levels and high caregiver-to-child ratios can strain caregivers' abilities to provide individualized attention and care. Limited access to educational materials, tools, and training opportunities can impede their professional growth and competence. Caregivers require ongoing training and development to stay abreast of best practices and effectively support children's learning and development. Without sufficient resources and support, caregivers may feel ill-equipped and face challenges in delivering high-quality care.

Compensation and recognition are additional challenges that impact caregivers' performance. Low wages and a lack of recognition for their contributions can lead to job dissatisfaction, reduced motivation, and compromised job performance. Caregivers play a vital role in shaping the early experiences of children, and their work should be acknowledged and valued. Adequate compensation and recognition can enhance job satisfaction, increase motivation, and promote a sense of professional fulfillment among caregivers.

Occupational Stress and Burnout

This section delves into the effects of occupational stress and burnout on caregiver performance. It explores the impact of excessive workloads, time pressure, emotional

demands, and lack of support on caregiver performance indicators such as attentiveness, engagement, and responsiveness. The review discusses the negative consequences of stress and burnout on caregiver job satisfaction, job performance, and the quality of care provided to children.

Inadequate Resources and Work Conditions

The effects of inadequate resources and unfavorable work conditions on caregiver performance are examined in this section. It discusses the impact of limited funding, understaffing, lack of materials and equipment, and inadequate physical environments on caregiver performance indicators such as organizational skills, time management, and the ability to create stimulating learning environments. The review explores the relationship between resource availability, work conditions, and caregiver job satisfaction and performance.

Low Remuneration and Lack of Professional Recognition

This section explores the effects of low remuneration and lack of professional recognition on caregiver performance. It discusses the impact of inadequate wages, lack of benefits, and limited career advancement opportunities on caregiver motivation, job satisfaction, and commitment to the profession. The review examines the influence of financial concerns and professional recognition on caregiver performance indicators such as job engagement, productivity, and retention.

Lack of Training and Professional Development

The effects of inadequate training and limited professional development opportunities on caregiver performance are discussed in this section. It explores the impact of insufficient training on caregiver knowledge, competence, and confidence in implementing effective teaching strategies. The review examines the relationship between training opportunities, professional growth, and caregiver performance indicators such as instructional practices, classroom management, and the ability to meet the diverse needs of children.

Strategies and Interventions to Mitigate Effects

This section discusses potential strategies and interventions to mitigate the negative effects of occupational-related challenges on caregiver performance. It explores the importance of providing support systems, training programs, mentorship opportunities, and recognition for caregiver achievements. The review highlights the significance of organizational and policy-level changes, such as improved work conditions, competitive remuneration, and opportunities for professional growth, in enhancing caregiver performance and overall well-being.

Furthermore, caregivers may experience vicarious trauma due to their exposure to challenging family circumstances or traumatic events. Supporting children who have experienced trauma can be emotionally taxing for caregivers, and they may develop vicarious trauma, experiencing emotional distress and secondary traumatic stress.

This can negatively impact their well-being, job performance, and ability to provide the necessary support to children.

To support the performance of early childhood education caregivers, it is crucial to address these challenges. Providing adequate resources, such as appropriate staffing levels, educational materials, and tools, can enhance caregivers' capabilities and enable them to provide quality care. Training and professional development opportunities should be accessible to enhance their knowledge, skills, and competencies. Implementing policies that ensure fair compensation and recognition for caregivers can contribute to job satisfaction, motivation, and retention. Creating supportive work environments that prioritize work-life balance, self-care, and emotional well-being can further enhance caregivers' performance and overall job satisfaction.

In conclusion, the challenges faced by early childhood education caregivers have significant implications for their performance. Physical and mental exhaustion, emotional stress and burnout, work-life balance challenges, limited resources and support, compensation and recognition issues, and vicarious trauma can all impact their ability to provide optimal care and support to young children. By addressing these challenges and prioritizing the well-being and support of caregivers, we can enhance their performance, job satisfaction, and the overall quality of care in early childhood education settings.

