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A Survey of the Occupational Concepts of Day Care Center Directors

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A SURVEY OF THE OCCUPATIONAL CONCEPTS OF DAY CARE CENTER DIRECTORS

by

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VITA

Margye Smith is the daughter of Henry and Gladys Haas. She was born on November 12, 1933 in Rolla, Missouri, where she received her elementary and secondary education. She was graduated from Immanuel Lutheran (elementary) School in 1947 and from Rolla High School, as valedictorian, in 1951.

She attended the University of Missouri at Rolla during 1951-52 and transferred to Concordia College, River Forest, Illinois in 1952. She subsequently attended Valparaiso University, Valparaiso, Indiana, from which she graduated, cum laude, in 1957.

During and subsequent to the years of her undergraduate training, she taught in elementary and kindergarten classrooms in several mid-western states, having begun her teaching career in a one-room, nine-pupil school in rural Missouri, in 1952.

In 1968, she helped to organize, staff and administer a church nursery school in Elk Grove Village, Illinois. During the five years she worked in this setting, she attended Concordia College, River Forest, and received the degree of Master of Education in August, 1973. Also in 1973, she became a proprietary day care center operator in Mundelein, Illinois.

Her college teaching career includes courses taught at Concordia College, the College of Lake County, and Oakton Community College.

In addition to her career in education and child care, she has maintained a private practice in individual and community counseling

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CHAPTER I

INTRODUCTION

Early in 1983, there were more than 8.5 million children under six years of age whose mothers were in the work force. About two million of these children were in day care centers during their parents' work hours (Goodman, 1983), while others were cared for by sitters, relatives or others (Clarke-Stewart, 1982). The care of children by persons other than their parents is not new, but current widespread interest in day care is due to the loss of traditional resources such as extended families and stable neighborhoods where informal care arrangements could readily be made, as well as to the numbers of children involved.

Clarke-Stewart gives several reasons for the increase of children in day care. First is simple economic need. Many women find it necessary to supplement family income and many others are single parents who must support themselves and their children. In addition, changing values allow for a new attitude toward parenting and household maintenance; many women prefer not to abandon jobs and careers for several years while children are being reared.

While day care is a fact of life for many families, those who provide it comprise a somewhat difficult to identify group. Morrison contends that there is no distinct or unified group of day care professionals, but that various groups are involved. He states:

> At times, day care is seen as part of early childhood education, at other times as a social service agency. Then, too, groups such as home economists and psychologists tend to claim the field as theirs. What is needed is a profession of day care providers that can develop a coherent approach to the care of young children (1980, p. 237).

This ambivalence about what day care is supposed to be can be traced in part to its historical roots. The first day care center in this country was established in the mid-1800's as a social service agency. Until recently, day care was viewed as a service to the poor (Clarke-Stewart, 1982). Early in the 1900's, early childhood education, in the form of nursery schools, was provided for enrichment of the lives of children from families of greater means.

Day care centers continued to provide social services and nursery schools emphasized socialization of young children and, more recently, cognitive development. Except for a brief "marriage of necessity" during World War II, when the Lanham Act provided federal funding for child care so that mothers might be employed in defense related jobs, day care and early education grew along separate lines, serving different populations (Read & Patterson, 1980).

It is only since day care has become a child-rearing environment of choice, made by many families from a wide range of social and economic levels, that day care programs have experienced pressure to provide enriched (or "developmental") programs for the children they serve. Meanwhile, both day care and early childhood education have been influenced by the recent growth of the body of child development theory, though to what extent the influence has been felt and responded to is in question (Elkind, 1981).

A second factor of some importance in the development of professional identity in day care is the low status of the work. Typically, workers are paid at or near minimum wage and training requirements for many positions are low. Thus, workers may be hired from a variety of educational backgrounds and many do not hold credentials of any kind.

In view of the fact that, as Morrison (1980) states, a "Unified group of day care professionals" cannot be identified, it is likely that day care workers view their work in varying ways, giving priority to those aspects of the work which they have come to value through their own experiences and environments. No single model has been derived from history or from legislation which can serve to guide the work. Day care providers may have little or no sense of belonging to a coherent and recognized professional or occupational group. It is that occupational ambiguity which is the focus of this research.

In the absence of a clear model, day care providers may rely upon other fields. Three such fields have been chosen for use in this study. They are parenting, teaching, and social work. While these are not the only models which may be useful in an investigation of day care values and worker identity, they serve to provide categories into which one can place many of the tasks which are an ordinary part of preschool day care.

Importance of the Study

The theme for the 1982 Conference of the National Association for the Education of Young Children (NAEYC) was the education of the American public about the child care profession. The current need for increased advocacy on behalf of young children, employment conditions and status of child care workers, and the importance of standard nomenclature for

the field were among the issues addressed. The Association's president, Bettye Caldwell, suggests that a primary need is the achievement of self-understanding:

> Within the field, we need to continue to try to increase our own understanding of who and what we are and to feel more confident about our contributions to the welfare of children and families. We need to decide what we want to be called and disseminate this terminology to the general public so that it becomes part of our everyday language. Also we need to reconcile the "care and protection" role traditionally assigned to us by that part of our collective self called "day care" and the "education and development" role delegated to us from early childhood education and child development (1983, p. 15).

Hostetler and Klugman concur about the "necessity to study ourselves, to find out who we are, what we do, and what perceptions we have about ourselves" (1982, p. 14). By clarifying the task, the day care community will be able to inform both the public and its own membership about the functions of day care. In turn, the perceptions of function can be expected to shape the performance of the task itself (Taylor, 1968). In addition, as workers identify and clarify day care functions, both for themselves and for the public, they can seek training which will provide them with what they really need in order to do a good job. They can also concentrate their energies on those tasks which need and deserve first consideration. This will lead to improvement in the quality of care provided and minimize the impact of "burnout" factors related to unclear purposes and priorities.

Day care centers may be the best hope for the coordination of a variety of needed services to young children and their families. Cohen states that

> few communities have a single agency to coordinate services for the preschool child. . .Unless the parents have the

> knowledge, initiative, and means to procure services for their own families, their children may go without the resources they need.
> Day care can fill the preschool gap and, in fact, can fill it more readily and more fully than many other institutions (1954, p. 99).

In order to fulfill such hopes, day care needs a viable and recognized identity. Those who provide day care services need adequate and accurate concepts of their roles.

In summary, the increasing role in the rearing of American children being undertaken by child care facilities such as day care centers, the contemporary demands for comprehensive services from day care, and the current drive toward professionalization of day care workers combine to press for clarification of the role of day care providers.

Purpose of the Study

This research is designed to contribute to the body of information regarding how day care workers perceive the work of providing day care to preschool children. Day care workers - specifically, directors of day care centers - are surveyed in order to determine the degree to which they value three categories of day care tasks. These three categories are taken from the models provided by parents, teachers, and social workers. In addition, thirteen variables related to day care settings, professional attributes of directors, and personal attributes of directors, are surveyed. Data are analyzed in order to determine the comparative contributions of these variables of setting, profession, and personal history to the value systems of the directors.

While workers' perceptions serve to guide the work and the way in which it is interpreted to the public, the public notion of what day care

is (or should be) impacts upon those who are providers. This implies a kind of reciprocity on the part of the day care community and the public. As a result, the cause and effect relationships of worker values and certain variables, especially those of work setting, are difficult to establish.

Setting variables of interest include sponsorship of the center, center size, ages of children enrolled, and socioeconomic status of families of children enrolled. Included as variables of possible importance are several which pertain to the director's background of training and experience. These are: Level of education attained, number of years since the last year of training was taken, kind of training, number of years of experience as a director, and number of years of experience in other positions in day care centers.

Finally, certain personal attributes of directors are considered. Of interest are marital status, parental status, gender, and age of directors. These thirteen variables are examined for their relative importance in relation to the value systems expressed in terms of the models of parenting, teaching and social work.

A related purpose of the research is to establish a degree of validity for an instrument which seeks to assess day care worker identification with the three models specified. The instrument constructed for the survey is called the Model Affiliation Profile. Its capacity to assess the value structures of day care personnel is a concern of this study.

In summary, thirteen variables which may be related to the way in which day care directors conceptualize their roles as care providers are examined for the purpose of determining which of them are most powerfully

related to the degree to which directors value each of three kinds of day care tasks. These categories of tasks are taken from models provided by parenting, teaching, and social work. The instrument which is in the process of validation for the assessment of values is the Model Affiliation Profile (MAP), which was constructed for the research.

Limitations and Assumptions

A primary assumption of this research is that day care centers are influential in the lives of preschool children and their families who choose to use their services. A related assumption is that those who direct day care programs are primarily responsible for determining the nature and quality of the day care environment (Prescott & Jones, 1972).

There are a variety of kinds of child care arrangements being used by American families and day care centers provide care for only about one-fourth of the total number of children in day care (Goodman, 1983). This survey is limited to day care centers because they are visible and readily identified, are operated by staff headed by directors, are the most stable agents of child care, and are growing in number and significance. Furthermore, any movement toward professionalization and improved worker identity is likely to be felt first in day care centers and only later in day care homes and other agents of care.

The survey is limited to center directors, who have been chosen as the subject population for several reasons. First, they hold positions which are probably most influential in the total service provided by each center. Secondly, they are commonly the communicators of center goals and functions to the public. Thirdly, they are likely to represent sufficient occupational longevity to have developed a fairly stable

concept of the role and functions of day care. Fourthly, even though they may not be a homogeneous group, they are probably more so than any other category of workers in day care. And, finally, they are presumed to be a reliable source of information about the other variables included in the survey.

The research is limited geographically in that it was done in the circumscribed area of Lake and McHenry Counties in northern Illinois. While it cannot be assumed that those two counties are accurately representative of any larger region, according to the 1980 census they include a wide range of socioeconomic populations. In Lake County, the range of per capita income medians, by communities, is from $20,801 to $5,606, and in McHenry County, from $9,242 to $7,561. Median home values in the two counties, by communities, range from $200,100 to $42,600. For the United States as a whole, the median per capita income is $8,635 and the median home value is $47,200. The counties surveyed also include a variety of population concentrations, from urban and suburban communities, the largest of which had a population of more than 65,000 in 1980, to small town and rural areas. Thus, the survey population serves an area of considerable diversity, but it cannot be assumed that the directors surveyed nor centers in which they work are representative of the region or country as a whole.

A further limitation is that the survey includes only those centers which serve children aged five or younger. There are other centers which are operated exclusively for school-aged children in the two counties, but they are not included in the survey.

Finally, the research is limited by its instrumentation. The Model

Affiliation Profile (MAP) was designed for this research and its validity and reliability are not proven. Interpretation must therefore be made with caution. However, this research is intended as a first use of the MAP, with the intention of establishing its value for the next step in researching occupational concepts of day care workers.

The MAP is also limited in its content. It includes three kinds of function which are believed to be fundamental to the provision of direct service to children in day care. These are parenting, teaching, and social work. The review of the literature provides support for the inclusion of these categories. However, the MAP does not include other functions such as business, public relations, management or supervision of personnel. In addition, the instrumentation relies upon self-report of the subjects. There is no behavioral validation of the values reported, nor are responses to the questionnaire subjected to investigation to determine accuracy of information.

Definition of Terms

The definition of day care center is based upon that provided by the Licensing Standards for Day and Night Care Centers of the State of Illinois (1980). A day care center is a facility which receives children for short term or extended hours of care and which provides essential personal care, protection, supervision, training and programs to meet the needs of the children served. This is in contrast to a nursery school, which receives children of a more limited age range (usually between two or three to six years of age) and is established and operated primarily for educational purposes. Typically, the hours of operation of a nursery school are short and set to coincide with traditional school hours, while

day care center hours range from about 6 a.m. to 6 p.m. and are set to coincide with parents' work schedules. The definition of day care center also excludes family day care homes, which are private homes receiving a limited number of children for care and are supervised by licensing personnel primarily in terms of adequate custodial care of children.

The director of the day care center is that person who is responsible for planning and supervising program and children's activities and for supervising staff who provide direct services to children.

Several variables require definition. Sponsorship of center refers to the person or organization with legal responsibility for the operation of the center, the agent to whom the license is granted.

Size of center is defined, for the purposes of this research, in terms of the number of children who are actually in regular attendance. In this case, the average daily attendance for a previous month (May, 1983) is used.

Socioeconomic status of families served is estimated by use of guidelines which include a combination of lifestyle, aspirations, values and economic constraints which characterize families of a given status. The guidelines were provided with the questionnaire and are included in the Appendix.

Organization of the Study

Five chapters are used to present the survey and its findings. The first chapter provides introductory information, the importance and purpose of the study, assumptions and limitations which affect the study, definition of terms and this description of the study organization.

The second chapter is devoted to a review of related literature.

Finally, the review focuses upon variables of interest, including each of the thirteen variables chosen for consideration. The chapter ends with the formal statement of the research hypotheses.

Chapter III details the research methodology, including the research design, population, instrumentation, data collection, and analysis of the data. It explicates certain aspects of the research questionnaire and describes the process of development of the MAP.

Chapter IV reports the survey findings and analyzes the data in the context of the research hypotheses. The fifth and final chapter consists of a summary of the research, discussion of the results of the study, limitations of interpretation of the findings, tentative conclusions drawn from the study and recommendations for further, related research.

Summary

A recently developing phenomenon in this country is the establishment of day care centers for the care and training of children from a wide range of economic and cultural backgrounds, serving large numbers of children in many communities. Three precedents of programming in these centers are the group child care efforts of the last century, early childhood education theory and practices, and child development theory and research.

Those who work in day care centers are in the process of developing an occupational ideology, or conceptualization of their work. This ideology, when established, will affect the public view of the work and may, indeed, affect the work itself. This research is an investigation of that ideology and seeks to determine the extent to which those who pro-

vide care in day care centers value the models of parenting, teaching and social work, for their programming.

A fundamental assumption upon which the study is based is that day care centers are significant contemporary childrearing environments. The research is limited by geography, by its choice of centers and directors (as compared to other child care agents), by the choice of variables surveyed, and by its instrumentation.

The review of the related literature, which follows, provides support for the use of the models of parenting, teaching, and social work. It discusses the importance and function of a coherent occupational ideology for those who work in a given field. It reports the findings of earlier studies which focused upon the variables of setting, professional background and personal histories of directors.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The literature reviewed related to three functions of day care, which are those modeled after parenting, teaching, and social work. Through this review, the legitimacy of these three functions will be established. A second major section will focus upon the importance of workers' concepts of their work, or occupational ideology. Finally, the review will treat each of the independent variables under consideration, with primary concern for previous research related to each variable.

The Functions of Day Care

The first center known to be established in the United States for group day care of young children during the absence of their parents was organized in New York in 1854 (Read & Patterson, 1980). These earliest day nurseries, as they were called, were generally agents of social service, but the goals and functions of day care centers have varied from time to time and from agency to agency (Almy, 1982). In fact, there is a wide variation among currently held objectives for day care and among the expectations of those who use them, workers in centers, and those considered to be experts in the fields of child development and early childhood education (Elardo & Caldwell, 1973; Handler, 1973; Peters & Marcus, 1973; Taylor, 1978).

This variety can be viewed as desirable, providing many options

for those families seeking day care services (Heinicke, Friedman, Prescott, Puncel, & Sale, 1973). Fein and Clarke-Stewart (1973) urge that day care programs deal with parental values and points of view, the variety of familial structures, cultural variations and even modes of disciplining children, so that discontinuity in children's lives might be avoided. On the other hand, the diversity of day care models may reflect a general problem with maintenance of high quality centers and programs, as Keyserling (1972) concluded after her study of day care in the United States.

The goals of day care programming vary, but they are interrelated (Bently, Washington, & Young, 1973; Day & Sheehan, 1974; Read & Patterson, 1980). Topley (1978) supports the concept of interrelated growth by demonstrating that a program of affective education for young children can result in improved cognitive skills.

The diversity of day care functions is frequently addressed by writers in the field. Fein and Clarke-Stewart indicates that families want and need balanced, comprehensive programs for their children:

> If day care is to provide more than custodial care for its children and more than a convenience for their parents, research on programs of early education is of critical importance. . .even though day care should not be merely custodial neither should it consist entirely of formal education. It is especially crucial that day care. . .should be comprehensive and concerned with the development of the whole child, with meeting the individual and particular needs of children, with involving children's families, and with adapting to the diversity that these families contribute (1973, p. 261-262).

The call for additional research is echoed by Belsky and Steinberg, who reviewed the available research on effects of day care use in 1978 and concluded that

> when considered from a broader perspective on human development we know shockingly little about the impact of day care on children, on their parents, and on the society in which these children and their parents live (p. 929).

In reviewing the literature, one finds a great deal of theoretically based material and considerably less which is based upon empirical findings. There are, however, some recent inroads into the investigation of how day care should and/or does function. For example, Smock (1983) developed and field-tested an instrument which identifies philosophical orientations of early childhood workers, the domains of values and beliefs related to those philosophies, and such related behaviors as teacher role. The how and why of day care function are, then, matters of current interest in the literature. Three existing models for a wide range of day care tasks and functions are considered in the following pages. These are parenting, teaching, and social work.

Parenting. By tradition, day care is a substitute for the home in providing for the basic needs of children during the absence of their parents or guardians, according to The Encyclopedia of Educational Research (Mitzel, 1982). In some settings, it also functions as a supplement to the home by compensating for deficiencies in the home environment (Prescott & Jones, 1972).

Katz (1970) outlines three roles of day care, which she calls instructional, maternal and therapeutic. She describes the maternal role as follows:

> The maternal model puts major emphasis on keeping children safe, comfortable, busy and happy. . .This model represents the teacher as a kind of mother substitute who is expected to

> fulfill the mother's responsibilities, duties and functions while the child is away from home (p. 43).

The importance of using the home rather than school as a model for day care is emphasized by Prescott and Jones (1972), who state that the greater the number of hours which children must spend in day care centers, the more that centers need to utilize characteristics of the home rather than the school. In 1978, Prescott defined such home characteristics in terms of their "softness," exemplified by the availability of natural materials (dirt, grass, water, etc.), furnishings commonly found in homes (upholstered furniture, carpeting, pillows, etc.), adults who hold children on their laps and animals to hold or fondle. Such settings also offer more opportunities for privacy, expose children to adults performing everyday tasks, include casual conversation with children about a variety of topics, involve children in decision making by giving them choices about such things as what to eat or to wear, and are generally open to the ongoing needs of the human system in that place. Prescott defines a good home as "a behavior setting whose purpose for existence is the meeting of day-to-day human needs" and adds that "group care is a behavior setting whose clearest and most obvious purpose is to keep a group of children safe and happy while away from their families" (p. 17).

Jambor (1973) uses the three models outlined by Katz to categorize teacher-child interactions observed in nursery schools and day care centers. Included as examples of maternal behaviors are giving the child evidence of affection, reacting to the child's need for adult physical presence, ensuring that the child is properly clothed and fed, and responding to health problems and injuries.