The Differences in Occupationally-Related Challenges Reported between Crèches in Urban and Rural Areas

Occupational-related challenges in crèches, also known as daycare centers or childcare facilities, can vary between rural and urban areas due to the differences in population density, resources, and socio-economic factors. Here are some key differences in the challenges reported in each setting:

Rural Areas:

1. **Limited Demand and Resources:** In rural areas, there may be lower demand for crèche services due to a smaller population and a higher prevalence of stay-at-home parents or informal childcare arrangements.
2. **Access to Quality Staff:** Finding and retaining qualified childcare staff can be challenging in rural areas, where there might be a shortage of trained professionals.
3. **Limited Funding and Infrastructure:** Rural crèches may face financial constraints and struggle to access adequate facilities and resources necessary for providing quality care to children.
4. **Transportation Issues:** Rural families may face difficulties in transporting children to and from the crèche, especially if the facilities are located far from their homes.
5. **Limited Diversity of Activities:** Due to resource constraints, rural crèches may have fewer opportunities to offer diverse learning and recreational activities for children.

6. Community Engagement: Building trust and engagement with parents and the local community can be crucial in rural areas where close-knit communities play a significant role in childcare decisions.

Urban Areas:

1. High Demand and Waitlists: Urban areas often experience high demand for crèche services due to the larger population of working parents, leading to long waitlists for enrollment.
2. Cost of Operations: Running a crèche in urban areas can be expensive due to higher rental or real estate costs, making it challenging to provide affordable childcare options.
3. Competition and Quality Standards: Urban crèches face competition to attract parents, emphasizing the need to maintain high-quality standards in care and education.
4. Staffing Challenges: While urban areas might have a larger pool of potential employees, there may also be higher turnover rates as staff may seek better job opportunities elsewhere.
5. Safety and Security Concerns: Urban crèches may need to implement stricter security measures and safety protocols due to higher crime rates and larger numbers of people in the vicinity.

6. **Diverse Parent Expectations:** In urban areas, parents may come from various cultural backgrounds, leading to diverse expectations and preferences for childcare services.
7. **Higher Diversity of Children:** Urban crèches may need to accommodate children from various cultural, linguistic, and socio-economic backgrounds, requiring inclusive and flexible approaches to care.
8. **Space Constraints:** Limited space in urban settings may impact the design and layout of crèche facilities, affecting the number of children that can be accommodated.

To address these challenges, crèche operators, policymakers, and communities in both rural and urban areas need to consider the unique needs and characteristics of the specific region and its population. Flexibility, creativity, and collaboration with stakeholders are vital for providing effective and accessible childcare services in both settings.

Summary of the Literature Reviewed

The present literature review examines the occupational-related challenges faced by caregivers working in crèches in Benin City, Nigeria. Crèches, also known as childcare centers or nurseries, play a vital role in early childhood development. However, the well-being of caregivers in these establishments is often overlooked, leading to potential negative impacts on both the caregivers and the children under their care. This review aims to synthesize existing literature to identify and

understand the various challenges faced by crèche caregivers by providing valuable insights for stakeholders to enhance the overall quality of care provided in these facilities.

The literature underscores the significance of early childhood care in shaping a child's physical, cognitive, and emotional development. Caregivers in crèches play a crucial role in providing a nurturing environment for young children, impacting their growth and future well-being. Studies reveal that crèche caregivers often face excessive workloads due to inadequate staffing and high child-to-caregiver ratios. This situation can lead to burnout, stress, and diminished quality of care for the children.

The emotional demands of caring for young children can be overwhelming for crèche caregivers. Research highlights the prevalence of stress and emotional exhaustion in this profession, stemming from dealing with challenging behaviors, separation anxiety, and handling emotional needs of both children and parents. The literature emphasizes the importance of comprehensive training and continuous professional development for caregivers in crèches. Inadequate training may contribute to ineffective caregiving practices and hinder the establishment of positive relationships with the children.

Several studies discuss the issue of inadequate compensation and lack of recognition for crèche caregivers. Low wages and limited benefits can lead to decreased job satisfaction, reduced motivation, and high turnover rates, affecting the stability and

consistency of care for the children. The physical environment of crèches is crucial for the well-being of both caregivers and children. Literature indicates that inadequate facilities, lack of proper equipment, and poor hygiene standards can negatively impact caregiver job satisfaction and children's safety.

The level of support and communication from crèche management and parents significantly influence caregiver experiences. Positive interactions and clear guidelines can enhance caregiver morale and job satisfaction. Many caregivers in crèches also face challenges in balancing work and family responsibilities. This work-family conflict can impact their overall well-being and job performance.

In conclusion, this comprehensive review of literature highlights the occupational-related challenges faced by caregivers in crèches. It sheds light on the critical issues of workload, stress, training, compensation, working conditions, and support systems. Improving the well-being of crèche caregivers is essential not only for their professional satisfaction but also for ensuring the optimal development and care of young children under their supervision. Policymakers, crèche administrators, and stakeholders can use the insights gained from this review to implement effective strategies and policies that address these challenges and promote a positive and supportive work environment for caregivers in crèches.

CHAPTER THREE

METHODOLOGY

This chapter presents the methods and procedures adopted for the study under the following sub-headings:

- Research Design
- The population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis.

Research Design

The survey research design was employed for this study. A survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people, items considered to be representative of the entire group. This is deemed appropriate for this study as it allows the researcher to collect data on occupational-related challenges experienced by caregivers in crèches in Benin City.

The population of the study

The population of this study comprised all the caregivers in crèches in crèches in Benin City. There are 39 registered crèches in Benin City (Baby migo.com).

Sample and Sampling Techniques

A sample size of 100 caregivers drawn through multi-stage sampling technique was used for the study. To get the desired crèches, the researcher first employed a simple random sampling technique. Utilizing this technique, the researcher wrote out all the names of the crèches in a stripe of papers put them in a container, and blindly makes a lucky dip by randomly selecting one at a time, in which 25 crèches were drawn. From the 25 crèches, 4 caregivers were purposively selected from each crèche and the method used is the purposive sampling technique. This resulted in a total of 100 caregivers selected for the study.

Research Instrument

The research instrument used for this study was a questionnaire titled "Occupational-related challenges experienced by caregivers in Crèche in Benin City". The questionnaire sought information on occupational challenges faced by caregivers in Crèche in Oredo's Local Government Area. The questionnaire was divided into two sections, section A and section B. Section A deals with the personal data of the respondents and section B was made up of items that were developed to elicit responses on occupational challenges. The questions follow a six-point rating scale with the following anchors: Always, Often, Sometimes, Occasionally, Hardly, and Never. The scoring format was as follows:

Always (AL) = 5 points, Often (OF) = 4 points, Sometimes (SO) = 3 points, Occasionally (OC) = 2 points, Hardly (HA) = 1 point, and Never (NE) = 0 point.

Validity of the Instrument

The validity of the instrument was ascertained by the researcher's supervisor and two other experts in education/evaluation. They ascertain relevance of items to the research questions, content coverage, language appropriateness, and clarity of expression. The recommendations made by the experts were used to make appropriate corrections before the final copy was produced.

Reliability of the Instrument

In order to determine the reliability of the instrument, 20 subjects with the same characteristics of the population under study were used. These subjects were selected through purposive sampling technique. These groups were not part of the final study. To achieve internal consistency, a Cronbach alpha coefficient was calculated which yielded a value of 0.86. This the researcher considered appropriate for the study.

Method of Data Collection

The administration of the questionnaire was personally done by the researcher giving out the questionnaire forms to the caregivers individually and collecting them immediately after filling them in to prevent loss.

Method of Data Analysis

In analyzing the data, a statistical procedure was employed. The responses to the questionnaire items were analyzed using percentages, frequency counts, mean and deviation. The decisions were as follows with a mean score of below 1.50= Not a challenge, 1.51-2.49=Fair challenges, 2.50-3.49=Moderate challenges, above

3.50=High challenges. On the impact of health, a mean below 2.50 was regarded of no impact, 2.50 to 3.49 was moderate impact and 3.50 and above was high impact.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of results and discussion of findings of the study.

Presentation of Results

Table 1: Demographic information of early childhood caregivers

Items	Frequency	Percentage
Age	5	5
18-24	78	78
25-34	17	17
35-44	-	-
45-54	-	-
55 and above	100	100
Total		
Years of Experience		
Less than 1 year	21	21
1-3 years	57	57
4-6 years	22	22
10 years and above	-	-
Total	100	100
Level of Education		
Primary School Certificate	-	-
Secondary school certificate	18	18
Diploma/NCE	80	80
M.Sc	2	2
Total	100	100
Number of Children Being Cared for		
1-5	11	11
6-10	29	29
11-15	60	60
15 and above	-	-
Total	100	100

From the table above, 5 caregivers representing 5% were aged from 18-24, 78% were from 25-34 and 17% from 35-44, and it all summed up to 100 respondents. In

the years of experience section, 21% of the respondents had less than 1 year of experience, 57% had 1-3 years of experience and 22% had 4-6 years of experience. In the level of the education section, 18% of the respondents had secondary school leaving certificate, 80% had a diploma/NCE, and 2% had master's degree. In the number of the children section, 11% of the respondents care for 1-5 kids, 29% care for 6-10 children and 60% care for 11-15 children.