Fein and Clark-Stewart (1973) states that the home and school environments are distinctive:

> Each has its own structures and mechanisms; each is in itself a coherent system. Yet each environment also generates psychological variables that influence the child's development. The family is the environment of long-term continuity that provides the relatively small group of "others" of heterogeneous ages with whom the child will have life-long contacts. The school represents planned systematic goal-directed interventions, homogeneous ages, and relatively large groups of people (p. 7).

Gordon (1981) assessed child care goals held by parents, teachers and administrators in centers for school-aged children and found that parents named custodial care as the purpose for which the centers were chosen and also named meeting developmental needs and school-like activities as important purposes of extended care. In comparison, teachers and administrators named only meeting developmental needs as being most important. This implies a more comprehensive, and perhaps more pragmatic, outlook on the part of parents.

In summary, salient aspects of the parenting model include physical care and safety, expression of affection, fostering "happiness," functioning as part of a system comprised of persons of various ages who perform various tasks on behalf of the system, responding to injuries and health problems, and the accouterments of family life.

Teaching. Before 1968, day care was generally a custodial function, focusing upon "maternal" services, according to Jambor (1973). Since that time, there has been a shift toward an educational orientation, as cognitive learning theory has influenced early childhood programming. Jambor found that there was no significant difference between nursery school

and day care teachers with regard to the relative frequencies of "instructional" and "maternal" interactions with children. This supports the assumption that current day care practice normally and regularly includes the use of educational programming. Jambor theorizes that this might be due in part to the surplus of persons trained for work as early childhood educators, who are finding employment in the expanding field of day care. (A further explanation is that only workers designated as "teachers" were surveyed; day care's other services may be assigned to other categories of workers, such as aides.)

It has been observed that there is an increasing tendency for the roles of parents and teachers to overlap (Fein & Clarke-Stewart, 1973). An apparently unique study by Tephly (1981) provides evidence that children are able to perceive and to articulate the overlapping roles of mothers and day care staff without confusing their own relationships with those different adult caregivers.

Katz (1970) also discusses this experience of overlap in function, stating that mothers are becoming more "instructional." She attributes some of the shift toward a stronger educational program for day care children to the increasing demands of parents that their children learn how to become "pupils" - i.e., that they be socialized to the common demands of schooling. She defines the instructional model as one which "puts major emphasis on the deliberate transmission of information and knowledge and the conscious training of children to develop skills - that is, on direct instruction and structured programs" (p. 44). Katz further contrasts the adjustment to schooling, by which children become "pupils," with the development of intellectual skills in problem seeking and pro-

blem solving, by which children become "learners."

On the basis of a survey of fifty day care centers, Prescott and Jones (1972) conclude that group care uses the nursery school, rather than the home, as its model. Widespread evidence for this conclusion is taken from the use of academic terminology common to day care centers, such as preschool, classroom and teacher. Almy characterizes the relationship of early childhood education to day care by stating that early education can serve as "a powerful engine for the day care giant" (1982, p. 477). Fein and Clarke-Stewart (1973) agree that the educational components of day care are a powerful and essential, but not the only, function of providers.

Like Jambor, Rubin and Hansen (1976) found that the actual work behaviors of early childhood workers did not vary significantly on the basis of whether the program is day care or nursery school, but that other factors, such as programming theory, appear to be of greater significance. Haas-Amey (1981) did find differences between nursery school teachers' expectations and attitudes toward their work and those of day care workers. She attributes these differences to the constraints of the work itself.

Group settings of any kind are inherently more like school because of the constraints of group life. Furthermore, the educational program in day care centers may be strongly influenced by school as teachers remember it, as when routines borrowed from primary education are used with preschool children (Mugge, 1976). Berk's study (1976) of actual teacher behavior, as compared to stated teacher goals, of five early childhood settings, revealed that 20 to 30 percent of the time was used in making

transitions from one activity to another - a salient feature of group experience.

While Haas-Amey (1981) found no difference between the tasks of day care directors and nursery school directors, as previously stated, the Prescott and Jones (1972) survey did result in the conclusion that differences in directors' attitudes are apparently related to differences in program format, teacher manner and the directors' own expectations for children's educational achievement. In addition, educational programs for preschool children may vary from setting to setting, both on the basis of the underlying theory which guides the program (Lay & Dopyera, 1977) and also on the basis of how well such theory is understood and articulated by the workers (Berk, 1976; Elkind, 1981).

To summarize, the literature indicates that the educational function of day care is determined by parental expectation, awareness of the educability of young children, the goal of socializing young children to schooling, constraints of the setting and of group life, and the theoretical orientations and clarity of articulation of the agency and its workers. Jambor (1973) includes as instructional activities such things as training and encouraging children to develop formal skills, enlarging children's understanding of and interaction with the environment, training in physical coordination (eye-hand, verbal-physical, large muscle), and giving direction related to group life and experience. On the basis of the literature, these would seem to be distinct from other kinds of day care functions, such as those which provide surrogate parenting or social services.

Social Work. In reviewing the history of social services in day care, Dobbin and McCormick (1980) note that the acceptance of the needs of working mothers, including those who work by choice, has brought about the linking of social service and educational goals in developmental day care programs. Direct social service to young children would be those therapeutic functions which help children to resolve inner conflicts and express feelings, according to Katz (1970).

In some centers, special staff such as social workers and child psychologists or psychiatrists are available to provide direct services aimed toward correcting defective socialization processes (Braun, 1982; Strathy, Heinicke & Hauer, 1973). Such special staff also serves as consultants to parents and to day care workers, dealing with problems such as child abuse (Lero & deRijckeOLollis, 1980).

Fein and Clarke-Stewart (1973) discuss child welfare services as a policy issue, noting that there is a lack of consensus about the desirability of day care agents functioning as providers of child welfare services and an even greater lack of persons actually involved in social work through day care agencies. However, day care centers are viewed in much of the literature as a source of social services to children and their families (Katz & Ward, 1978; Peters & Marcus, 1973; Zigler & Gordon, 1982).

According to Cohen (1954), preschool children receive health and psychosocial services from a variety of agencies, few communities having a single agency for coordinating such services. He urges that this "gap" be filled by day care, stating that "day care is in a strategic position

to supply, facilitate and coordinate services to children and their families" (p. 99). Standards of the Child Welfare League of America (1972) and the Federal Day Care Requirements (Friedman, 1980) call for a day care role which includes social services. Allen (1980) recommends that training programs for day care workers be cognizant of the fact that day care settings provide comprehensive services to children and their families.

During the past decade, the National Day Care Supply Study surveyed one out of six day care centers in the United States, analyzing them in the context of more than 500 center characteristics. The report prepared by Coelen, Glantz and Calore (1979) includes the following under the heading of "supplementary services":

health examinations

developmental testing of children

family counseling

transportation to and from the center

assistance in obtaining food stamps

financial aid

community services

In addition, Carney (1982) includes screening and/or remediation for such problems as vision and hearing deficiencies, dental problems and nutritional deficiencies. She, too, observes that day care centers "have unique opportunities to offer both early identification of children's needs and the initiation of remedial action" (p. 197).

Day care centers can function as part of a community's network of

helping agencies, according to Richmond and Janis (1982), who add that entire communities may benefit when families are linked to better health care through referral and information giving by day care providers. Implied in this point of view is the idea that day care is a service to families. Katz (1970) states that parents are the primary clientele of day care and Bronfenbrenner (1975) adds that day care constitutes a crucial link in the total ecology of the child's life and must reach not only the child but must impact significantly upon family patterns and attitudes in order to have lasting effects. The findings of the Yale Child Welfare Research Program, reported by Rescorla, Provence and Naylor (1982) support this view, suggesting that it may not be programming which affects the child so much as those motivational and interpersonal factors which are products of a relationship which suggests to the child's parents that they are valuable and respected persons. This research indicates that quality day care for preschool children may facilitate improvements in parents' education, family economic stability, and the family birth rate, over a period of time.

A study by Harrell and Ridley (1975) indicates that there is a relationship between maternal satisfaction with child care arrangements and work satisfaction, which in turn appears to be related to the quality of mother-child interaction. The theoretical model established by Reynolds (1980) on the basis of a survey of mothers from a single work site includes the contention that mothers who are comfortable with their child care arrangements give better on-the-job performance than mothers who are not.

The relationship of parents and day care staff is discussed by

Winkelstein (1981), who theorizes that the nature of the interaction between day care staff and parents may help to determine the parents' role with the child. Zigler and Gordon state that "both the conventional wisdom of experts and empirical evidence converge in generating the conclusion that it is in the child's interest for parents and nonparental child caretakers to form a close and synergistic relationship" (1982, p. 175). Powell (1978; 1980) observed parent-caregiver interactions in day care centers and concluded that frequent communications between parents and caregivers enhance the role of the day care agency as a source of information regarding child rearing.

In summary, the literature provides both theoretical and empirical support for the inclusion of some services which are typical of social work. These include direct therapeutic services to children and their families, preventive services such as health screening, informal counseling and referral services to families, and supportive services for family life. Such services enhance the life of the child directly, indirectly through referral to services to the child from other agencies, and also indirectly through services which give support to parents and family life.

The literature cited in this section supports the use of the models provided by parents, teachers, and social workers to represent a wide range of day care functions. While there are areas of overlap, many day care activities can be classified somewhat unambiguously as being either parental, educational, or of a social service nature. The importance of affiliation with an established role model for one's work is discussed in the following section.

Workers' Concepts of their Work

A major purpose of this research is to determine how those who provide group care to preschool children conceptualize the functions of their work. In literature which treats the sociology of work, the notions which others hold about an occupation are referred to as an "occupational stereotype." These stereotypes are typically attributed to the occupation by others and may or may not be entirely valid, but do influence the image of the occupation and indirectly make an impact on the structure and organization of the occupation (Taylor, 1968). In Taylor's words, they "function to condition the role of workers" (p. 443). These occupational stereotypes are part of an "occupational ideology," which gives reasons for supporting the work to the public and clientele (Krause, 1971). Perhaps more important to the issues of the present research, Krause further states that the occupational ideology held by the workers gives to them meaning regarding the work they do. Pavalko calls occupational ideology "the system of beliefs, values and stereotypes that exist to some degree in every occupation" (1971, p. 192). It is possible for those who work within the occupation to know little about the ideology which guides the occupation. According to Taylor, some ideologies "have such limited dissemination within the occupation itself that their existence is precarious" (p. 431). Pavalko (1972) used the term "socialization to an occupation" to describe the acquition of the norms, values, orientations and self-conceptions of the group.

In this context, this study raises the question: What do day care directors believe about their work - and does it matter? In writing about

those who work in the various early childhood programs, including day care, Ade (1982) notes that there is little consensus as to the parameters of the work and that the lower level of the occupation, which includes day care, is deficient in significant ways, in terms of its readiness to be labeled a profession. Ade concludes that day care has achieved a degree of autonomy more because of disinterest by authorities than by virtue of its capacity to define its own roles and functions.

Referring to residential child care, Austin (1981) urges that changes be made in the way workers see themselves and observes that "most child care workers have little identity and a very ill-defined job which seem at one and the same time to be all-embracing and worth very little" (p. 252). He suggest that this difficulty may be related to the fact that child care workers serve in a largely parental role. Caldwell (1983) stresses the need to reconcile the parental role with contemporary pressures to provide educational and developmental services through day care. Hostetler (1981) urges that day care, like early childhood education, be viewed as a profession by those who do it, in spite of the fact that the 1977 Dictionary of Occupational Titles lists them as "domestics."

Almy (1982) attributes some of the difficulty of professionalizing child care to the fact that there is no esoteric body of knowledge which is exclusive to the occupation, no code of ethics has been created within the group, and the day care clientele is somewhat ambiguous.

The capacity of nursery school teachers' abilities to articulate their concepts about their work was studied by Porter (1981), who analyzed the self-report of five experienced and "successful" teachers. She found that they tended to articulate their beliefs about their work in

in terms of personal values rather than theoretical principles. This supports the use of specific and ordinary tasks as the descriptors of role.

Several studies have indicated that early childhood workers' stated goals and behaviors are not necessarily congruent (Berk, 1976; Nickel et al., 1975; Taylor, 1978). Allen (1980) found that, while directors of centers were able to categorize and define the various aspects of their work, few had apparently developed systematic strategies for accomplishing their administrative responsibilities. On the other hand, Prescott and Jones (1972) conclude that directors' role concepts appear to be good predictors of teacher manner, indicating that the occupational concepts held by directors are felt throughout the centers they direct.

To summarize, it may be concluded from the literature reviewed above that those who work within an occupation are influenced by the ideas about that occupation which both they and, their public hold. Some who have studied the status of child day care have concluded that it suffers from a lack of clarity as to function and purpose. Even when such purposes are articulated, there may be a gap between what is believed and what is done. Statements related to the value placed upon specific tasks may have greater validity than do statements of theory. And, finally, the values of those who work as directors have been found to have significance for the functional experience of the children who are the objects of teacher behaviors. The question which follos is: What are some of the variables which socialize directors of the day care centers to their occupations?

Variables of Interest

During the past decade, a number of variables of child day care have been researched. In this section of the review of the literature, each of the variables of interest to this survey is considered. The degree to which they have been the subjects of previous research varies considerably. The variables of interest to this study are related to setting and to professional and personal attributes of the directors in those settings. Setting variables are sponsorship, center size, ages of children enrolled, and socioeconomic status of clientele families. Professional attributes of directors which are of interest are educational level, type of training received, the year of completion of training, previous experience as a director and experience as a day care worker in other positions. Personal attributes are marital status, being a parent, age and gender of the director.

Center Sponsorship. According to Belsky and Steinberg (1979), "day care programs are likely to reflect, and in some measure achieve, the values held implicitly or explicitly by their sponsor"(p. 23). Other variables which may be related to sponsorship are frequency of parent participation, amount and kind of inservice training available, availability of special services and staff, the socioeconomic status of the clientele, and the amount of training completed by directors and teachers (Coelen et al., 1979; Prescott & Jones, 1972). Haas-Amey (1981) found no relationship between directors' tasks and center sponsorship but did conclude that sponsorship is related to director training and salary. Stearns (1982) also concluded

that type of sponsorship is not related to task perception.

The National Day Care Supply Study categorized centers as for-profit or not-for-profit and as recipients (or not) of any federal funding or subsidy. A more detailed categorization is offered by Clarke-Stewart (1982), who lists seven kinds of center sponsorship. These are proprietary centers, commercial centers, church and charity sponsored, company sponsored, public service or government provided centers, parent cooperatives, and research (usually university sponsored) centers. Of these, proprietary centers, which are private and for-profit, constitute the largest percentage. However commerical centers, also private and for-profit but operating as part of a chain of centers, are the fastest growing, in number. They also tend to be larger, because larger size enhances their financial base. The kind of program emphasis also varies with sponsorship, according to Clarke-Stewart. For example, public service centers offer the widest range of social services and serve a lower SES population; research and cooperative centers offer a strongly educational emphasis; and proprietary and charity sponsored centers tend to function more as parent substitutes.

Parker (1980) correlates center sponsorship with quality, as assessed by licensing personnel, stating that higher quality is associated with not-for-profit sponsorship. Without more specific information or replication, such a conclusion might be questioned as involving rater bias, since those kinds of sponsorship which make the licensing and supervisory processes least difficult.

It is likely that the sponsorship which impacts most directly upon the center director is proprietary in those cases in which the director

is also the proprietor. And, while the director influences the center philosophy and program structures and content, the constraints and opportunities presented by the center may also affect the director's conceptualization of his or her role (Prescott & Jones, 1972). Thus, there may be a complex interrelatedness of director experience and values and the setting in which the work is done.

Center Size. Clarke-Stewart reported in 1982 that the average size of the American day care center enrollment is 50 children. Prescott and Jones suggest that the size of the center appears to be a more powerful regulator of worker performance than program format, expressed attitudes, or amount of special training. They found that size is related to the variety of services offered and recommended a middle size (30 to 60 children) as optimal. Parker (1980) recommends a center size of 30 to 80 children for optimal programming. Redding and Lankford (1982) reviewed the findings of Prescott and Jones and others in the field, regarding day care center size. Many of the 147 subjects of their survey indicated that, while program quality may be more difficult to maintain in larger centers, some large centers can and do provide quality programs. They also have the advantage of greater stability, being more likely to be able to continue services in the face of economic problems. In addition, small centers may have difficulty in supporting a well-trained director. Haas-Amey (1981) found size to be related to director training (but not to tasks performed). Thus, the size of center appears to be related to directors' concepts of day care and the program centers provide, though possibly only indirectly.

Ages of Children Enrolled. In the context of teacher behavior, Jambor (1973) includes the variable of age range of children in his study. His findings are that the content of teacher-child interactions vary in relation to the age of the child. Older children are typically involved in significantly fewer "instructional" and "maternal" interactions than are younger children. Bertoldi (1980) also reports that age of children is apparently related to caregivers' responsive behavior. Anderson (1981) suggests that children's ages are a variable related to the expectations for their development and the teaching values held by day care teachers. Finally, Goodson's findings suggest that a child's age is a significant predictor of parent evaluation and satisfaction with day care (1982).

Almy states that "Training for work with preschoolers is much more clearly established than is training for work with infants and toddlers.." (1981, p. 227). One application of this notion is that those who work with infants and toddlers are trained by the work itself. If this is true, we might expect those who work with very young children to formulate an occupational concept which is different from that of workers who deal with older children.

Socioeconomic Status of Clientele Families. As previously stated, socioeconomic status of families using a given center is frequently a function of the center's sponsorship, in that sponsorship implies source of financial support. Thus, those centers which operate for profit do not ordinarily include a great many children from low SES families, although this is possible if Title XX or other government subsidies are available (Clarke-Stewart, 1982; Coelen et al., 1979). Kagan and Glennon (1982) note that middle class clientele of day care is already

the largest consumer group and is growing. This is consistent with the fact that proprietary centers constitute the largest percentage of centers and that commercial centers (that is, those operated by corporations chartered for the provision of day care in multiple locations) are the fastest growing group (Clarke-Stewart).

The expectations and socioeconomic status of parents appear to be related (Fein & Clarke-Stewart, 1973). Higher SES of parents is related to their heightened interest in who is hired as staff, the degree to which parents are involved, their perceptions of auxilliary services, and their attitudes toward the program and its goals, according to a study completed by Johnson (1981). Andersen (1981) observes that family SES is strongly related to expectations which are defined as "developmental," and Shapiro (1977) suggests that less well educated parents are likely to influence day care workers against a child-centered approach. Goodson (1982) found that family SES is a significant predictor of parent satisfaction with the day care programs, perhaps because higher SES parents experience greater success in influencing programming.

Prescott and Jones (1972) analyzed the relationships of center sponsorship, range of services, categories of teacher behavior and content of lessons taught, to the SES of clientele. On the basis of their findings, it appears that SES is a factor which indicates, to some degree, what will happen in a day care center (although it may not be safe to infer a simple cause-and-effect relationship). For example, day care providers may be called upon to provide such auxilliary services as helping lower SES families to secure needed government benefits, such as tuition paid for under Title XX of the Social Security Act. It seem reasonable

to assume that the SES of the clientele, over a period of time, might help to shape the director's role concept, either directly or indirectly. Furthermore, directors with a role concept which includes provision of a wide range of supplementary services may seek work and be hired in centers where such services are offered.

Directors' Training. The National Day Care Supply Study determined that specialized training of staff members or education in fields related to child development is significantly related to program quality (Belsky & Steinberg, 1979). Collins (1983) notes that licensing trends are moving away from emphasis upon level of training specifically for the work: "The shifts...demonstrates a creeping disillusionment with academic degrees as a basis of safeguarding quality" (p. 10). Prescott and Jones (1972) agree that special training appears to be a more powerful variable, in relation to work behavior, than is level of formal education. They suggest that increased confidence and a broad basis for making decisions may be specific benefits for directors who have trained at higher levels. Almy concurs, stated that "Directors need a truly developmental view of themselves, the other workers, the parents, the children and the center" (1981, p. 240). She adds that few traditional programs offer training that is specific to the responsibilities of directors, who are often moved up from the position of teacher on the basis of experience and interest, rather than preparation for administration.

Training for day care, per se, is a fairly recent phenomenon, the

burden of which is carried by community colleges. Early childhood education programs in four-year universities may be rooted in elementary education theory and therefore not be adequate for the needs of day care workers (Almy, 1981). Such training may be more readily applicable to nursery school settings, where Anderson (1981) found that teacher expectation and attitudes differ from those of day care personnel, perhaps because of the influences of "situational pressure."

Jambor (1973) did not find that either amount of formal training or specificity of training was significantly related to the kinds of teacher-child interactions observed in day care centers. (In nursery schools, however, those with more formal education tended to be more "instructional.") In a survey of elementary teachers, Miller (1974) determined that the type of training received was related to the teacher's focus upon process, rather than product, goals.

Cohen, Peters, and Willis (1976) used a pre- and post-test of student teachers' attitudes, beliefs, and preferences to determine if these could be changed during the course of a ten week practicum experience. The results indicate that such experience based training can be a factor in socializing workers to the occupation.

Finally, only one study was located relating to recency of training. Jambor (1973) indicates that those who graduated more recently from their training programs are more "maternal" and "therapeutic" than are earlier graduates. He believes that this is a function of change in emphasis in training programs with time.

Directors' Experience. Miller (1974) concludes that more years of experience and product (rather than process) goals are positively related. Serck (1981) supports this finding among both primary and pre-primary teachers. Jambor asserts that more experienced teachers display fewer "instructional" and "therapeutic" interventions than do less experienced ones.

On the other hand, Prescott and Jones (1972) have not found experience to be a useful variable in relation to program quality. They speculate that this may be because their survey was limited to formal experience, and that the impact of informal, more personal, experiences may need to be taken into account. Anderson (1981) also has not found teaching experience to be related to her measures of expectations and attitudes. Clarke-Stewart (1982) states that prior experience appears to be related to caregiver style of interacting with children, for those with no prior experience or more than ten years' experience, but reports no significant relation between experience and worker behavior for those between these extremes.

Personal Attributes of Directors. Jambor (1973) suggests that teacher age affects the nature of teacher-child interaction, in that younger teachers are more likely to be involved in "therapeutic" and "maternal" interactions than are older ones. Neither Prescott and Jones (1972) nor Anderson (1981) found teacher age to be a relevant factor. Clarke-Stewart (1982) believes that the variables of experience and age are related in that "caregivers with no experience versus those with over ten years of experience are two very different kinds of women (in age and career orientation)" (p. 107).

While Jambor recommends that future research consider the sex of workers, Anderson's study did include this variable and found no significant relationships regarding it. However, Clarke-Stewart believes that male teachers do interact somewhat differently with children than do females. No literature was found regarding gender and role concept.

Almy (1981) comments that some workers who are not academically inclined are valuable to day care because of their child rearing experience. This implies that the experience of parenting may be significant in relation to the work concepts of day care providers. However, Anderson (1981) found no significant relationships between this variable and worker attitudes and expectations toward their work. Marital status and the experience of being a single parent have apparently not been researched to date, in the context of providing day care.

Summary. The literature indicates that, throughout its history, child day care has functioned in various ways. Consequently, there is no current single model for the provision of day care services. While various writers have stated a need for comprehensive day care services, the available research, reviewed in 1978 by Belsky and Steinberg, indicates that there is little empirical evidence about what is actually being done and how day care actually affects children and their families. During the recent past, additional studies have been done (e.g., Coelen et al., 1979; Haas-Amey, 1981; Parker, 1980; Porter, 1981), but the results still do not provide a clear picture of day care programming and its outcomes.

The theoretical literature provides considerable support for categorizing day care functions in terms of surrogate parenting, education, and delivery of social services. Similar categories were used in previous research by Jambor (1973) and by the National Day Care Supply Study, also done during the 1970's (Coelen, et al., 1979). Such models are needed because of the confused occupational ideology which prevails in the day care field.

The importance of building an adequate concept of the work of providing child day care is supported by the theory of sociology which states that the way workers and their clientele view the work they do influences the work itself. Research such as that done by Prescott and Jones (1972) indicates that directors of day care centers hold crucial positions for determining what actually happens in their centers. Thus, the views of day care held by directors, especially as these are expressed in values, may be of critical importance in shaping the day care experience for children in attendance.

Previous research and the theoretical literature suggest that the way in which day care workers conceptualize their work is related to several variables. These variables, which include aspects of the work setting, worker training and experience, and personal histories of the workers, have been the subject of research, but research results present an inconsistent picture. The variables appear to be interrelated. Causal relationships have been suggested for some variables and estimations of program quality, but relations between the variables and workers' values are more difficult to establish.

In conclusion, the survey implemented in this research is an examination of the way in which day care center directors conceptualize their tasks, specifically in terms of the values they place upon tasks which are categorized as parental, educational, or of a social service nature. Variables related to setting, professional background and personal history are examined to determine whether or not significant relationships exist between such variables and the work concept as measured by a researcher-constructed instrument, the Model Affiliation Profile.

Specifically, the research hypotheses, stated in null form, are:

H-1. There is no difference between the value which day care directors place upon functions categorized as parenting, teaching, or social work, as determined by the Model Affiliation Profile.

H-2. There is no relationships berween the occupational concept of day care directors, as determined by the Model Affiliation Profile, and variables of organizational structure, including sponsorship of the center, size of the center, ages of children enrolled and socioeconomic status of families served.

H-3. There is no relationship between the occupational concept of day care directors, as determined by the Model Affiliation Profile, and variables of professional background of directors, including level of education, type of training received, the year training was completed, previous experience as a director, and previous experience in other day care positions.

H-4. There is no relationship between the occupational concept of day care directors, as determined by the Model Affiliation Profile, and

variables of personal history of directors, including marital status, experience as a parent, gender and age.

CHAPTER III

METHODOLOGY

This study describes the occupational concepts of the directors of day care centers in terms of three models which are well established in American culture. These models are parenting, teaching, and the provision of social services. In addition, the study seeks to determine the degree to which the directors' affiliation with, or use of, these models relate to certain variables of their work setting, their training and work experience, and their personal histories.

The Research Design

The research was conducted by means of a survey of sociological and psychological variables. Kerlinger (1973) defines sociological variables as facts or attributes which spring from subjects' memberships in social groups. In this research, there are thirteen sociological variables, which are treated as the independent variables. The variables of the work setting are: the sponsorship, or sponsoring agent, of the center; the size of the center; whether or not there are children younger than age two in the center; and the director's assessment of the socioeconomic status of the families of children in the center. The training and work experience variables are: the highest level of education achieved by the director; the type of training or education received by the director; the recency of completion of the director's training; the length of experience as a day care director; and the pre-

vious work experience in day care on other levels (such as teacher or aide). The variables of personal history are: whether or not the director is a parent; whether or not the director is married; the director's gender; and the director's age.

The psychological variables are treated as the dependent variables. These are measures of the degree of value which directors place upon tasks which are judged to be representative of the functions of parents, teachers, and social workers, in relation to young children and their families. Data are analyzed to determine which of the sociological variables are most significantly related to each of the three specified occupational models, or psychological variables.

Instrumentation

Questionnaire. The sociological variables were surveyed by means of a questionnaire (Appendix A) designed by the investigator.

Directors were asked to check one of five categories of sponsorship or to describe their sponsoring agent briefly. The size of the center was determined by use of the average daily attendance statistic for the month of May, 1983. May was chosen because it tends to be a stable month for day care attendance. Subjects were also asked for the licensed capacity of the center. This was designed as a "back-up" statistic for size. In the event that the center was not in operation during May, 1983, the licensed capacity figure was used as the descriptor of size. The enrollment of children younger than age two was determined on the basis of a yes or no question.

The socioeconomic status of clientele families was assessed by the use of a guide for estimating the category into which each enrolled

child would fit. This guide, submitted to subjects as part of the questionnaire, is adapted from a discussion by Brembeck (1966) of sociological factors in education and is included in Appendix A. The response to this question is the subject's perception of socioeconomic status of clientele. While this perception may be inaccurate, it is argued that day care center directors are influenced by the way they perceive the needs of the children in their care. In addition, family socioeconomic status is related to children's needs. For analysis of the data, the numbers given for each of the three categories of SES are converted to percentages of the total.

Responses to the questions about the number of years of college attendance and highest degree earned are assigned to four categories of training level: No college; some college; bachelor's degree; and work toward or achievement of graduate degree.

In order to evaluate responses to questions about college major, college minor, and special training, six child care instructors in a community college training program were asked to rate a number of kinds of educational programs according to their capacity to provide training specifically applicable to child day care. On the basis of these ratings, four categories of kinds of training were established. The categories are: Child care and child development curricula; psychology and social work; early childhood education; and other.

The question requesting last year of child care training yields a date, which was converted to number of years since completion of training, for analysis. Data for all other variables are requested directly in the questionnaire. Two surplus questions yielded data not used in

the analysis. These relate to professional activities of directors and experience in other kinds of early childhood programs. After circulation of the questionnaire, these two questions were judged irrelevant to the present research and data acquired in response to them was discarded.

Model Affiliation Profile. Because no instrument could be located which assesses attitudes toward the three categories of day care function which are of interest to this study, the Model Affiliation Profile (MAP) was constructed specifically for this survey. In its final form (Appendix B), it consists of thirty-six randomly arranged items, each of which is an activity or function which can be a part of day care programming. The review of the literature establishes that many valid day care tasks can be categorized as surrogate parenting, early education, or the provision of social services related to child care. Each of these three occupational models is represented in the MAP by twelve items.

The MAP began as an item pool of 132 statements of tasks for functions of child care. These items (Appendix C) were submitted to fifteen judges (three panels of five) each of whom was judged to possess expertise in one of the three functional categories. Each judge was asked to rate the 132 items according to their importance in his or her own field of expertise on a scale of 0 (low) to 4 (high). Items given high ratings by more than one panel were discarded as being nondiscriminating or ambiguous, unless the literature clearly supports the category assignment, beyond argument. Those items which were given high

ratings by only one panel of judges were retained for further consideration. In addition, three new items were added to the array, at this point. Mean ratings for items, given by each panel of experts, are included in Appendix C.

An array of "parenting" items was submitted to six parents of children in day care, in order to assess the capacity of those items to represent parental values. Comments from those parents were solicited for improved wording and clear presentation of the ideas. In addition, community college students marked an intermediate version of the instrument as a way of determining that it is readily self-administered and can be marked in a reasonable length of time. The final product was submitted to a social worker employed by an agency which provides day care, The Chicago Child Care Society, for comments about wording of items. On the basis of this process of submission to a variety of judges, the final version of the MAP was prepared for submission to the research population. This process has focused upon validation of content. Further use and possible refinement are needed to establish criterion and construct validity (Kerlinger, 1973). This research is a further step in establishing validity and reliability of the MAP.

Subjects score the MAP by rating items in terms of their perceived value as day care activities or functions. Numerical values assigned to the ratings are:

4 - necessary or very important

3 - valued, but not of highest importance

2 - neutral; uncertain

1 - little or doubtful value

0 - not valid as part of day care programming

Three scores result, one for each of the three categories of tasks, or models, and can be reported as a profile, since a high score in one category does not preclude a high score in either of the other two categories.

The Research Population

The research was carried out in Lake and McHenry Counties in northern Illinois. Fifty-three centers were identified in the two counties. The licensed centers were found with the help of the State of Illinois Department of Children and Family Services. Other centers, not subjects to licensure, were added to the list, which is believed to be complete and accurate as of July 1, 1983. The director of each of the fifty-three centers was invited to participate in the survey. Thirty-eight responded, giving a response percentage of 71.7%. The representative qualities of the two counties selected and the rationale for limiting the research to day care center directors are discussed in Chapter I.

Collection of Data

The survey packet included the questionnaire, the MAP, a cover letter describing the research and soliciting participation (Appendix D), a researcher-addressed and stamped envelope for return, and a postcard, also prepared and stamped, for notification of participation. In order to encourage participation and answer questions about the nature of the study, packets were delivered in person. (In four cases, personal contact was impossible and packets were mailed.) A brief explanation and a request for participation were given at the time of delivery and directors were assured of anonymity of response and promised a re-

port of findings, as incentives to participate.

Telephone follow-ups were made after two to three weeks of non-participation. After a full month, all those who still had not responded were sent a letter (also in Appendix D) repeating the request for participation and including some preliminary findings related to sociological variables, which might be of interest to day care providers. After eight weeks from the delivery of the last packets, the data collection was closed and the results prepared for analysis.

Analysis of Data

The statistical analysis used for the first hypothesis is a *t* test, for determining significance of differences among the three dependent variables, the three scores derived from the MAP.

The second, third, and fourth hypotheses require the use of multiple regression analysis. For the identification of independent variables which contribute significantly to the dependent variable scores, backward elimination was used to construct an equation which consists of variables with *F* ratios of a designated minimal level of significance, in this case .10. A more detailed description of the analysis is provided in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The data analyzed in this study consist of measures of three dependent variables and data which describe thirteen independent variables. The three dependent variables are the values which day care directors place upon tasks which are categorized as surrogate parenting, teaching, or provision of social services related to child day care. These were assessed by an instrument prepared for the research, the Model Affiliation Profile.

A first set of independent variables is related to the organizational structure of the settings in which center day care is done. These are sponsorship, size of center, the inclusion or exclusion of children younger than age two, and the socioeconomic status of clientele families as perceived by directors. A second set of variables is related to the professional backgrounds of those who work as directors. These are amount and kind of training received for the work, number of years of experience in day care positions other than director, and number of years since training was completed. A final set of independent variables is related to the personal histories of directors. These are marital status, gender, parental status and age.

Analysis of the Data

The first hypothesis was analyzed by computing *t* tests of the differences between each of the possible pairs of dependent variables. The

other hypotheses were analyzed by multiple regression, which determines the relative effects of the thirteen independent variables on each of the three dependent variables. A backward elimination procedure was selected for construction of equations which explain dependent variable scores. According to Sterling and Pollack (1968), the backward elimination procedure has the advantage of converging on the best set of predictive (or explanative) variables with a high probability against error. Specifically, the elimination of independent variables which were not found to be significantly related to the dependent variables (Model Affiliation Profile scores) resulted in sets of beta weights which indicate the relative strengths and the directions of relationships of those independent variables which are of significant value. Standardized beta scores were computed in order to make reliable comparisons of effects of significant independent variables.

Presenting the Data

Mean scores for each of the three dependent variables were computed for all independent variables by categories. In order to summarize scores for continuous variables, such as size of center or number of years since training was completed, means were computed for all scores above the median point for that category and below the median. (However, data were analyzed as continuous data, since categorization results in loss of data and often requires somewhat arbitrary decisions regarding categories.) Mean raw scores are shown, in categories, for all data in Table 1, 2 and 3. Group means for each variable are graphically presented in Figures 1 through 13.

For the first hypothesis, Table 4 illustrates the results of the

Table 1

Summary of Mean Scores: Model Affiliation Profile Organization Variables in Categories

Variables	n	parenting	teaching	social work
Sponsorship				
Director-owned	7	41.42	42.42	36.0
Small for-profit	11	43.27	44.63	40.72
Commercial	6	41.33	41.66	38.0
Not-for-profit	14	40.07	43.07	41.35
Size of Center (median = 50)				
Larger than median	19	41.70	42.51	39.61
Smaller than median	19	41.19	43.86	40.23
Children Younger than Age Two				
Enrolled	11	42.36	42.55	39.97
Not enrolled	27	41.07	43.44	39.67
Estimated SES of Families				
Above median	15	41.80	44.27	38.80
Below median	15	40.60	41.73	39.97

For each scale, scores may range from 0 to 48.

Table 2

Summary of Mean Scores: Model Affiliation Profile Professional Variables in Categories

Variables	n	parenting	teaching	social work
Level of Education				
Some college	7	41.86	43.86	38.29
Bachelor's degree	19	42.05	43.21	38.89
Graduate work	11	39.91	43.36	42.27
Type of Training				
Child care, child dev.	10	41.50	42.0	39.60
Psychology, social wk.	9	40.67	42.56	38.67
Early childhood educ.	7	42.29	45.29	44.86
Other	11	41.45	43.36	38.09
Experience as Director (median = 4 years)				
More than median	19	41.32	43.0	38.58
Less than median	19	41.58	43.37	40.74
Year Training Was Completed (median year: 1980)				
Before median year	18	41.39	43.76	37.54
Median year or since	18	41.25	42.64	41.44
Related Experience, Other Levels (median = 4.5 years)				
More than median	18	41.50	43.39	40.22
Less than median	18	41.28	43.22	38.94

For each scale, scores may range from 0 to 48.

Table 3

Summary of Mean Scores: Model Affiliation Profile Personal Variables in Categories

Variables	n	parenting	teaching	social work
Marital Status				
Married	24	40.71	42.29	38.46
Single	13	42.76	44.69	41.38
Parental Status				
Parent	23	41.04	42.82	37.78
Not parent	14	42.14	44.0	42.71
Gender				
Female	34	41.85	43.09	40.15
Male	4	38.0	44.0	38.0
Age				
30 or younger	11	42.82	44.18	43.18
31 to 49	20	40.85	42.95	38.75
50 or older	6	40.83	41.67	34.83

For each scale, scores may range from 0 to 48.

analysis. Multiple regression results are presented in Tables 5 to 10, which illustrate values derived from backward elimination of nonsignificant variables. These results are standardized beta values, F values, and significance levels for F values. The co-efficient of determination, R^2, which indicates the predictive value of the equation or formula, is given for each equation. Because the regression was done twice for each dependent variable, six tables are requires to present these data.