Research Question One: What are the frequent occupational related challenges of early childhood caregivers

Table 2: Showing the Frequent occupational challenges of early childhood caregivers

Variables	Mean	Standard deviation	Ranking
Caring for crying babies	3.12	1.56	1 st
Feeling unsatisfied due to salary payment	3.08	1.21	2 nd
Lack of appreciation from parents	2.81	.85	3 rd
Recognition and appreciation of work by crèche management	2.65	1.51	4 th
Working condition of the crèche	2.63	1.53	5 th
Stress due to number of children under care	2.62	1.53	6 th
Support from crèche management in handling job related challenge	2.60	1.95	7 th
Inadequate number of caregivers in crèche	2.20	1.23	8 th
Continuous professional development	1.56	.50	9 th
Inadequate cooperation from management	1.17	1.39	10 th
Complaints and behavior of parents	.68	.89	11 th
Cleaning and dressing up babies	.22	.41	12 th

The data presented in Table 2 sheds light on the primary occupational challenges that early childhood caregivers encounter in their demanding roles. At the forefront of these challenges, hence ranked 1st, is the task of caring for crying babies, which garners the highest mean score of 3.12. This reflects the inherent difficulty of consoling infants and underscores the emotional toll that this profession can exact. Notably, the substantial standard deviation of 1.56 indicates varying experiences among caregivers, highlighting the subjectivity of this challenge. Feeling unsatisfied due to salary follows closely, ranking 2nd with a mean score of 3.08. Another noteworthy challenge is the lack of appreciation from parents, ranking 3rd with a mean score of 2.81. Similarly, recognition and appreciation of work by crèche management was ranks 4th, with a mean score of 2.65. The working conditions of the crèche was ranked 5th with a mean score of 2.63. Stress due to the number of children under care is the sixth-ranked challenge with a mean score of 2.62. Support from crèche management in handling Job-related challenges ranks 7th with a mean score of 2.60. Inadequate numbers of caregivers in crèche ranks 8th with a mean score of 2.20. Continuous professional development was rank 9th with a mean score of 1.56. Inadequate cooperation from management was ranks 10th with a mean score of 1.17. Complaints and behavior of parents' ranks 11th with a mean score: 0.68 and cleaning and dressing up babies ranks 12th with a mean score of 0.22 are perceived as less challenging aspects of the occupation, with relatively lower mean scores.

Research Question Two

To what extent do occupational related challenges affect the performance of early childhood caregivers?

Table 3: Showing the impact of occupational related challenges on performance of early childhood caregivers

Variables	Mean	Standard deviation	Decision
Working condition of the crèche	2.63	1.53	Moderate challenges
Feeling unsatisfied due to salary payment	3.08	1.21	Moderate Challenges
Inadequate number of caregivers in crèche	2.20	1.23	Fair Challenges
Inadequate cooperation from management	1.17	1.39	Not a Challenges
Support from crèche management in handling job related challenges	2.60	1.95	Moderate Challenges
Continuous professional development	1.56	.50	Fair Challenges
Grand Mean	2.21	1.30	Fair Challenges

Table 3 shows the impact of occupational related challenges of early childhood caregivers. The table further shows that unsatisfied with the satisfied salaries being paid (mean= 3.08, SD=1.21), working condition of the crèche (mean=2.63, SD=1.53), supports from crèche management in handling job related challenges (mean=2.60, SD=1.95) moderately impact a challenge on their job performance. Inadequate number of caregivers in crèche (mean=2.20, SD=1.23), continuous

professional development (mean=1.56, SD=.50), and lack of adequate cooperation of management (mean=1.17, SD=1.39). However, poses a fair challenge to their job performance.

Research Question Three:

How do occupational related challenges impact on the health of caregivers?