In order to examine the hypotheses separately, the regression results for the independent variables of organization, of professional background, and of personal history are summarized in three final tables, Tables 11, 12, and 13. Finally, graphic portrayals of mean raw scores for groups of subjects are used as points of comparison with regression values for better interpretation of results.

Hypothesis One

Null Hypothesis One states that there is no difference between the values which day care directors place upon functions categorized as parenting, teaching, or social work, as determined by the Model Affiliation Profile. A t test for correlated observations was used to analyze the significance of differences between each paired data set. The formula was used because scores are not presumed to be independent, having

$$t = \frac{d}{S_d/n}$$

been dervied from a single group of subjects. Table 4 presents a summary of the data and the t values for each pair of scores. The t value for parenting vs. teaching, at 2.989 is significant at the .001 level. The social work vs. parenting t value is 1.634, significant at the .05

Table 4

A Comparison of Responses and t Tests of Differences for All Subjects: Model Affiliation Profile

Group Scores	sum	mean	standard deviation
Parenting	1575	41.447	3.516
Teaching	1641	43.184	3.092
Social Work	1507	39.658	6.984

Difference Tests	t	standard deviation	level of significance
Teaching vs. Parenting	2.989	3.587	.001
Parenting vs. Social Work	1.634	6.750	.05
Teaching vs. Social Work	3.253	6.681	.001

N = 38

level, and the social work vs. teaching *t* value is 3.253, significant at the .001 level. Null Hypothesis One is rejected since it is concluded that there are significant differences among the values placed upon these three categories by the subjects surveyed.

Multiple Regression Results

In order to test Hypotheses Two, Three and Four, backward elimination for multiple regression was done for each of the dependent variables. For each step of the procedure, the independent variable with the lowest *F* value was eliminated. This process was repeated until all remaining variables yielded an *F* with a *p* value of .10 or lower.

The questionnaire and MAP were returned by 38 day care center directors. Because of missing data, only 28 complete sets of data were available for multiple regression analysis. The highest incidence of missing data related to directors' estimates of socioeconomic status of clientele families, with seven missing. The loss of other data from these seven respondents was a matter of concern in terms of the validity of the research. For this reason, a separate procedure was done first for the entire array of independent variables (28 subjects) and again for all variables except socioeconomic status of families (35 subjects).

The multiple regression results for the dependent variable parenting are illustrated in Tables 5 and 6. Those independent variables which sustained adequate *F* values are director marital status, number of years' experience as a director, director age, and center sponsorship, when 28 subjects were included. For 35 subjects (i.e., without SES data), marital status, experience as a director, and center sponsorship

Table 5

Multiple Regression Results for Parenting for Thirteen Independent Variables

Variable	standardized beta value	F value	level of significance
Sponsorship (small for-profit)	.453	7.31	0.0127
Experience as director	-.428	6.41	0.0186
Age (50 or older)	.316	3.48	0.0750
Marital status	.485	6.82	0.0156
R^2 = 0.486		5.44	0.0031

N = 28

Table 6

Multiple Regression Results for Parenting for Twelve Independent Variables

Variable	standardized beta value	F value	level of significance
Sponsorship (small for-profit)	.496	10.71	0.0026
Experience as director	-.302	4.58	0.0404
Marital status	.466	10.81	0.0025
R^2 = 0.407		7.09	0.0009

N = 35

were included in the equation and maintained significant F values. The R^2 values for these two equation models are .486 and .407, respectively.

The mutliple regression results for the dependent variable teaching are illustrated in Table 7 and 8. When SES categories were included (28 subjects), the independent variables which sustained adequate F values were director gender, parental status, experience as a director, type of training, center sponsorship and SES of families. The R^2 value for the equation is .667. SES yielded the most significant F value, with a p value of .0001. For 35 subjects, only gender and kind of training are found in the final equation. (Since only four of the 38 directors who responded are male, the value of findings related to gender are problematic.) For this equation, R^2 is equal to .244.

The multiple regression results for the dependent variable social work are illustrated in Tables 9 and 10. For 28 subjects, director marital status, experience as a director, educational level, center size and sponsorship are included in the equation, which as an R^2 value of .369. For 35 subjects, seven independent variables were included in the final equation, which as an R^2 value of .620. Variables related to setting are sponsorship, size of center and inclusion of children younger than age two. Professional attributes of directors include number of years' experience as a director and educational level. Personal attributes of directors include marital status and age.

A comparison of the findings illustrated in Tables 5-10 indicates that the values based on the occupational model of social work are most affected by the independent variables of interest in this research; five

Table 7

Multiple Regression Results for Teaching for Thirteen Independent Variables

Variable	standardized beta value	F value	level of significance
Sponsorship (commercial)	-.319	4.96	0.0370
SES of families (high SES)	.665	22.01	0.0001
Type training (early childhood education)	.484	11.44	0.0028
Experience as director	-.398	5.70	0.0265
Parental status	.579	7.99	0.0101
Director gender	-.458	6.76	0.0167
$R^2 = 0.667$		7.01	0.0003

N = 28

Table 8

Multiple Regression Results for Teaching for Twelve Independent Variables

Variable	standardized beta value	F value	level of significance
Type training (early childhood education)	.315	4.31	0.0461
Director gender	-.360	5.40	0.0266
$R^2 = 0.244$		5.16	0.0115

N = 35

Table 9

Multiple Regression Results for Social Work for Thirteen Independent Variables

Variable	standardized beta value	F value	level of significance
Sponsorship (commercial)	-.404	4.12	0.0547
Size of center	.558	3.60	0.0708
Education level (bachelor's degree)	-.458	4.34	0.0490
Experience as director	-.691	11.00	0.0032
Marital status	.415	2.87	0.1043
$R^2 = 0.369$		2.58	0.0557

N = 28

Table 10

Multiple Regression Results for Social Work for Twelve Independent Variables

Variable	standardized beta value	F value	level of significance
Sponsorship (commercial)	-.439	8.16	0.0083
Sponsorship (director-owned)	-.419	8.32	0.0078
Size of center	.990	19.51	0.0002
Children younger than two included	-.364	3.96	0.0573
Education level (bachelor's degree)	-.518	10.24	0.0036
Experience as director	-.492	7.54	0.0108
Age (50 or older)	-.530	9.71	0.0044
Marital status	.549	13.80	0.0010
$R^2 = 0.620$		5.31	0.0005

N = 35

independent variables appeared in both regression equations, with beta values up to .990. For parenting, three independent variables became part of both final equations, with .496 being the highest beta value. For teaching, only two of the independent variables appear in both regression equations. When SES is included, however, it appears in the equation for teaching with a beta value of .665.

Hypothesis Two

Null Hypothesis Two states: There is no relationship between the occupational concept of day care center directors, as determined by the Model Affiliation Profile, and variables of organizational structure, including sponsorship of the center, size of the center, age of children enrolled, and socioeconomic status of families served. Each of these independent variables was found to be of some significant in the multiple regression equations which are produced by backward elimination. Table 11 summarizes the findings related to organizational structure, or setting, in which directors work.

The results of the analysis are not consistent. For example, the indication that center sponsorship is related to teaching values does not hold up when data includes the seven subjects who did not respond to SES inquiry. Center sponsorship does, however, find a place in five of the six equations constructed from backward elimination. Therefore, the indication is reasonably strong that directors' values and center sponsorship are related. Specifically, small for-profit centers are positively related to parenting scores; commercial centers are negatively related to social work scores; and director owned centers apparently

Table 11

Summary of Standardized Beta Values for Organization Variables

	parenting	teaching	social work
With all independent variables (28 subjects)			
Center sponsorship (small for-profit)	.453		
Center sponsorship (commercial)		-.319	-.404
Size of center			.558
Socioeconomic status of families (High SES)		.665	
Without SES data (35 subjects)			
Center sponsorship (small for-profit)	.496		
Center sponsorship (commercial)			-.439
Center sponsorship (director-owned)			-.419
Size of center			.990
Children younger than two included			-.364

are also negatively related to social work scores. These conclusions are all supported by the raw data means, as summarized in Table 1 and illustrated in Figure 1.

Size of center is included as a significant factor in both equations for social work, with the indication that size is positively related to social work scores. This finding is not supported by examination of means of raw scores (Figure 2) and may be an artifact resulting from the relatively small number of subjects.

The inclusion of children younger than age two appears as a negative factor for social work scores, but an examination of the raw scores indicates that the group means for pre-two's included and for pre-two's excluded, on the social work scale, are almost identical (Figure 3), at 39.97 and 39.67. Again, the regression data may be artifacts of the statistical procedure. Further inquiry is indicated.

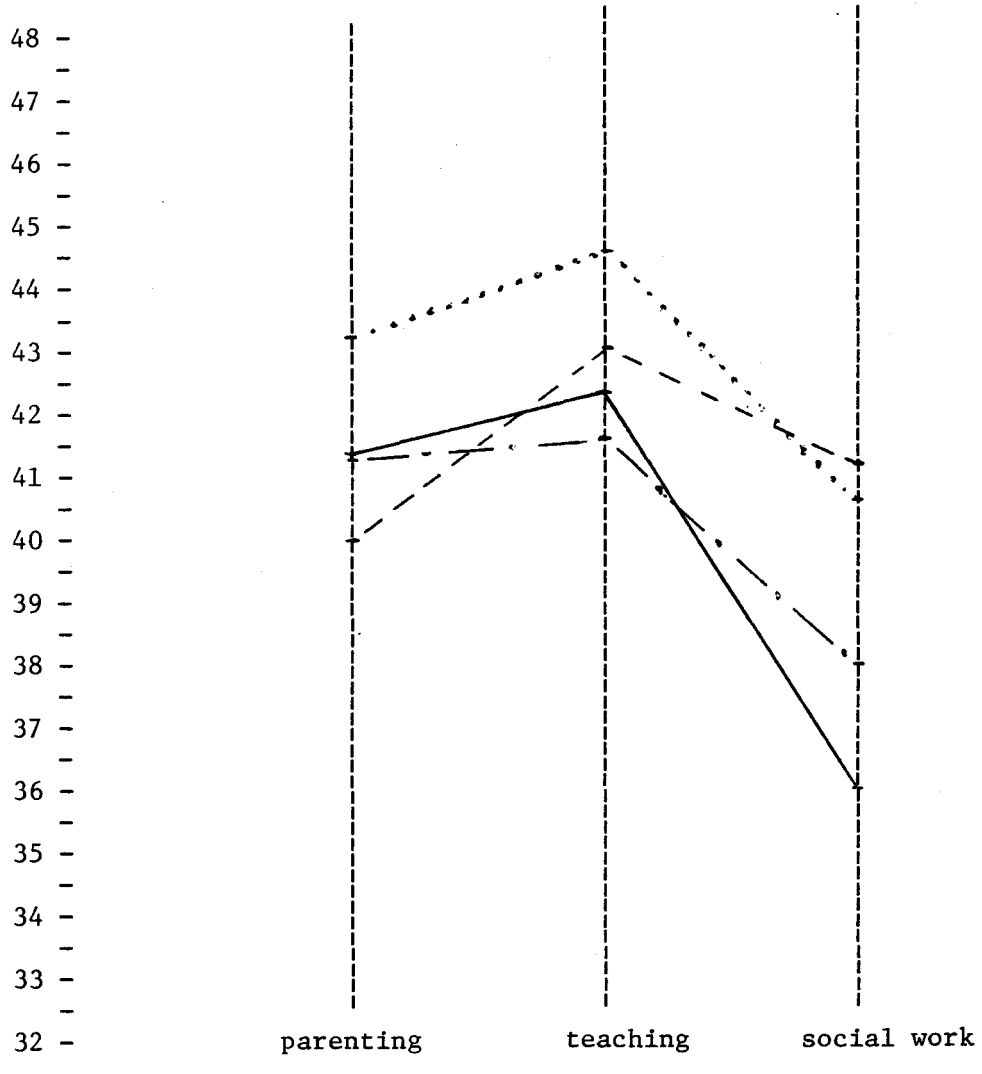
The fourth organization variable, estimated SES of families, is included in the equation for teaching. High SES appears to hold a strong positive relationship to teaching scores, with a standardized beta value of .665. The $\underline{R}^2$ value for this equation is .667, which gives credibility to the equation. Because the evidence is strong that family SES and center sponsorship are related to the occupational concepts of day care directors, Null Hypothesis Two is rejected.

Hypothesis Three

Null Hypothesis Three states: There is no relationship between the occupational concepts of day care center directors, as determined by the Model Affiliation Profile, and variables of professional back-

Figure 1

A Comparison of Mean Raw Scores Grouped according to Center Sponsorship: Model Affiliation Profile



Director-owned (n=7) ————————

Small for-profit (n=11) · · · · · · · · · ·

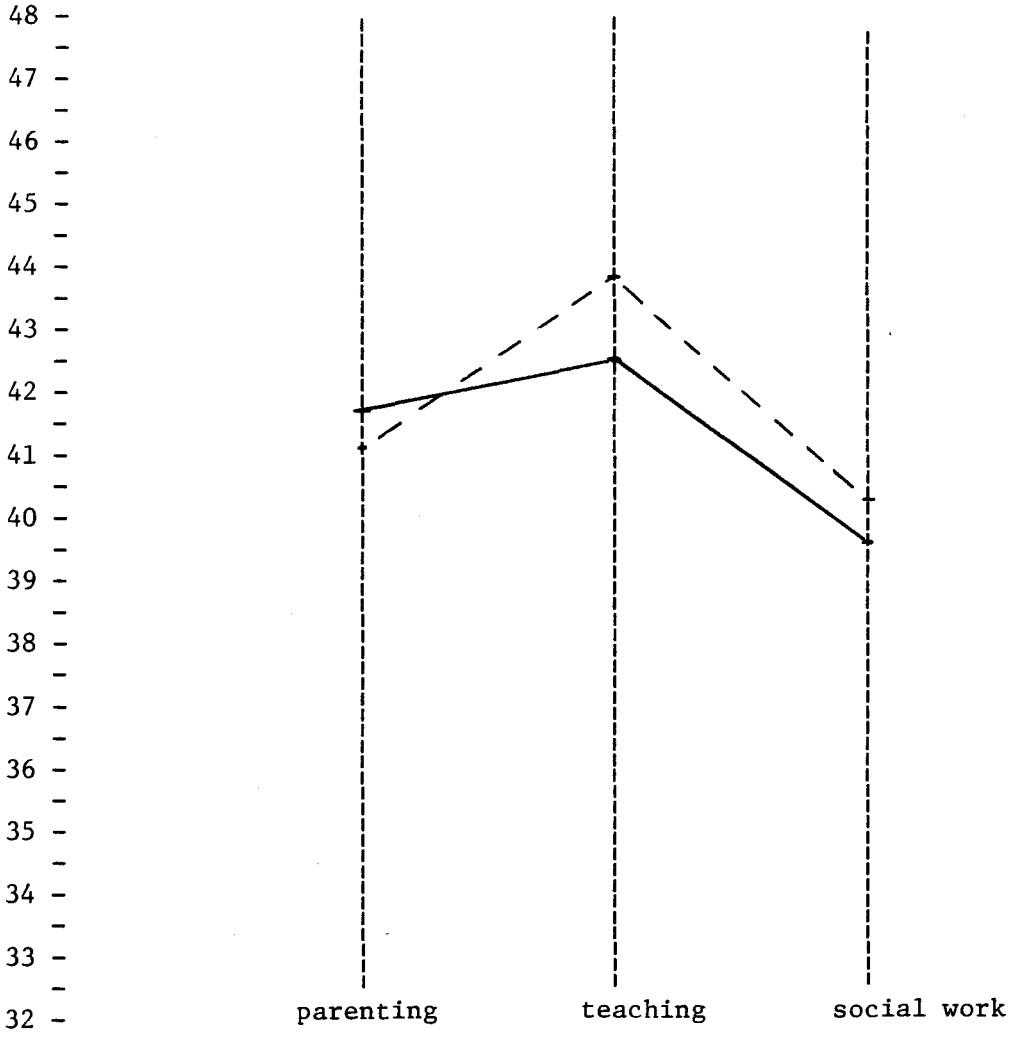
Commercial (n=6) —— · —— · —— · ——

Not-for-profit (n=14) - - - - - - - - - - -

Figure 2

A Comparison of Mean Raw Scores Grouped according to Size of Center:

Model Affiliation Profile



Larger than median (n=19) ———————— Median = 50

Smaller than median (n=19) - - - - - - - - - -

Figure 3

A Comparison of Mean Raw Scores Grouped according to Enrollment of Children Younger than Two: Model Affiliation Profile

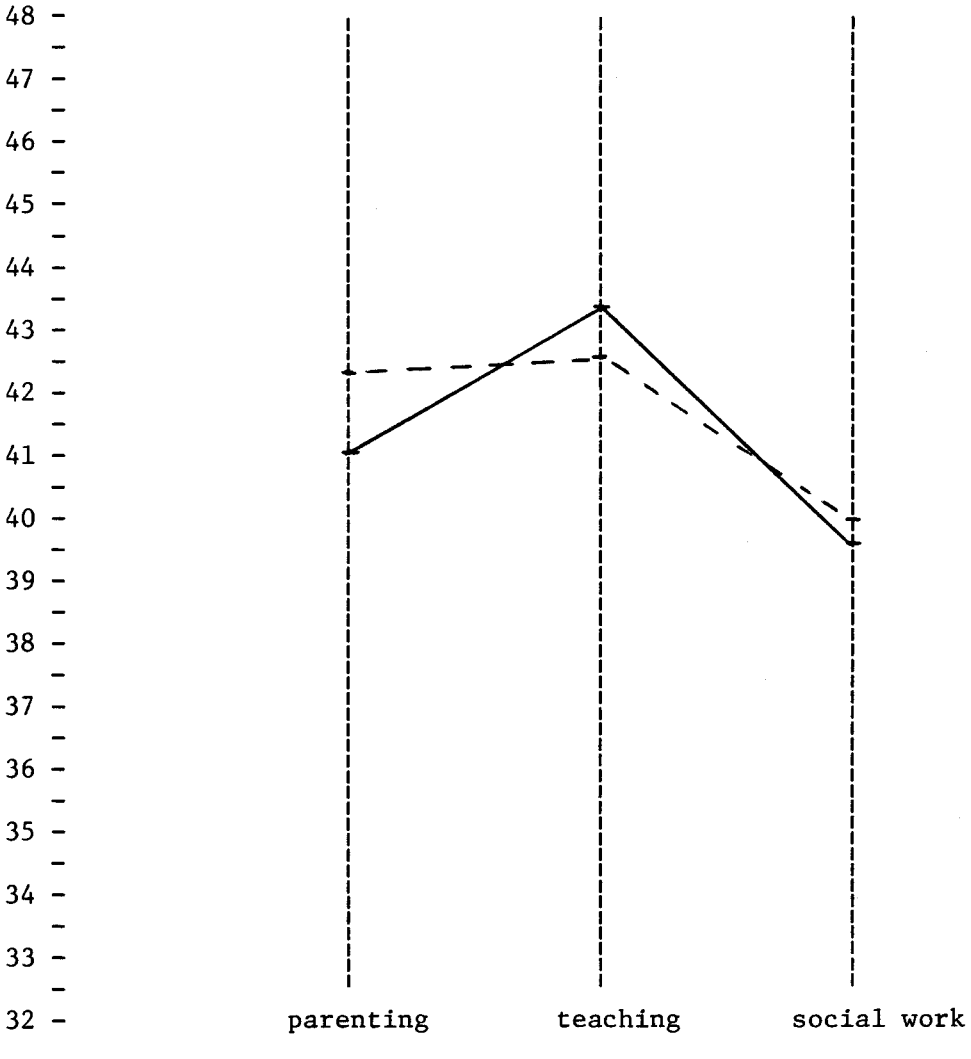
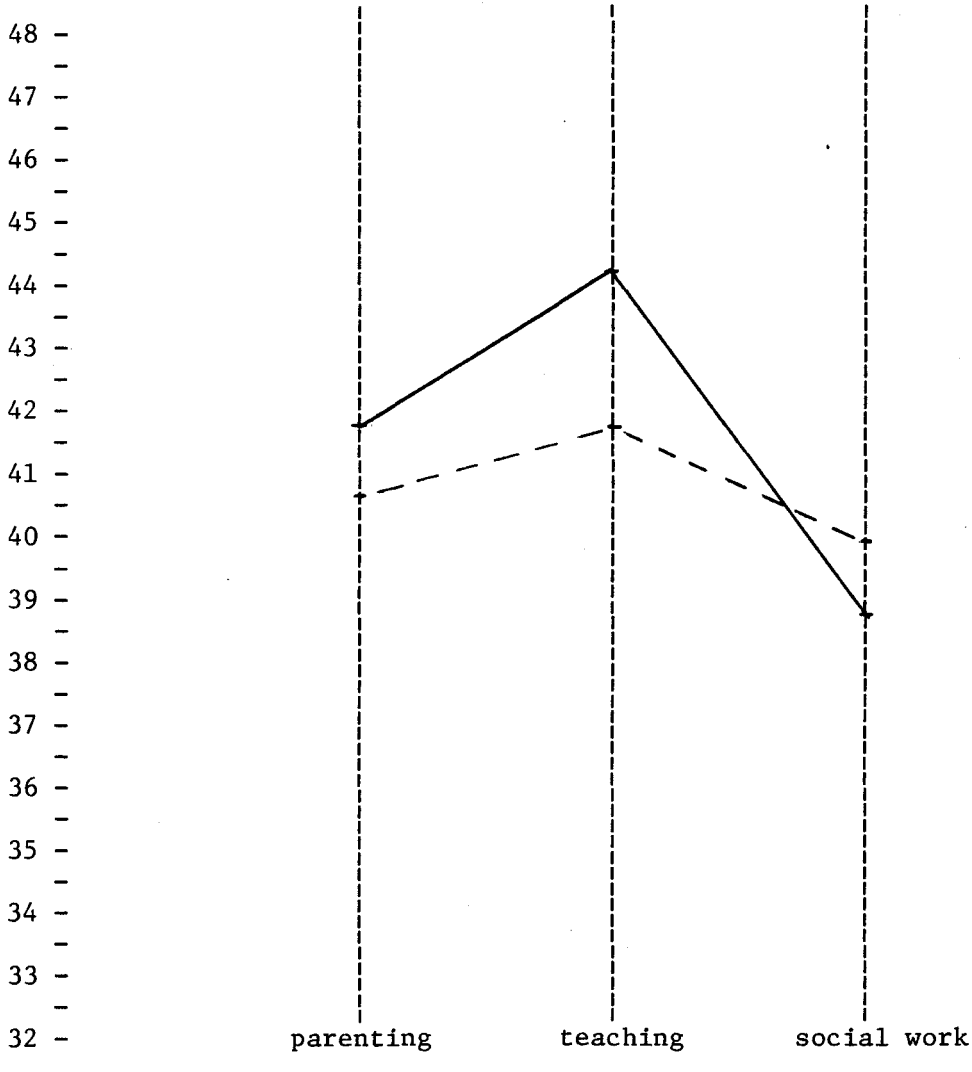


Figure 4

A Comparison of Mean Raw Scores Grouped according to Estimated SES of Families: Model Affiliation Profile



Higher SES (n=15) ——————————

Lower SES (n=15) - - - - - - - - - - -

ground of directors, including level of education, type of training received, the year training was completed, previous experience as a director, and previous experience in other day care positions. Included in equations derived from backward eliminations are educational level, type of training and previous experience as a director. Table 12 summarizes the findings related to professional variables.

Educational level of directors appears in both regression equations for social work. The beta values indicate that those directors with bachelor's degrees may value social work functions less than those with other levels of education. The group means of raw data provide support for distinguishing between subjects with bachelor's degrees and those with graduate work, but do not support the distinction between bachelor's degrees and some college. (See Table 2 and Figure 5.) Further inquiry is required in order to form a clear conclusion.

Type of training, specifically early childhood education, sustains a positive value in both equations for teaching. This is supported by inspection of raw data group means which are illustrated graphically in Figure 6. Figure 6 also indicates that further analysis might show a positive relationship between early childhood education training and social work values, but the regression equations do not includes this relationship. Again, the nature and problems of the statistical procedure chosen are cited and further inquiry is indicated.

Previous experience as a director appears to be the most consistent factor in this set of variables. It is found in five of the six regression equations. Specifically, more experienced directors appear

Table 12

Summary of Standardized Beta Values for Professional Variables

	parenting	teaching	social work
With all independent variables (28 subjects)			
Educational level (bachelor's degree)			-.458
Type of training (early childhood education)		.484	
Previous experience as a director	-.428	-.398	-.691
Without SES data (35 subjects)			
Educational level (bachelor's degree)			-.518
Type of training (early childhood education		.315	
Previous experience as a director	-.302		-.492

Figure 5

A Comparison of Mean Raw Scores Grouped according to Level of Training: Model Affiliation Profile

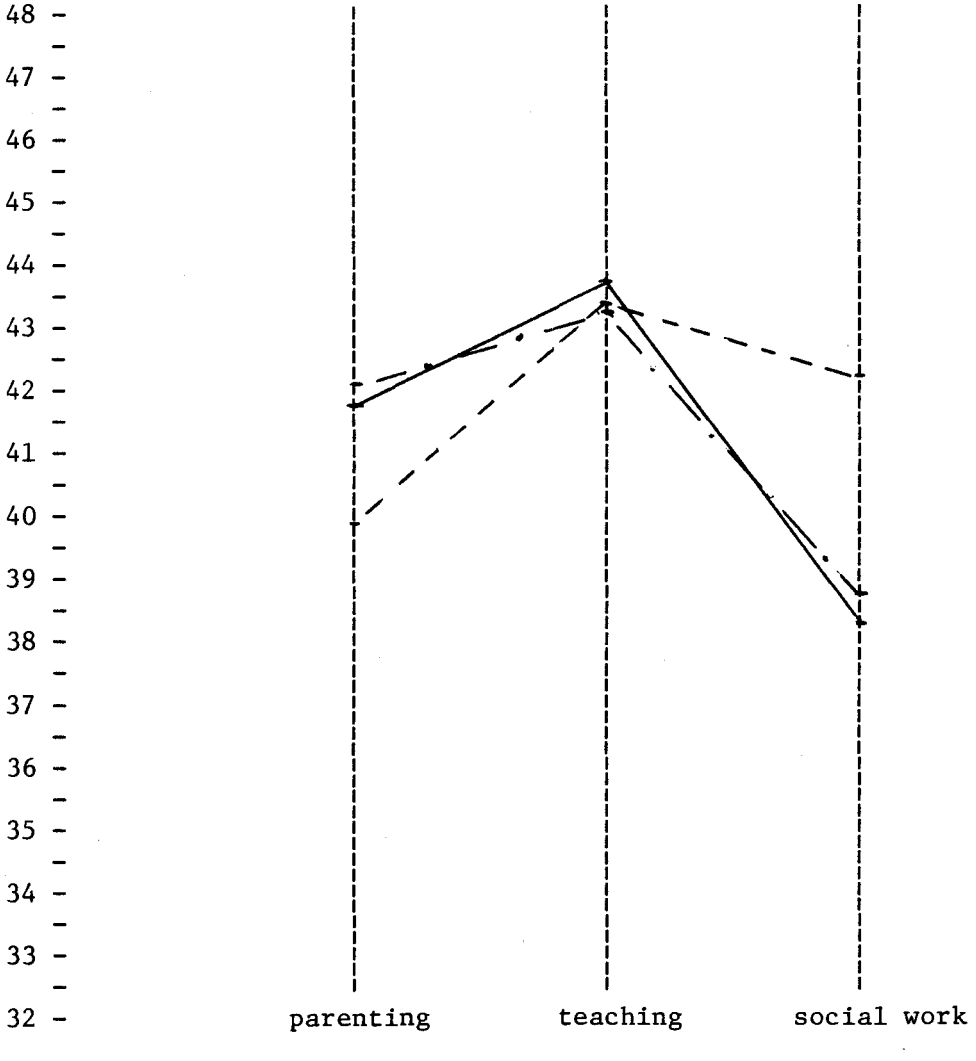
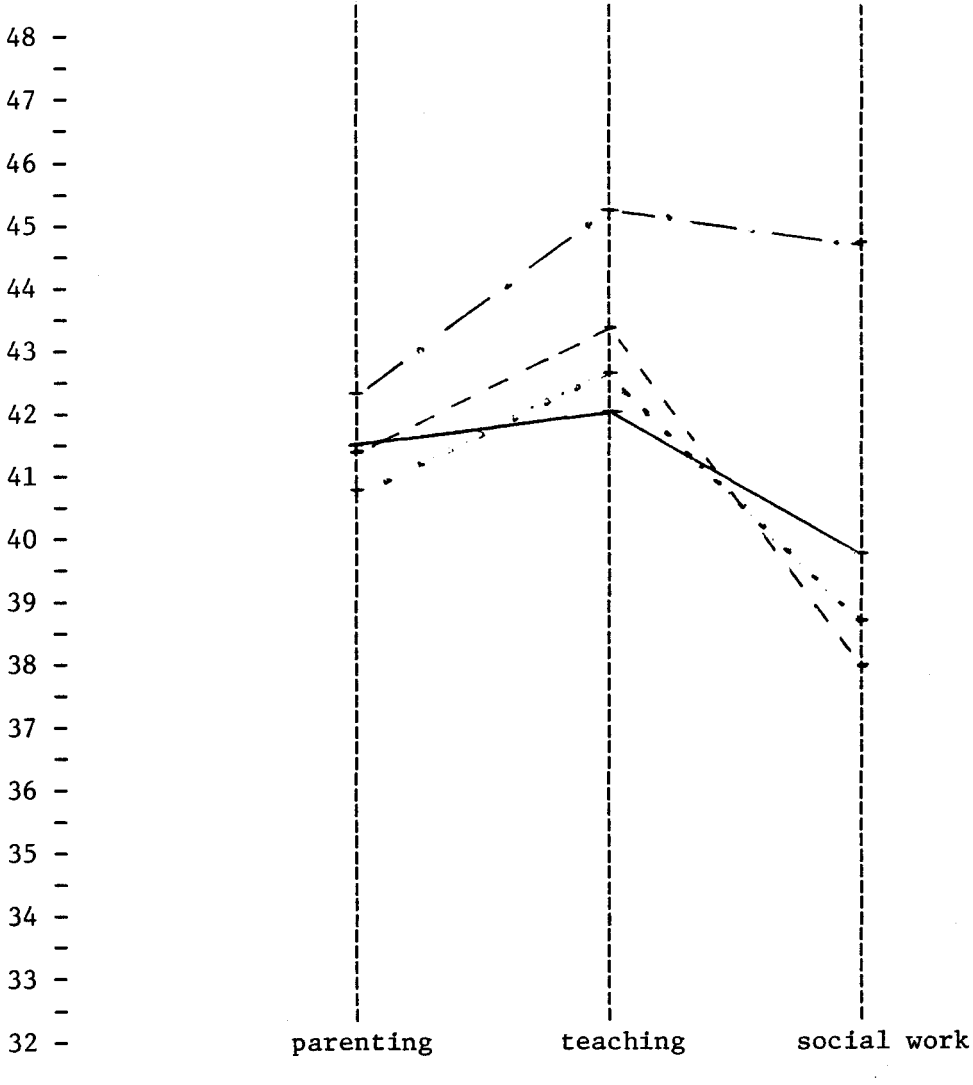


Figure 6

A Comparison of Mean Raw Scores Grouped according to Type of Training: Model Affiliation Profile



to value all three kinds of functions less than do those with less experience. The impact of this variable appears to be greatest in relation to values of tasks categorized as social work. Inspection of the raw score group means support this pattern (Figure 7). The implication of these findings are discussed in Chapter V.

Neither year training was completed nor experience on other day care work levels sustained F values of the designated level of significance. While the raw data show an interesting discrepancy between the social work scores of the group which completed training before the median year of 1980 and the group which is still in training or terminated since 1980 and the group which is still in training or terminated since 1980 (Figure 8), no statistically significant difference for individuals' scores was determined by multiple regression. Figure 9 illustrates mean scores for those above and below the median of 4.5 years' experience on other day care levels, and the regression results of non-significance are supported.

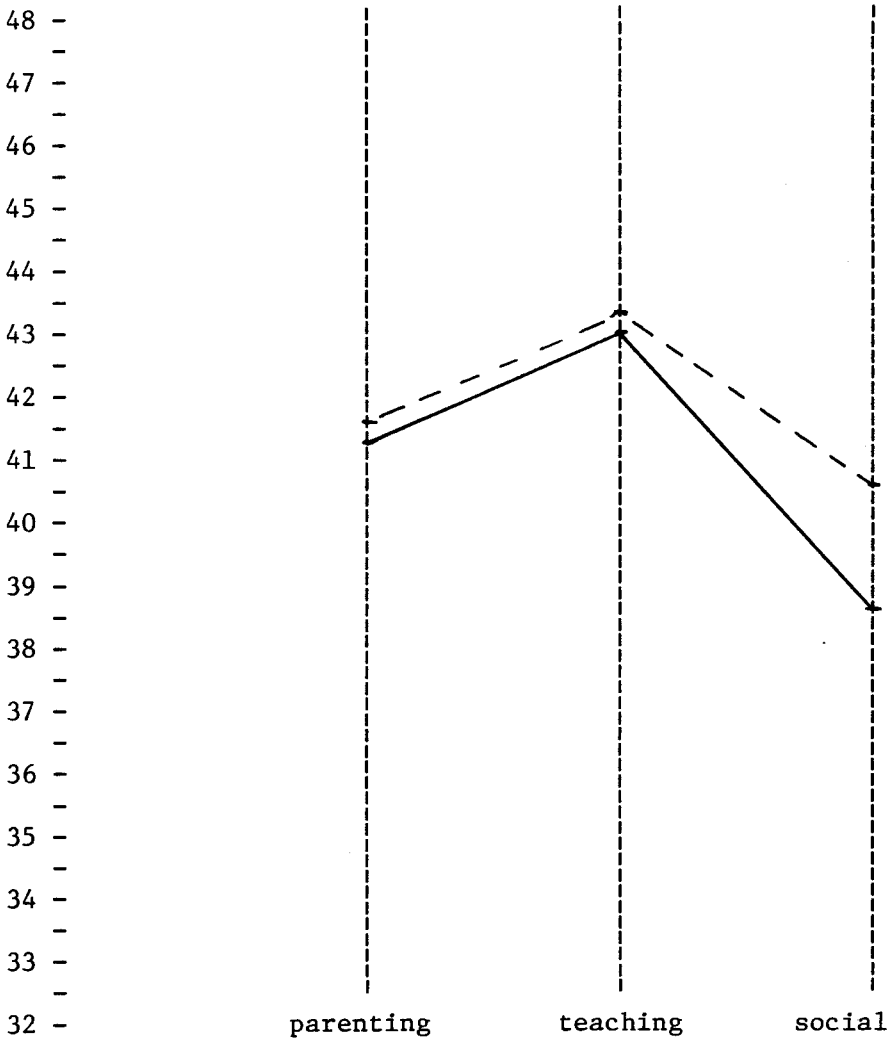
The multiple regression equations consisting of factors significant at the .10 level or better indicate that amount of training, type of training (especially early childhood education) and previous experience as a director are variables related to values of directors. Null Hypothesis Three is rejected.