Table 4: Showing impact of occupational related challenges on health of early childhood caregivers

Variables	Mean	Standard deviation	Decision
Feel ill due to job demands	.58	.50	Not having Impact
Feeling tired due to workload	3.26	1.17	Moderate Impact
Work related stress	3.11	1.08	Moderate Impact

<1.50= not having impact, 1.51-2.49 = fair impact, 2.50-3.49= moderate impact, 3.50 and above = high impact

Table 4 shows the mean rating for impact of occupational related challenges on the health of caregivers. The table further shows that: feeling tired due to workload (mean=3.26, SD=1.17), work related distress (mean=3.11, SD=1.08), pose moderate impact on the caregivers health. However, feel ill due to job demands (mean=.58, SD=.50) did not pose any impact on the health of the caregivers.

Discussion of Findings

This research work deals with the occupationally related challenges that caregivers face in crèche settings. However, the least challenges experienced by early childhood caregivers is:

The findings of this study revealed the frequent occupational related challenges experienced by early childhood caregivers includes Caring for crying babies, Feeling unsatisfied due to salary Payment, Lack of appreciation from parents, Recognition and appreciation of work by crèche management, Working condition of the crèche. This finding is in agreement with the views of Huntsman, (2008); and Moon and Burbank,(2004) who state that higher wages and better working conditions affect people's job satisfaction, work motivation, and indirectly, the quality of their teaching, caring, and interactions with children. It also aligns with the views of Cowan (1983) who stated that the work of caring is often invisible, marginalized, and only noticed when it is not provided at expected levels and quality. Soni et al. (2020) also found that a lack of resources posed a further challenge to the provision of optimum quality care to children who are differently abled.

The second finding of this study revealed the extent to which occupationally related challenges pose a fair challenge to the performance of early childhood caregivers. This finding is in agreement with the views of Ackerman, (2006), Which showed that Early childhood education care practitioners who experience little professional support from the center's management have lower job satisfaction and perform their

teaching and caregiving tasks less well than those who are professionally supported. Professional support usually means that the center supports, stimulates, and subsidizes professional development, there are regular staff meetings with the management of the center, and there is encouragement and consultation by colleagues

Thirdly, the finding revealed how the challenges faced by early childhood caregivers affect the children. This finding is in agreement with Ejieh (2006) who stated that caregivers who usually attend to many children tend to experience stress which affects effectiveness. It is also in alignment with the views of Phillips et al. (2016) who infer that caregivers who are in a poor physical and psychological state are at a higher risk of providing poor quality care to care recipients.

Caregivers who feel empowered therefore provide better care to children. Caregivers should be empowered and supported to be confident in their capabilities and believe that their work is positive and beneficial so that they are able to deal with the challenges they face, which will ultimately lead to caregivers providing better care to children and caregivers experiencing a better quality of life. Newly appointed caregivers should be provided with training before assuming their caregiving duties. Managements of caregiving centres should expose their caregivers to various training programmes on a regular basis. Empowering caregivers will also provide affirmation and validation of the roles caregivers play as well as provide a strong

sense of self-efficacy for caregivers, which is paramount to caregivers feeling empowered.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study investigated the occupational-related challenges experienced by caregivers in crèches in the Oredo Local government Area. The study reviewed variations among respondents. To carry out the study, three (3) research questions containing items were raised. The study reviewed related theoretical literature and it adopted the purpose sampling techniques. The population comprised all caregivers in the Oredo Local Government Area. The sample for the study was one hundred (100) caregivers selected through a multi-stage sampling technique. The instrument for the study was a self-structured questionnaire which had two sections A and B. Section A dealt with demographic details of respondents while section B elicited responses on the problem under the study.

The findings show that:

- Caregivers in crèche settings encounter a range of occupational challenges. The most commonly reported challenges include Caring for crying babies, feeling unsatisfied due to salary payment, lack of appreciation from parents, recognition and appreciation of work by crèche management, and working conditions of the crèche.
- Caregivers experience Fair challenges associated with the job of caring for children.

- Occupational-related challenges posed moderate impact to their health although feeling ill was not mainly ascribed to job demand hence, do not impact their health.

Conclusion

In conclusion, Occupational related challenge is universal to every job. However, the caregivers in early childhood settings also have their own share. It glaring that early childhood caregivers experience numerous challenges associated with their occupation. Prominent among items are caring for crying babies, feeling unsatisfied due to salary payment, lack of appreciation from parents, recognition and appreciation of work by crèche management, and working condition of the crèche. Therefore, such occupational challenge affects both job performance and health. Caregivers who feel empowered therefore provide better care to children.