Hypothesis Four

Null Hypothesis Four states: There is no relationship between the occupational concepts of day care center directors, as determined by the Model Affiliation Profile, and variables of personal history of

Figure 7

A Comparison of Mean Raw Scores Grouped according to Experience as a Director: Model Affiliation Profile



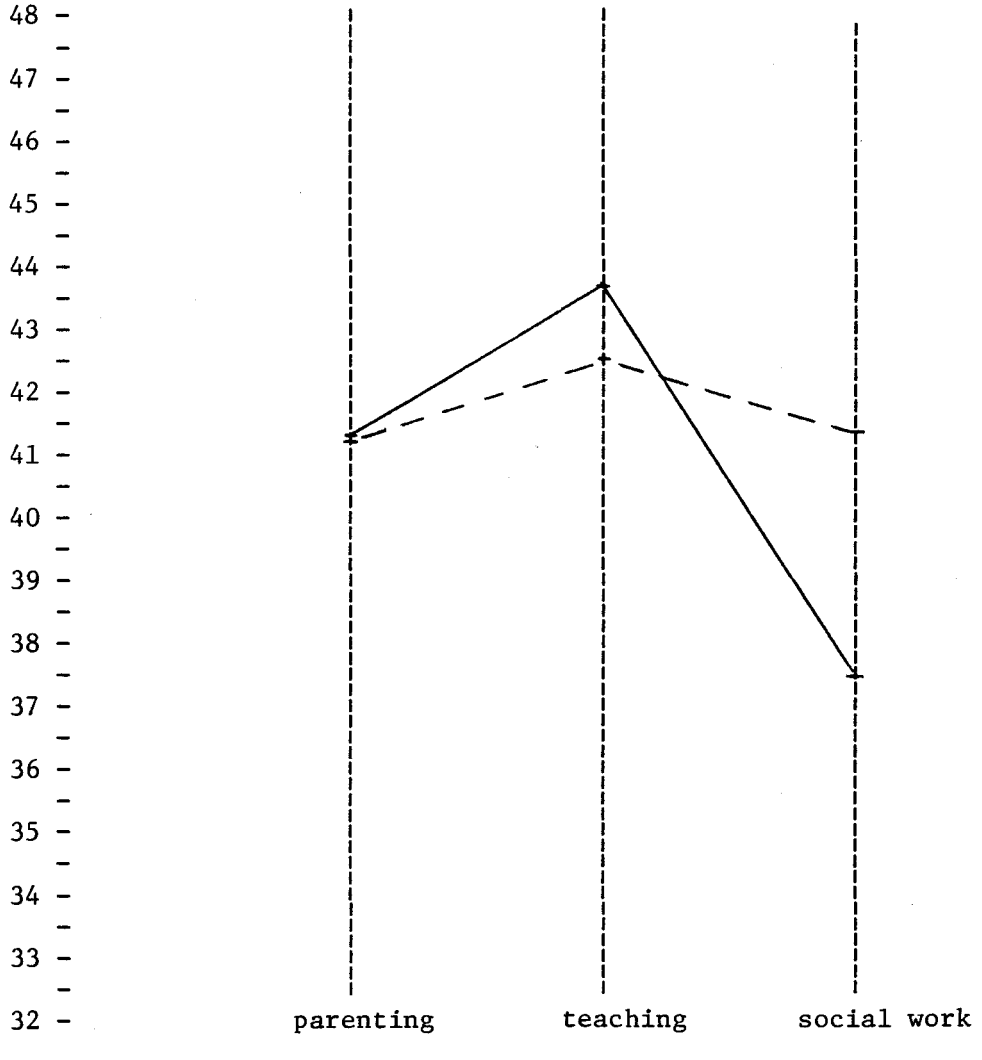
More than median (n=19) ——————

Less than median (n=19) - - - - - - - - -

Median = 4 yrs

Figure 8

A Comparison of Mean Raw Scores Grouped according to Year Training was Completed: Model Affiliation Profile

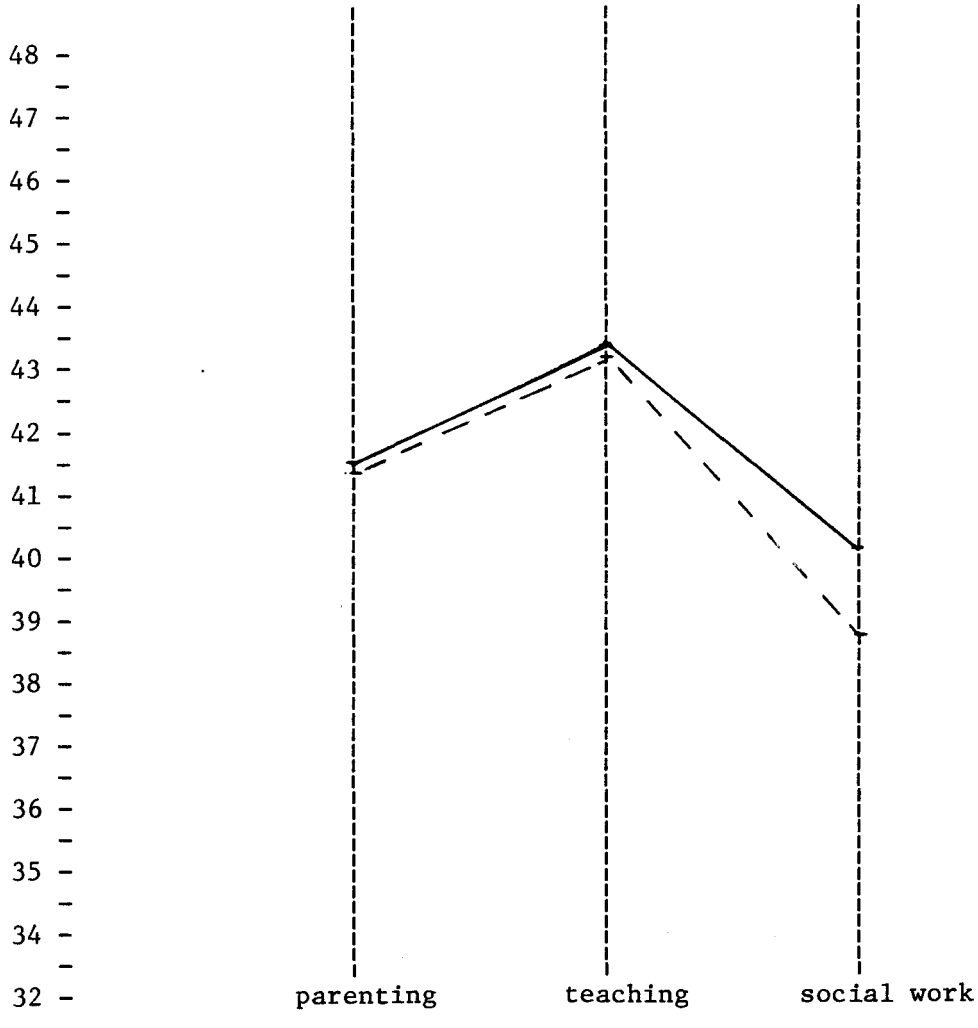


Before median year (n=18) _____ Median year: 1980

Median year or since (n=18) - - - - - - -

Figure 9

A Comparison of Mean Raw Scores Grouped according to Related Experience: Model Affiliation Profile



Above median (n=18) ——————————

Below median (n=18) - - - - - - - - - -

Median = 4.5 years

directors, including marital status, experience as a parent, gender and age. Each of these found a place in a multiple regression equation model; the summary of findings is illustrated in Table 13.

Marital status appears in four of the six regression equations, with indications that it is related to parenting and, more strongly, to social work values. It is not included in teaching equations, but an inspection of the raw score means (Table 3) indicates that all scales of the MAP were scored higher by single directors than by married directors. This is graphically presented in Figure 10.

Parental status survived backward elimination in only one regression equation, the teaching formula which is based on all independent variables, with 28 subjects. Raw score group means suggest a larger discrepancy between parents and non-parents on social work values, but regression analysis did not validate the difference for the aggregate of individual subjects. (See Figure 11.)

While gender became a part of both equations for teaching, the small number of males in the survey population require that the results be interpreted with caution. Figure 12 indicates, however, that the male directors surveyed do hold different values, as defined in this study, than do the female directors.

Age of directors is part of the first equation for parenting, with a strong positive relationship between parenting and membership in the "50 or older" category, which also appears as a comparatively strong negative factor in the second equation for social work. The means of raw scores for the age groups support the social work relationship but not the parenting relationship (Figure 13).

Table 13

Summary of Standardized Beta Values for Personal Variables

	parenting	teaching	social work
With all independent variables (28 subjects)			
Marital status	.485		.415
Parental status		.579	
Gender (female)		-.458	
Age (50 or older)	.316		
Without SES data (35 subjects)			
Marital status	.466		.549
Gender (female)		-.360	
Age (50 or older)			-.530

Figure 10

A Comparison of Mean Raw Scores Grouped according to Marital Status of Directors: Model Affiliation Profile

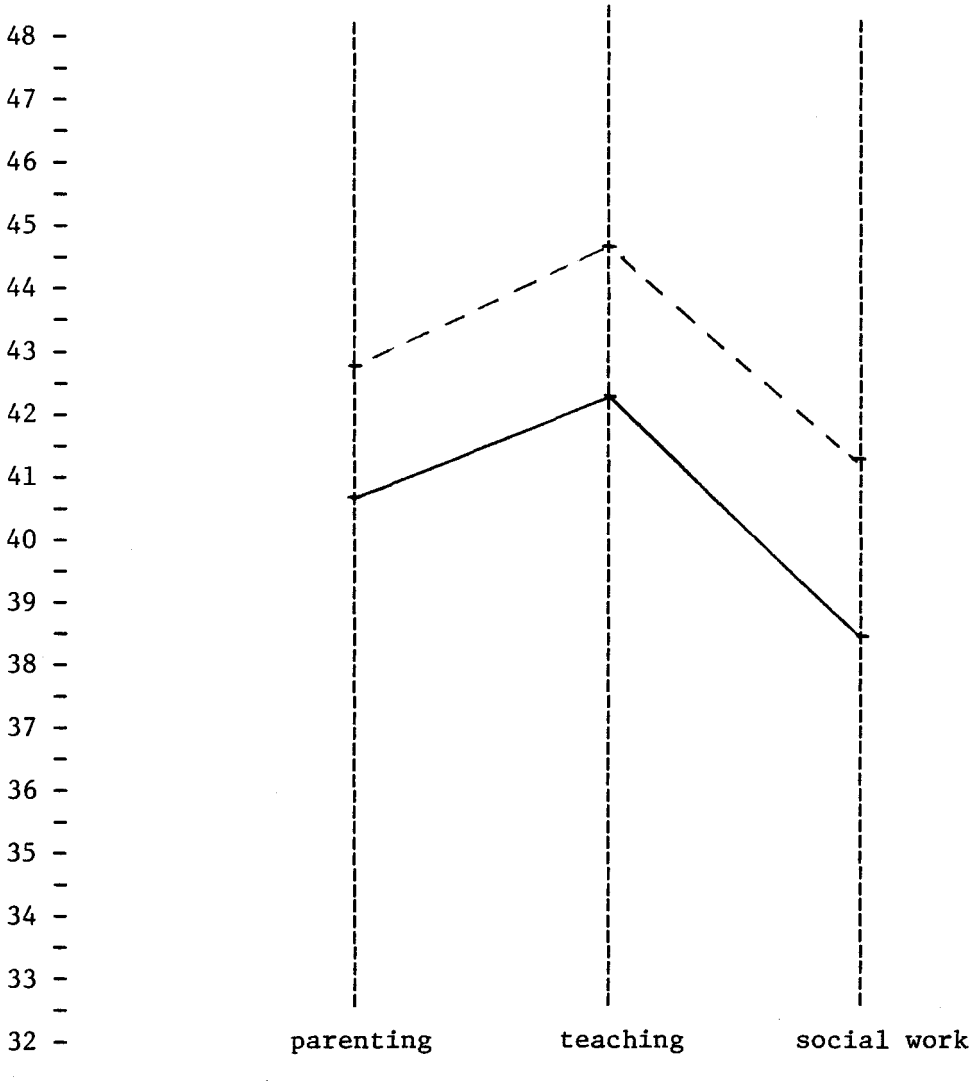


Figure 11

A Comparison of Mean Raw Scores Grouped according to Parental Status of Directors: Model Affiliation Profile

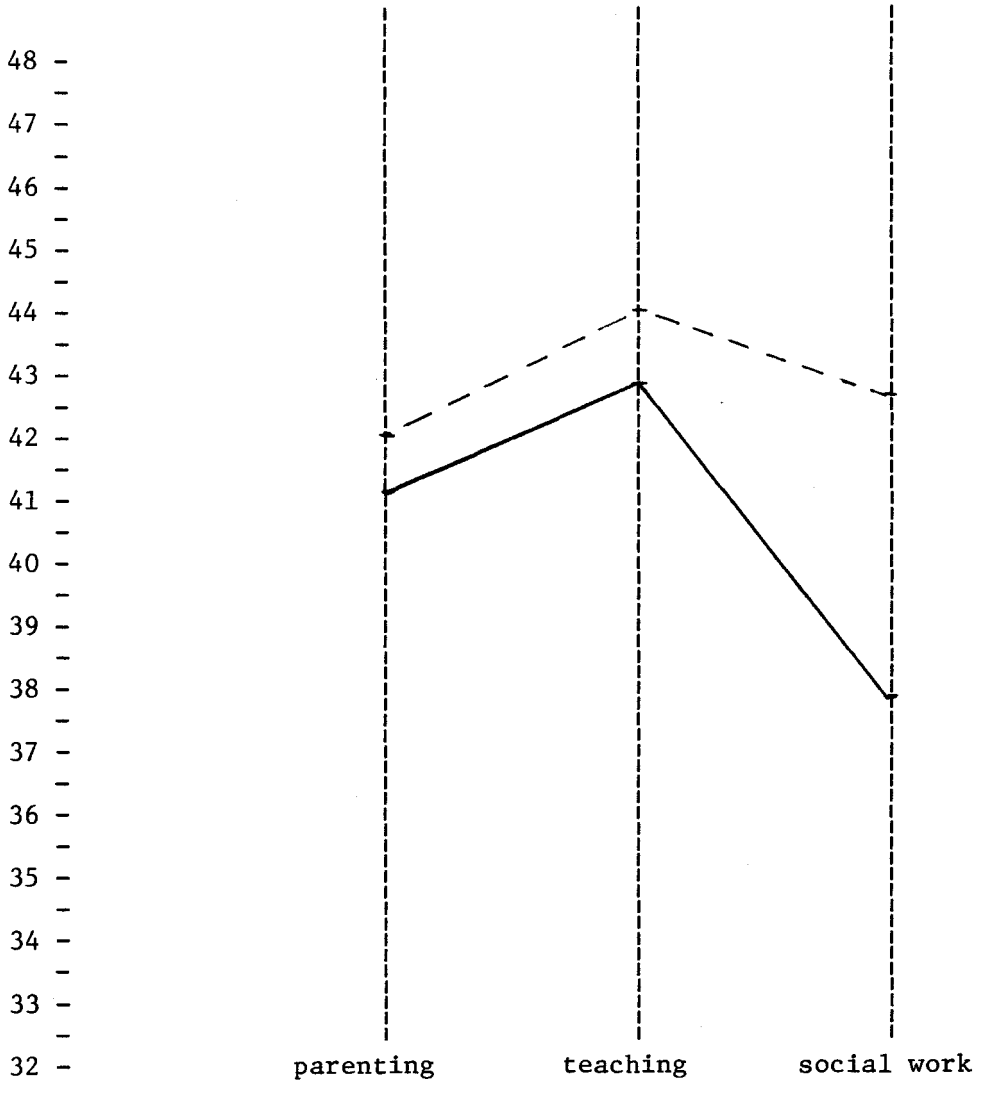
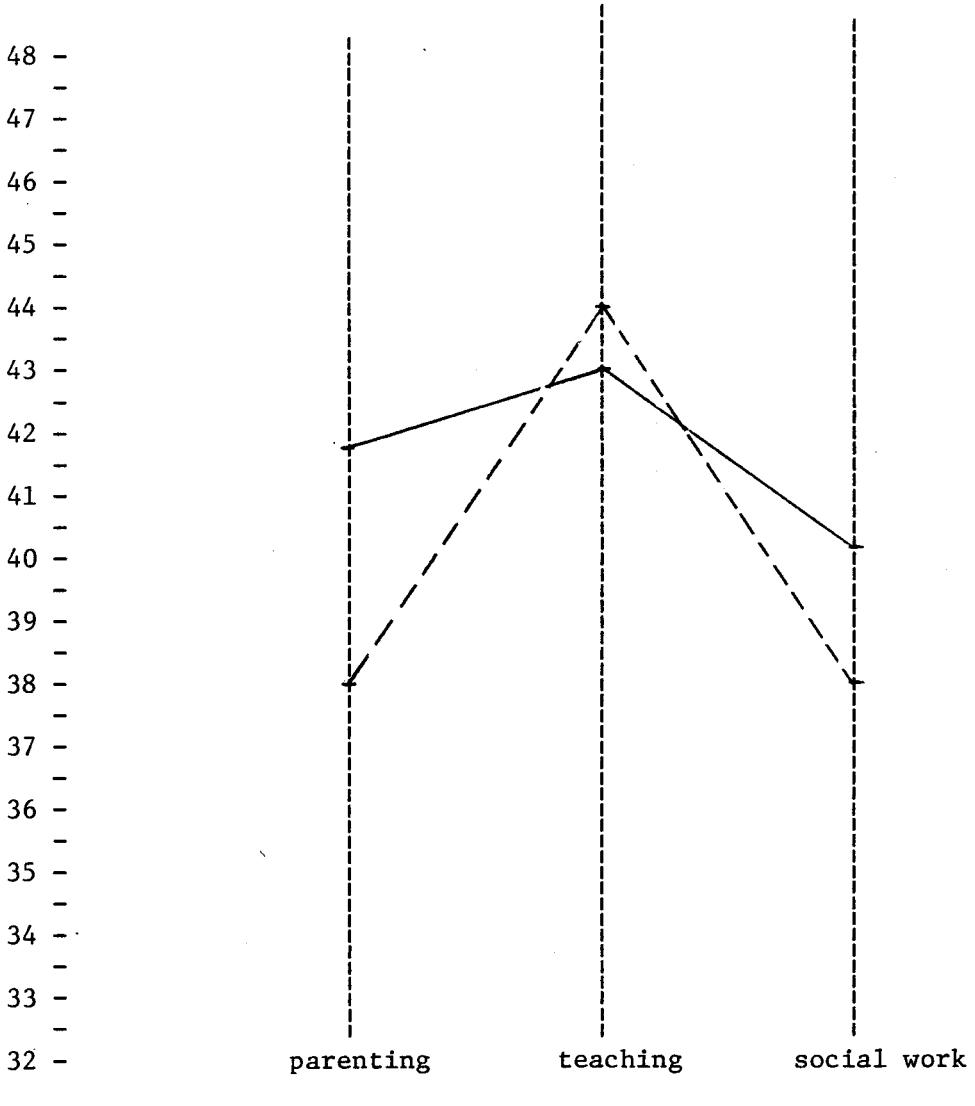


Figure 12

A Comparison of Mean Raw Scores Grouped according to Gender of Directors: Model Affiliation Profile

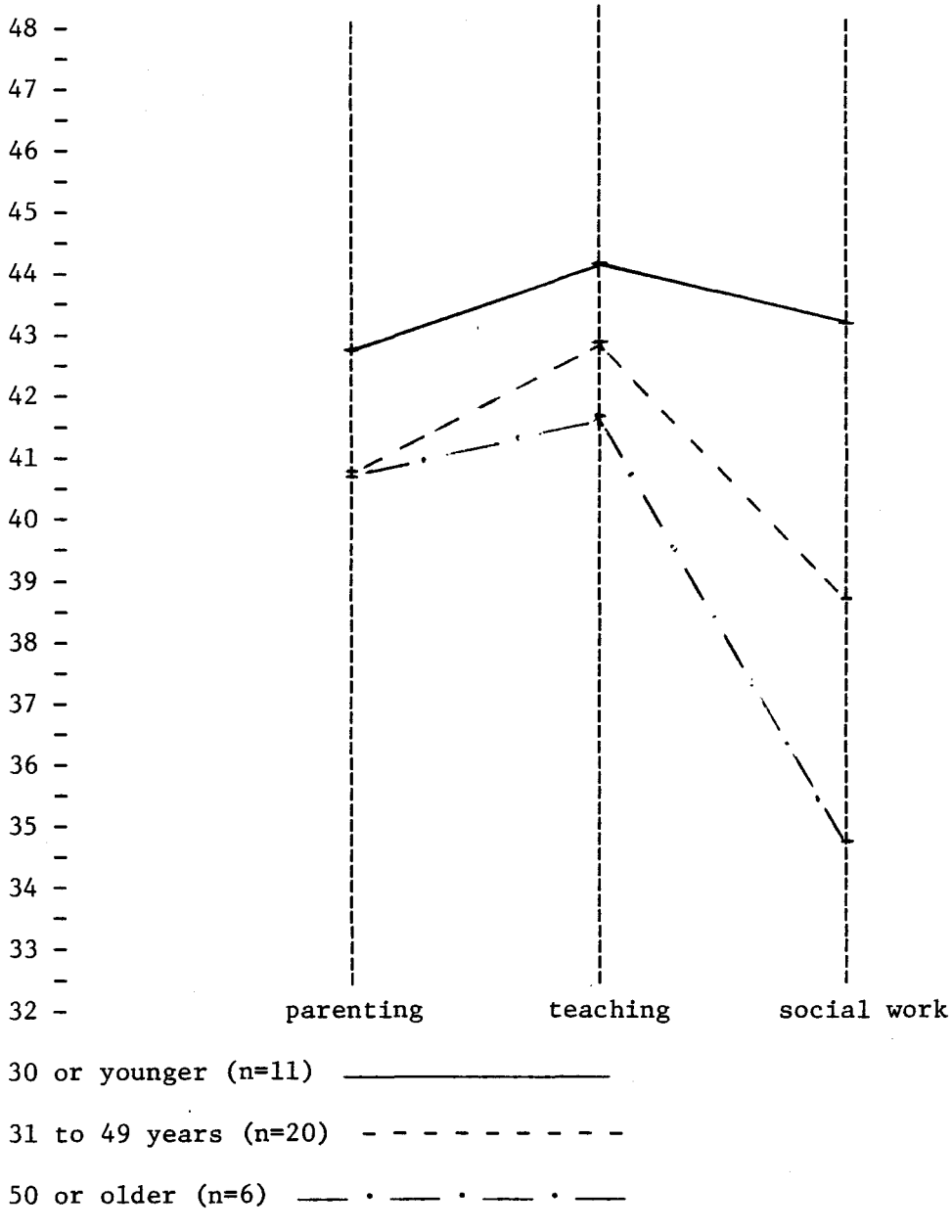


Female (n=34) _____

Male (n=4) - - - - - - - - - -

Figure 13

A Comparison of Mean Raw Scores Grouped according to Age of Directors: Model Affiliation Profile



It is noted that each of these four variables is categorical in nature and that the reliability of equations developed from categorical data, when the number of cases is not large, can be questioned. This and other difficulties of multiple regression interpretation are discussed in Chapter V. Although the results of analysis of these variables of personal history are problematic, on the basis of the strength of the pattern related to marital status and director age, the null Hypothesis Four is rejected.