Recommendations

Based on the research findings, the following recommendations were made:

1. Government should institute policy framework to ensure monitoring and supervision of crèche centres.
2. Operators of caregiving centres should ensure conducive working environment and better welfare services for caregivers.
3. Operators and managers of crèche centres should ensure training and re-training of caregivers in order to ensure professional development.

REFERENCES

- Alzheimer's Society of York , 2018, A planning framework for improving supports to caregivers, viewed 12 May 2020, from <https://alzheimer.ca/york/en/take-action/change-minds/advocacy-york-region/caregiver-support-framework>. [Google Scholar]
- Bertram, T., Pascal, C., & Hayward, S. (2010). The crèche and the community: Parental involvement in crèche provision. *International Journal of Early Years Education*, 18(1), 57-70.
- British Journal of Education, Society & Behavioural Science, 4(12): 1775-1786, 2014
- Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment*. Basic Books.
- Bronfenbrenner's ecological systems theory-
https://www.google.com/url?q=https://dropoutprevention.org/wp-content/uploads/2015/07/paquetteryanwebquest_20091110.pdf&usg=AOvVaWogv-epam41y2psEKK6pSW_&hi=en-GB. Accessed in 16/06/23
- Bronfenbrenner's ecological systems theory- simply psychology-
<https://www.simplypsychology.org/bronfenbrenner.html> – Accessed in 16/06/23
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Callanan, M., & Vandenberghe, R. (2017). Crèche and childcare quality: Variations across types of services and between languages. *Childcare Research in Practice*, 34, 1-20.
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499-512.
- Doherty, G., & Younger, M. (2003). Caregivers' work: Patterns of diversity and the work-life interface. *International Journal of Sociology and Social Policy*, 23(8/9), 1-24.
- Gonzalez-Mena, J. (2005). *Diversity in early care and education: Honoring differences*. McGraw-Hill

- Greenhaus, J. H., & Allen, T. D. (2011). Work–family balance: A review and extension of the literature. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (2nd ed., pp. 165-183). American Psychological Association.
- Grieshaber, S. J., & Cannella, G. S. (2012). *Transformations in early childhood education and caregiving: International perspectives on contexts, practices, and meanings*. Routledge.
- Hage, A.M. & Lorensen, M., 2005, ‘A philosophical analysis of the concept empowerment; the fundament of an education-programme to the frail elderly’ *Nursing Philosophy: An International Journal for Healthcare Professional’s* 6(4), 235–246. 10.1111/j.1466-769X.2005.00231.x [PubMed] [CrossRef] [Google Scholar]
- Howes, C. (1999). Attachment relationships in the context of multiple caregivers. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 671-687). Guilford Press.
- Jackson, S. E., Joshi, A., & Erhardt, N. L. (2003). Recent research on team and organizational diversity: SWOT analysis and implications. *Journal of Management*, 29(6), 801-830.
- Karantzas, G. C., & Glaser, K. (2013). The role of work-life balance in the wellbeing of child care workers. *Journal of Industrial Relations*, 55(4), 586-603.
- Karimi, L., Leggat, S. G., Donohue, L., & Farrell, G. (2014). Coupling of work-family conflict and work-family facilitation with burnout and physical outcomes: A longitudinal study. *Journal of Vocational Behavior*, 85(3), 417-426.
- Kines, P., Lappalainen, J., & Mikkelsen, K. L. (2011). Occupational safety research: A review of the theory and its application. *Safety Science*, 49(5), 640-649.
- Lisspers, J., Nygren, A., & Söderman, E. (2005). Hospital anxiety and depression scale (HAD): Some psychometric data for a Swedish sample. *Acta Psychiatrica Scandinavica*, 96(4), 281-286.
- Masten, A. S. (2018). Resilience theory and research on children and families: Past, present, and promise. *Journal of Family Theory & Review*, 10(1), 12-31.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52(1), 397-422.

- Melhuish, E. C. (2010). *Early childhood care and education: Comparative perspectives*. Routledge.
- Merriam Webster Dictionary
- Mooney, C. G., & Penna, D. P. (2016). *Understanding early childhood education*. Cengage Learning.
- O'Connor, E., & McCartney, K. (2007). Examining teacher-child relationships and achievement as part of an ecological model of development. *American Educational Research Journal*, 44(2), 340-369.
- Palaiologou, I. (2018). *Child observation in practice: Why, when, and how to observe young children*. Bloomsbury Publishing.
- Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. *Educational Researcher*, 38(2), 109-119.
- Phillips, S.S., Ragas, D.M., Hajjar, N., Tom, L.S., Dong, X. & Simon, M.A., 2016, 'Leveraging the experiences of informal caregivers to create future healthcare workforce options', *Journal of the American Geriatrics Society* 64(1), 174–180. 10.1111/jgs.13885 [PMC free article] [PubMed] [CrossRef] [Google Scholar]
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. Oxford University Press.
- Sauter, S. L., Hurrell, J. J., & Cooper, C. L. (2017). Occupational stress: Sources and consequences. In J. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (pp. 3-36). American Psychological Association.
- Schulz, R., & Eden, J., 2016, *Families caring for an aging America*, National Academies Press, Washington, DC. [PubMed] [Google Scholar]
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Ehrhart, K. H., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management*, 37(4), 1262-1289.
- Soni, A., Lynch, P., McLinden, M., Mbukwa-Ngwira, J., Mankhwazi, M., Jolley, E., et al., 2020, 'Facilitating the participation of children with disabilities in early childhood development centres in Malawi: Developing a sustainable staff training programme', *Sustainability* 12(5), 2104. 10.3390/su12052104 [CrossRef] [Google Scholar]

- Sylva, K., Siraj-Blatchford, I., & Taggart, B. (2006). Assessing quality in the early years: Early childhood environment rating scale extension (ECERS-E). Institute of Education, University of London.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Woodhead, M. (2014). *Early childhood development: A review of concepts, theory, policies, and practice*. Bernard van Leer Foundation.
- * Yazejian, N., Bryant, D., & Hans, S. (2015). Classroom quality and children's academic skills in child care centers: Understanding the mechanisms. *Early Childhood Research Quarterly*, 30(Part B), 70-79.

APPENDIX
QUESTIONNAIRE

Institute of Education
University of Benin,
Benin City,
Edo State.

Dear Sir/Ma,

The researcher is a final year student of the Institute of Education, University of Benin. She is carrying out a study on "Occupationally-related challenges experienced by caregivers in Crèche in Oredo Local Government Area, Edo State".

Please provide the necessary information. Your response will be treated with utmost confidentiality and will be used for academic purposes only.

Thanks for your cooperation.

Yours Faithfully,

Chukwumaeze Onyinyechi Faith
Researcher

SECTION A (PERSONAL DATA)

This is to get some demographic details about my respondents, Please tick the following;

Name of School:

School Size: Small (less than 100 pupils) [] Large (Above 100 pupils) []

Kindly tick (✓) which of the following category you belong to.

1. What is your age?

- a. 18-24 b. 25-34 c. 35-44 d. 45-54 e. 55 and above

2. What is your gender?

- a. Male b. Female c. Non-binary/Other

3. How many years of experience do you have as a caregiver in a crèche?

- a. Less than 1 year b. 1-3 years c. 4-6 years d. 10 years e. Above 10 years

4. What is your highest level of education?

- a. Primary School Leaving Certificate b. Senior School Leaving Certificate c. Diploma/NCE d. Bachelor's degree e. Master's degree or higher

5. On average, how many children do you care for during a typical workday?

- a. 1-5 b. 6-10 c. 11-15 d. More than 15

SECTION B

Please respond by ticking (✓) the option that most describe your reaction.

Hardly, Never, Often, Occasionally, Sometimes, Always

S/N	Items	Never	Hardly	Occasionally	Sometimes	Often	Always
1.	How often do you feel stressed by the number of children under your care?						
2.	How often do lack of appreciation from parent's poses a challenge to you as a caregiver?						
3.	How often do inadequate numbers of caregivers in your crèche affect you?						
4.	How often do you feel you are not receiving adequate cooperation from management?						
5.	How often do you do you experience work related distress?						
6.	How often do you think continuous professional development poses a challenge to you as a caregiver?						
7.	How often unsatisfied because of the amount of salaries paid for the job?						
8.	How often do your work as caregiver adequately get						

	recognized and appreciated by the crèche management?						
9.	How often do you feel that working condition in the crèche is poor?						
10.	How often do complains and behaviours of parents poses a challenge to you as a caregiver?						
11.	How often does cleaning and dressing up babies poses a challenge to you as a caregiver						
12.	How often do you feel supported by the crèche management in handling job related challenges?						
13.	How often do you feel tired due to many work as a caregiver?						
14.	How often do you feel ill because of your job demand?						
15.	How often do caring for crying babies give you challenge?						