Summary

The data of interest to this study are measures of three dependent variables, which are expressions of values of day care center directors, and thirteen independent variables. The independent variables are categorized as organization or setting variables, professional background variables and personal history variables. The analyses performed seek to determine, first if the three dependent variables appear to be held, as values, in different degree by the directors surveyed. A t-test for correlated observations was used to make this determination.

Further analyses consist of backward elimination of nonsignificant variables in a series of multiple regression procedures. The variables which survived to a significant level of .10 or better were considered to be part of regression equations which estimate the relative effects of independent variables on the dependent measures. Standardized beta weights are used to compare these various effects.

The data analysis results are presented in tables which illustrate t values for Hypothesis One, and regression factors, for Hypotheses Two,

Three and Four. Also presented are summaries and graphs of mean scores taken from the Model Affiliation Profile, which was used to measure the dependent variables on scales identified as parenting, teaching, and social work. Summaries of standardized beta values for each group of independent variables relate the results of analysis directly to the hypotheses about groups of variables.

Because of missing data, only 28 complete sets of data were available for multiple regression analysis. The highest incidence of missing data related to directors' estimates of socioeconomic status of clientele families, and the regression equations were calculated twice-first with all independent variables (28 subjects) and again without SES data (35 subjects).

The t values computed to determine degree of relationship between each possible pair of scores from the three MAP scales indicate that differences exist in the degree of value placed upon each of the kinds of day care tasks presented, and null Hypothesis One is rejected.

Each of the four variables of organization found a place in one or more of the six regression equations. The findings which appeared to be most consistent were for family SES and center sponsorship, each of which is apparently related to the values of the directors surveyed. Null Hypothesis Two is accordingly rejected.

Of the five variables related to professional background, three became part of the regression equation models. These are educational level, type of training, and experience as a director. These findings are reasonably consistent and null Hypothesis Three is rejected.

The nature of the variables and inconsistency of findings complicates the decision about acceptance or rejection of the Hypothesis Four. However, the hypothesis is rejected on the strength of findings related to marital status and age of directors.

The results of the analysis of the data indicated that there are differences in the values which day care center directors place upon the functions which are categorized in the Model Affiliation Profile as parenting, teaching and social work oriented tasks. It is further concluded that there are apparent relationships between such occupational concepts and variables related to work setting, professional background and personal history of directors. The evaluation of social work tasks appears to be more dependent upon the variables included in the study, than are evaluations of parenting and teaching tasks.

CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATIONS

The Problem

An increasing number of preschool children in this country are spending weekday hours in child care centers. These centers are commonly expected to provide basic custodial services necessary for children's health and safety. In addition, parents increasingly seek centers which provide educational programs. And finally, the circumstances of both centers and families who use them dictate the provision of some social services. These are services which provide help for children and families, such as health screening and support for family functioning.

The rapid increase in the number of day care centers means that growing numbers of people are finding employment as day care providers. Center directors are the workers who are charged with on-site, day-to-day program development. Because the field is growing rapidly, workers must draw from better established occupational models as they develop an occupational ideology - that is, a conceptual structure or stereotype of what the work is. Three models which may serve to guide day care workers are those of parenting, teaching, and social work. The literature supports both the need for an adequate occupational ideology and the use of the three models chosen for categorizing many of the ordinary or possible tasks of preschool child care.

The Purpose

The purpose of this study was to determine to what extent center directors value the tasks which represent the three models provided by parenting, teaching, and social work. In addition, thirteen variables related to each director were assessed in order to determine their relationship to the values, or occupational concepts, of day care center directors. These variables were chosen on the basis of previous research and theory as represented in the literature of the field. They are attributes of organizational structure, or child care setting; of professional backgrounds of center directors; and of personal histories of directors.

The Hypotheses

The hypotheses which guided the study are stated in the null form.

1. There is no difference between the value which day care directors place upon functions categorized as parenting, teaching, or social work, as determined by the Model Affiliation Profile.

2. There is no relationship between the occupational concept of day care center directors, as determined by the Model Affiliation Profile, and variables of organizational structure, including sponsorship of the center, size of the center, ages of children enrolled, and socioeconomic status of families served.

3. There is no relationship between the occupational concept of day care center directors, as determined by the Model Affiliation Profile, and variables of professional background of directors, including level of education, type of training received, the year training was completed, previous experience as a director, and previous experience in other

day care positions.

4. There is no relationship between the occupational concept of day care directors, as determined by the Model Affiliation Profile, and variables of personal history of directors, including marital status, experience as a parent, gender and age.

The Instruments

The directors' occupational concepts were assessed by the Model Affiliation Profile (MAP), a thirty-six item instrument prepared for the study. It includes twelve tasks which might be part of a day care center program for preschool children, for each of the three occupational models of interest. The instrument was constructed after a pool of 132 items was submitted to three panels of experts, one from each occupation. Those items which were judged to "belong" to one occupation, on the basis of experts' evaluations, were used for the final form of the MAP. The instrument is marked by assigning a value from 0 to 4 to each of the 36 randomly-arranged items. A questionnaire provided data related to the variables of setting, professional background and personal history.

The Survey

This study is a survey of directors' occupational concepts. Specifically, directors were asked to indicate the degree to which they value the models provided by three better established occupations (teaching, social work and the "occupation" of parenting). Thirteen independent variables in three attribute categories were also surveyed.

The population consisted of all day care center directors in Lake and McHenry Counties, Illinois. The MAP and questionnaire packets were delivered in person to the centers during the summer of 1983. Fifty-

three packets were distributed and 38 responses were returned, anonymously, by mail.

Results

For the first hypothesis, data were analyzed by *t* scores which indicate the significance of difference between director's paired mean scores on the scales of the MAP. Since the differences were found to be significant at the .05 level or better, the first hypothesis, that there is no difference in the degrees to which directors value the three occupational models, was rejected.

Hypotheses 2, 3, and 4 were tested by multiple regression analysis. Backward elimination was used to converge upon the independent variables with a confidence level of .90 or greater. The regression equations were constructed twice for each dependent variable and standardized beta values for variables in both equations, for each dependent variable, were compared in order to determine which of the independent variables appear to contribute significantly to each dependent variable. Finally, the categories of independent variables - organizational, professional and personal - were used to assess results for each of the three null hypotheses.

Hypothesis 2 is related to variables of organizational structure. These are sponsorship and size of center and ages and socioeconomic status of children enrolled. Center sponsorship was found to be a part of the significant *F* values for the regression factors in six instances, most significantly in relation to social work and parenting tasks. Size of center was found to be related only to social work tasks. Enrollment

of children younger than age two was found in only one regression equation, in relation to social work tasks, and SES of families was found in only one equation, in relation to teaching tasks. Variables of organizational structure appear to be related to the value which directors place upon tasks related to parenting, teaching, and social work, and the null hypothesis 2 was rejected.

Hypothesis 3 is related to variables of professional background. These are level of education, type of training received, the year training was completed, previous experience as a director, and previous experience in other day care positions. Related experience and year of completion of training were not found in any of the six regression equations derived from the backward elimination procedure. Previous experience as a director appeared most frequently, in five of the six equations. Educational level appeared in both equations for the social work tasks, and type of training received became part of the acceptable equations for teaching tasks. Thus, while the patterns indicate that some variables are of more significance than others, when taken as a group they dictate rejection of the null Hypothesis 3.

Hypothesis 4 is related to variables of personal history. These are marital status, parental status, age and gender. The low number of male subjects (four) suggests that results related to gender be interpreted conservatively. However, the $\underline{F}$ values for contribution of gender to teaching tasks were significant. Age of subjects was found in the first equation for parenting and in the second equation for social work. Graphed raw data for groups of subjects support the possibility of significance for social work values, but the statistical analysis provides

inconsistent results. Parental status was found in one regression equation, in relation to teaching tasks. Marital status appears to be the most predictive of the four variables, with significant F values for both equations for parenting and for social work. On the basis of these findings, it was concluded that variables of personal history are apparently related to the values of day care directors, though less clearly so than professional and organizational variables. The null Hypothesis 4 was rejected.

Limitations

Since the Model Affiliation Profile was designed for this study, one anticipated corollary of the survey is the evaluation of that instrument as a tool for further research. Results were limited by the use of an instrument which has not received prior validation. However, the MAP appeared to discriminate between the social services of child day care and the other kinds of tasks (parental and educational) which were presented.

Both the MAP and the questionnaire rely upon self report and behavioral data were not included in the survey. Thus, the statement of values which the MAP reports may not be consistent with the behaviors that would reveal true values. Other problems with self reporting relate to the type of training variable, for which the subject supplied the label. (An allied problems is that labels do not necessarily describe content of training, even for the institutions which provide it.) However, the directors' perception of the kind of training received may be a relevant variable in its own right. A similar argument can be made for the director assessment of socioeconomic status of clientele

families; it is perceptions which relate to values systems, rather than a more objective "reality."

An additional problem with the questionnaire data is that it did not provide information about the exact settings in which experience was gained. Only the current settings were requested. This is part of a larger problem, which is lack of independence of the so-called independent variables. The literature provided many examples of such interdependence (see especially, Clarke-Stewart, 1982). According to Kerlinger (1973), the interpretation of multiple regression analysis is complicated by the high correlation of independent variables.

The analysis must be interpreted conservatively for other reasons. One of these is the size of the population surveyed. While more than 70% of the program directors contacted did respond, missing data required that some sets of data be discarded. When categorical responses were compiled, the numbers in some cells were found to be quite small. Sterling and Pollack (1968) recommend that the number of observations be five times the number of variables in a study; this research is considerably short of that recommendation.

There are other limitations related to the use of multiple regression analysis. Results must be examined in terms of the entire group of variables and, therefore, the effects of specific variables are discussed only in terms of patterns. In this case, the regression formulas were constructed twice, first in order to use all the independent variables, and again in order to use as many sets of data as possible. The discrepancies which result from these two analyses are evidence of the difficulty of forming conclusions about the effects of a single variable. Kerlinger

states that "it is possible that an independent variable of little theoretical or practical interest can contribute substantially to the variance of a dependent variable" (p. 655). He also notes that the regression coefficients are not stable and that there is actually no absolute way to interpret them. There are several reasons for possible error in the correlations which serve as the basis of the regression formulae. One is that this procedure assumes that relationships are linear. If they are not, correlations may appear to be lower than they actually are (Ullman, 1978).

Discussions and Recommendations

Occupational Ideology. The purpose of the study was developed in the context of theory related to occupational ideology. One aspect of such ideology is that workers in an occupation develop and are guided by a stereotypic notion of what the work is supposed to be.

The results of this survey indicate that the tasks which represent parental or educational functions are rather well integrated into the occupational ideology of preschool child care. The MAP did not reveal a clear group pattern of distinguishing between parenting and teaching values on the basis of the independent variables surveyed, but multiple regression indicates that the subjects, as individuals, discriminate more clearly between parenting and teaching functions than they do between parenting and social work functions. Of the three kinds of tasks, those which use teaching as their model were most diffused among the directors surveyed and thus appear to be most thoroughly integrated into the ideologies of those surveyed.

In contrast, the MAP revealed that social service functions are less well integrated into the occupational ideology of child day care. Social work scores ranged from 48 (the maximum possible) to 18. The standard deviation for social work was about twice that of the other two dependent variables. Group means were consistently lower than were parenting or teaching means, for subgroups formed on the basis of categorical variables, and for total number of subjects. Finally, in the multiple regression models derived from backward elimination of apparently non-significant variables, more variables were found to have significance for the social work models than for either of the other two kinds of models, indicating that social services are more vulnerable to the impact of variables such as those included in this study.

On the basis of the results of this study, it can be concluded that social services have found a more limited and tenuous place in child day care than have parental and educational functions. If, as the literature suggests, the stereotype tends to guide the occupation and if the occupational ideology of day care is actually in a formative stage, what is currently occurring may be the formation of an ideology which will shape the work for the coming decades.

Specific Findings. In terms of specific independent variables and their relation to the directors' ratings of each of the three kinds of tasks, certain findings appear to support the literature reviewed for the study. For example, Clarke-Stewart (1982) suggests that "public service" centers are more likely to provide a wide range of social services. This survey's results indicate that both commercial and director-

owned for-profit centers are negatively related to social work task values. (This is in contrast to findings by Haas-Amey (1981) that sponsorship is not related to directors' task perceptions.) Since several beta values of relative strength were derived from the analysis, further investigation of the impacts of sponsorship upon day care are likely to be productive.

While SES data were incomplete, the significant relationship between this variable and ratings of teaching tasks supports the finding of Anderson (1981) that higher SES families prefer programs that are more "developmentally" oriented - i.e., which offer more to children than minimal custodial care.

The raw scores of directors with graduate work are different from those with less education (Figure 5), in that the higher educational level apparently fosters higher evaluation of social work tasks and lower evaluation of parenting tasks. Multiple regression results indicate that directors with bachelor's degrees value social services less than do other directors. This can be compared to the results of Jambor (1973), who found that, in nursery schools (where social services are presumably less important than in day care centers), teachers with more training were more frequently observed in instructional interactions with children. While these findings are not necessarily contradictory, further investigations might clarify the contribution of educational level to day care workers' values and behavior.

In other research, Prescott and Jones (1972), as well as the National Day Care Supply Study (Coelen et al., 1979), found kind of

training to be more important than level of education. This survey indicates that this is true for teaching values, but nor for social service values. Directors who categorize the training they received as early childhood education apparently are likely to value teaching tasks more highly than are those with other kinds of training, as might logically be anticipated.

Recency of training findings by Jambor (1973) were not supported by results of this research. However, the discrepancy between social work scores of those above the median number of years since training was completed and those below the median is large enough to warrant further investigation of that variable (Figure 8). It may be that those who completed training more recently value social services provided through day care more than those who have not been in training for several years. Such a finding might be due to changes in training programs over time, to the loss of sensitivity to such needs on the part of those who have been away from training for years, to the personal and professional attributes of directors who choose to continue training throughout their careers, or to simple age differences. (This latter theory is suggested by statistics related to age of directors.)

Previous experience as a director was consistently found to be a negative factor in the regression equations. This may be due to the fact that more experienced directors are more discriminating in their evaluation of day care tasks of all kinds, and thus tend to assign more conservative ratings to them. Further research might explore this phenomenon.

Additional research might also address the personal variables surveyed, especially marital status. This variable contributed comparatively large effects to the regression equations for social work and, to a lesser degree, to parenting, but was not significantly related to teaching. According to the raw data (Figure 10), married directors tend to value all of the three kinds of tasks less than single directors do. The fact of marriage may not be the significant variable, but may be coincident with other variables. In this survey, for example, the ratio of married to single subjects increases with age. The results of the analysis of MAP responses relative to this variable are difficult to interpret.

The raw data for parental status (Figure 11) show a relatively large discrepancy for social work values. Specifically, directors who are not parents placed higher value on social work tasks than did parent directors. Multiple regression procedures did not support this as a significant finding, but future research might focus upon this variable and seek to explain the phenomenon if it is validated.

While the research population included only four male directors, the results of significantly higher evaluation of teaching tasks by males may reflect the cultural biases for socialization of men and women. The raw scores (Figure 12) graphically support such a perspective.

The multiple regression results for 35 subjects indicate that directors who are 50 or older value social work tasks less than do those in other age groups. According to the raw data (Figure 13), this difference is consistent across the three age groups. The results for

28 subjects indicate that directors aged 50 or older value parental tasks more highly than do other respondents. Figure 13 does not support this finding. This and other discrepancies may be attributed to difficulties related to the research sample size, the mixture of categorical and continuous variables, the loss of data because of incomplete questionnaires, and other difficulties previously discussed. Multiple regression analyzes the proportionate contributions of independent variables in the context of all other variables.

The comparison of effects of various categories of sponsorship, training type, or other individual variables is an analytic process outside the realm of this analysis. Additional research is needed to establish with greater clarity that which is suggested by the patterns drawn from the regression statistics. Those variables which appear to be most promising are center sponsorship, previous directorial experience, type of training, and age of directors. Populations which provide more male directors should be surveyed in order to reasses the relation of gender to model affiliation.

Reuse of the MAP, in conjunction with other measures, such as satisfaction or burnout indexes, might add to its criterion related or predictive validity. An analysis of individual items is also recommended in order to enhance the reliability of the instrument. Finally, replication with different populations related to child day care, such as workers at other levels, administrators of corporations which provide "commerical" care, parents of children in day care, and students in training, is recommended.

This survey has provided additional findings to support or challenge

results of other empirical literature and has introduced an instrument of potential value, the Model Affiliation Profile, but the results do not provide a definitive formula for prediction of day care values. While some variables show promise as part of such a prediction formula, the $\underline{R}^2$ coefficients are not especially large and unaccounted-for factors appear to be as powerful in such a potential formula as are those identified for this research. Thus, the future focus of the research should include other variables, as well as those included in this study. Like all values, those which guide day care center directors are difficult to assess and even more difficult to predict from known data.

There are several implications for counselors, in these findings. First, there is apparently no formula yet devised which can ensure selection of the "ideal" day care director. An agency in search of a director or parents seeking care for children could not be certain that a given philosophy of care would be held by the director, on the basis of any combination of the thirteen variables considered in this study. Nor could career counselors establish definitive expectations for prospective workers in the field. However, there are indications of trends which might be useful. For example, parents or persons looking for jobs in the field might find it helpful to know about a tendency of small for-profit centers to focus upon parenting tasks and the tendency of commercial centers to "devalue" social services.

Furthermore, as consultants work with day care staff, the MAP could be used to focus upon the differing values of workers. In-service training models might take into account the variables of setting, professional preparation, and personal history of the staff involved. For

example, a more mature (over 50) staff might need sensitization to the psychosocial needs of children and their families.

Finally, the study may serve the child care community simply by focusing upon the day care tasks in categories. This survey indicates that attention to social services in day care may be needed. Staff may need to be trained more effectively in assessment of such needs and appropriate delivery systems. Agencies may need to hire some workers from counseling, social work, or human services academic programs, in order to provide balanced programming in children. It is hoped that research of this type will continue, eventually resulting to a day care ideology which is cognizant of a wide range of child and family needs.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

Please provide information about yourself and your center.

Who owns the center?

_____ Yourself _____ The Government _____ A Church

_____ A Corporation Which Operates Four or More Centers

_____ A Smaller Business Organization or Person, Other Than Yourself, Who Owns One, Two or Three Centers

_____ Other. Describe Briefly _____

What is the licensed capacity of your center? _____

Approximately, what was your average daily attendance during the month of May, 1983? _____

Does your center enroll children younger than two? _____

Read carefully the attached information about socioeconomic categories of families and give the number of children in your center whom you believe to be from each category:

CATEGORY I _____ CATEGORY II _____ CATEGORY III _____

How many years did you attend college? _____

What is the highest degree you earned? _____

What was your major or (if no major) the area in which you did most coursework? _____

Do you have a college minor related to child care work, or any other relevant special training? If so, please specify. _____

What was the last year of your child care training? _____

How many workshops, professional meetings, conferences or in-service training programs do you usually attend each year? _____

How many years have you worked as a director? _____

How many years have you worked in other day care positions, such as teacher or aide? _____

How many years have you worked in other kinds of programs for young children, such as Kindergarten or Nursery School? Be specific. _____

Are you a parent? _____ Are you married? _____

Are you female? _____ Male? _____

Are you 30 or younger _____ 31-49 _____ 50 older _____

In order to assess the socioeconomic status of the families of children in your center, please consider what you know about each of the children enrolled and assign each child to one of the three categories provided. It may be necessary to use a degree of personal judgment in making a decision for each child; please assign to the category with the "best fit." Each child is to be counted in only one category. The totals of the three categories whould equal the total number of children enrolled.

Category I

Child
- has own room, clothing, and toys
- never experiences lack of food, light, shelter
- is expected to "pick up after himself," if old enough
- is accustomed to baby sitters and perhaps to cleaning women or other household help
- experiences a routine organization of time, for meals, bedtime, watching TV, etc.
- is clearly expected to go to college someday
- is given advantages of special lessons: dance, art, music, sports, etc.

Parents:
- one or both attended college
- work in professions, business, skilled technical work

Category II

Child
- lives in plain but respectable neighborhood, in house or apartment with adequate space for family
- is taught to be "respectable" and to be obedient
- is sometimes punished physically or by ridicule
- may be allowed to choose own TV, to eat wherever and whatever he chooses, to play as he pleases, etc.

Parents
- expect to own their own home someday, if not already
- may hope but do not expect child to attend college
- are high school educated
- are employed in unskilled or semiskilled jobs, as laborers, waitresses, etc.

Category III

Child
- shares his room, bed, clothing with other children
- may have experienced or be likely to experience being hungry or poorly clothed
- is free to be dirty or unmannered
- is free, or expected, to fight to take care of himself

Parents
- may want child to get enough education to be able to cope with the demands of modern life: getting a job, signing the lease, etc.
- are not securely employed; very susceptible to lay-off

APPENDIX B

MODEL AFFILIATION PROFILE

Below are 36 brief statements of functions or activities which day care centers might offer to preschool children and their families. Please consider each of them and make an X in the column, after each, which most nearly expresses how important you believe it to be as part of the job of providing day care to preschool children.

The Rating Categories Are:

++ Necessary or very important; I would give it a very high priority

\+ While I value it as a function or part of day care, I would not give it highest priority

0 Not being certain of its value, I would assign a neutral rating

\- While I recognize tha this might be done by day care providers, I think it is of little or doubtful value

-- I do not believe that this is a valid function or activity of day care and believe it should not be part of the program

	ACTIVITY OR FUNCTION	++	+	0	-	--
1	Teaching children to categorize foods, animals, objects, etc.					
2	Answering children's questions about sex and reproduction					
3	Setting up therapeutic programs for children with behavioral or emotional problems					
4	Providing care and comfort to children when they are feeling ill					
5	Modeling comfortable acceptance of body functions, dressing and undressing, and children's nudity					
6	Reporting to parents about their children's progress in learning					
7	Setting up learning centers, bulletin boards, and displays which stimulate learning					
8	Teaching children to be responsible for eating foods they asked for					
9	Inquiring tactfully about family relationships or problems, when appropriate					
10	Meeting with parent groups to discuss parenting styles or problems					
11	Diapering, toilet training, and/or helping children with toileting					
12	Providing screening programs for children's vision and hearing					

	ACTIVITY OR FUNCTION	++	+	0	-	--
13	Talking with children about pictures, to help them understand what they are about					
14	Teaching math and number skills: one-to-one matching; counting; recognizing sets of two, three, or four; etc.					
15	Being alert to symptoms of alcoholism or abuse in children's families					
16	Helping children learn to use descriptive vocabulary, such as adverbs and adjectives					
17	Providing parents with literature about parenting and family life					
18	Giving children help in learing to use a variety of art media					
19	Noting and discussing weather phenomena with children					
20	Working as part of the community's network of helping agencies					
21	Teaching children that they must share their things with others					
22	Helping children explore music, rhythm and movement					
23	Teaching children about common adult occupations					
24	Providing resources for families who are dealing with the death of one of their members					
25	Ensuring that children are fed nutritious foods at appropriate times					
26	Teaching children to manage their clothing: buttons, zippers, shoes, etc.					
27	Giving help to parents in securing government services and benefits, including referral to appropriate government agencies					
28	Planning units and lessons for children's learning					
29	Helping children learn to enjoy some time spent playing alone					
30	Giving children opportunities to form loving relationships with old people, babies, and others not of their own age					
31	Providing referral service to parents in need of family counseling					
32	Teaching children not to use bathroom slang or profanity					
33	Helping children to fall asleep comfortably...to get enough rest					
34	Maintaining resource files for single parents, to help them solve problems related to their family situation					
35	Teaching children to observe likenesses and differences in the things they see and the sounds they hear					
36	Helping parents understand children's responses to various stages of development: separation, toilet training, social learning, etc.					

APPENDIX C

ORIGINAL ITEM POOL FOR MODEL AFFILIATION PROFILE

providing literature about parenting and family life
inventing impromptu games, riddles, or songs for or with children
making or sending greeting cards with children's help
soliciting children's help in planning celebrations of holidays, etc.
helping children to develop concepts of time: to estimate or experience an hour, become aware of meanings of "tomorrow," "yesterday," etc.
encouraging children to ask for help when needed
being alert to the possibility that children may be victims of child abuse
providing tender loving care to sick children
inquiring tactfully about family relationships or problems, when appropriate
training children in left-to-right progression, as part of reading readiness
teaching the alphabet
teaching one-to-one matching of number
helping children explore and understand objects of nature
facilitating healthy child-parent separations and reunions
helping children to observe likenesses and differences in pictures and objects
helping children learn to use adjectives and adverbs
teaching children how to get organized for group activities
taking children to public places such as shops, stores or restaurants
providing resources for families who are dealing with the death of one of their members
creating an environment which welcomes family members of children in your care
giving help to parents in securing government services, such as food stamps
maintaining a resource list for single parents
cleaning up after meals with the help of children
maintaining personal contact with parents
meeting with parent groups to discuss parenting styles or problems
noting and discussing weather phenomena with children
helping children learn to listen to one another
teaching children about their country and its flag
planning together with children how to dress for the day's weather
allowing children to help with laundry chores
helping children learn to care for adult things, such as furniture
noting children's abilities in recognizing quantities of 2, 3 or 4
facilitating aggressive play which provides for expression of feelings
teaching children about common adult occupations
providing and serving nutritious food
working with children to repair broken toys
helping children prepare foods for snacks or meals
helping children learn to take turns
talking to other adults in children's presence
helping parents understand children's responses to toilet training

interpreting separation anxiety or resistence to parents
being alert for symptoms of alcoholism in families of children
providing a therapeutic program for children with emotional problems
explaining or interpreting child behavior to parents
interceding with employers on behalf of flexibility toward employees who are parents of young children
teaching children to answer the telephone
helping children to learn to function in a group which is comprised of a variety of ages
helping parents to become acquainted with others with whom they can work or share
diagnosing children's problems through observation of their play
teaching early reading
teaching children to compete
planning units of activities for children
diapering, toilet training, and helping with toileting
becoming aware of job needs and/or opportunities on behalf of parents of children enrolled
providing experiences that help children to explore and relate to their own cultural heritage
accepting rebellion by children as part of their growth
teaching children to eat as members of a social group
helping children to keep themselves clean
letting children share use of adults' tools, such as hammers
helping children to become aware of the perspectives of others
sharing the traditions of nursery rhymes and fairy tales with children
discouraging the use of bathroom slang or profanity by children
discouraging the use of toy guns or war toys by children
showing children how things work: motors, tools, appliances, etc.
teaching children to recognize vocal sounds that are similar or different
facilitating a comfortable transition into sleep, for children
sharing adult wardrobe or grooming aids with children
helping children to explore rhythm and movement
giving children opportunities to use a variety of art media
playing circle games with children
teaching children about the nutritional value of various foods
helping children construct with blocks
talking with children about pictures
providing referral services to parents who want help which your care cannot provide
arranging fee adjustments when families need them
providing parents with resources for health services: immunizations, check-ups, etc.
providing a "listening ear" for parents
helping children deal with death
teaching children to use correct names for body parts
reflecting to children some possible meanings of fantasies they create
expressing love and affection toward children
giving children accurate feedback when their behavior elicits anger from you

encouraging children to appreciate the value of silence
helping children learn to enjoy being alone
providing tangible rewards for compliant behavior by children
helping children learn to use money
encouraging children to take new risks in social situations
allowing children to take physical risks--in climbing or running, for example
inviting children to plan and pack for an outing or trip
sharing with children mementoes or photographs of family and friends
observing together with children the events and sights outdoors
helping children learn to use and enjoy public parks
keeping children's toys and belongings organized and in their proper places
holding children responsible for eating foods for which they have asked
sharing memories of one's own childhood with children
intervening to stop play that jeopardizes the toys being used
teaching children to be well-mannered in the presence of adults
requiring children to shree possessions with others
answering children's questions about sex and reproduction
working as part of the community's network of helping agencies
using symptoms, such as dwadling or tantrums by children, as clues to family needs
facilitating children's conversations about family problems
providing culturally-oriented activities for children, in consonance with their ethnicity
providing opportunities for children to interact with and care for animals
preparing children for kindergarten
cuddling and comforting children
setting up learning centers
providing eye-hand coordination activities such as coloring books or puzzles
helping children choose a good location or arrangement for a collection of objects
teaching children to categorize foods, objects, people, animals
teaching counting and recognition of numerals
doing gardening or lawn work together with children
inviting children to help clean out cabinets or drawers
encouraging children to make choices about what to do
modeling a comfortable acceptance of children's nudity, physical functions, dressing and undressing
allowing children to experience dirt, sand, mud, water
creating opportunities for children to express feelings through dramatic play
explaining to children the function of workers in their environment, such as repair people, mail carriers, meter readers
grouping children so that they are generally with others of their own age
planning graduations or other programs for parents to attend, in which children perform

planning lessons
sharing humor with children
arranging for private spaces where children can be away from others for a time
spending time with just one child
reporting to parents about their children's progress in learning
advocating for families in the community
allowing children to choose a place to nap
working with children in groups
helping children learn to tell stories which have a beginning, middle and end
providing bulletin boards and other displays which stimulate learning
talking with individual children about their interests or activities
helping children learn to follow directions

MEAN RATINGS OF PARENTING ITEMS BY PANELS OF EXPERTS

Item	parenting experts	teaching experts	social work experts
Providing care and comfort to children when they are ill	4.0	2.4	1.0
Modeling comfortable acceptance of body functions, dressing and undressing, and children's nudity	3.6	2.0	1.6
Answering children's questions about sex and reproduction	3.6	1.8	2.2
Helping children learn to enjoy some time spent playing alone	3.4	2.0	2.2
Diapering, toilet training, and/or helping children with toileting	3.2	1.0	0.4
Helping children to fall asleep comfortably, to get enough rest	3.2	1.0	1.2
Teaching children that they must share their things with others	3.2	1.8	0.6
Ensuring that children are fed nutritious foods at appropriate times	3.2	2.4	0.0
Teaching children to be responsible for foods they asked for	2.8	1.4	0.2
Teaching children not to use bathroom slang or profanity	2.8	1.6	0.8
Giving children opportunities to form loving relationships with old people, babies, and others not of their own age	(Not in original item pool in this form.)		
Teaching children to manage their clothing: buttons, zippers, shoes, etc.	(Not in original item pool.)		

MEAN RATINGS OF TEACHING ITEMS BY PANELS OF EXPERTS

Item	parenting experts	teaching experts	social work experts
Planning lessons and units for children's learning	0.3	4.0	0.9
Reporting to parents about their children's progress in learning	0.6	3.8	1.2
Helping children explore music, rhythm and movement	1.4	3.6	0.8
Teaching children to observe likenesses and differences in the things they see and the sounds they hear	1.6	3.6	0.8
Talking with children about pictures, to help them understand what they are about	1.8	3.6	1.0
Giving children help in learning to use a variety of art media	1.8	3.6	1.2
Setting up learning centers, bulletin boards, and displays which stimulate learning	0.6	3.5	0.6
Teaching math and number skills: one-to-one matching; counting; recognizing sets of two, three, and four; etc.	1.1	3.5	0.2
Teaching children to categorize foods, animals, objects, etc.	1.6	3.4	0.4
Noting and discussing weather phenomena with children	1.0	3.2	0.6
Helping children learn to use descriptive vocabulary, such as adjuctives and adverbs	1.2	3.2	0.0
Teaching children about common adult occupations	0.8	2.8	0.8

MEAN RATINGS OF SOCIAL WORK ITEMS BY PANELS OF EXPERTS

Item	parenting experts	teaching experts	social work experts
Being alert to symptoms of alcoholism or abuse in children's families	0.2	1.2	3.8
Setting up therapeutic programs for children with behavioral or emotional problems	2.0	3.0	3.8
Helping parents understand children's responses to various stages of development: separation, toilet training, social learning	0.9	2.6	3.7
Providing resources for families who are dealing with the death of one of their members	0.6	1.8	3.6
Providing referral service to parents in need of family counseling	0.0	1.8	3.4
Providing parents with literature about parenting and family life	0.6	1.6	3.4
Meeting with parent groups to discuss parenting styles or problems	1.0	1.8	3.4
Maintaining resource files for single parents, to help them solve problems related to their family situation	0.4	0.8	3.2
Giving help to parents in securing government services and benefits, including referral to appropriate government agencies	0.0	1.0	3.2
Working as part of the community's network of helping agencies	0.4	1.6	3.2
Inquiring tactfully about family relationships, when appropriate	1.4	2.0	3.2
Providing screening programs for children's vision and hearing	(Not in original item pool.)		

APPENDIX D

LETTER SOLICITING PARTICIPATION

Dear Director,

Like you, I have spent years as a child care provider. During those years, I became concerned about our work and its future. Recently, I've noticed that day care as a profession is gaining attention in journals and conferences. This seems to be a good time to learn more about ourselves and how we view our jobs of providing care to young children.

I am asking for your help in learning more about day care center directors. I have prepared the enclosed questionnaire and values inventory (Model Affiliation Profile, or MAP) for this purpose. This project is being carried out under the direction of Loyola University, where I am completing requirements for the PhD degree.

Please complete the questionnaire and the MAP and return your responses in the enclosed prepared envelope. At the same time, mail in the separate post card to notify me that you have completed your participation. In this way, your response will remain anonymous. In the use of the information you share, I will be sensitive to the risk of lack of confidentiality and ensure that your responses do remain confidential.

I know how precious time is to day care directors, but I urge you to participate because I believe that the results can be used to advocate for day care workers and thus, eventually, to make the day care environment even better for the children who are doing a lot of their growing up in it.

If you have any questions, feel free to telephone me, collect, at (312) 566-5757. I'll appreciate your cooperation very much and will try to use the results for the benefit of all of us involved in day care.

Very truly yours,

Margye Smith

LETTER OF REMINDER

Dear Director,

I'm happy to say that most of the questionnaires I distributed to all of you, this summer, are back and the preliminary findings are quite interesting. If you've already responded, I thank you; if not, please do.

I hope to obtain as accurate a picture of daycare directors, centers, and program priorities in Lake and McHenry Counties, as possible, and I think that a good response will help all of us in several ways. First, the more we know about who we are and what we value, the more we can work for the kinds of conference programs and journal articles that will really meet our needs. It may be possible to improve child care training programs and to improve our own hiring and staffing practices, too, as this kind of information becomes available. Hopefully, we'll come to see more of what we all have in common and in which ways we are different. And, finally, we may be able to present ourselves and our programs to the public more effectively.

About this time of year, when we're gearing up for a new "year" it's easy to see that there are more things that daycare could or might do than we can ever get done. That makes it important to set priorities for our work, and my research packet is designed to find out something about what those priorities are and how they come to be. EVERY CENTER AND EVERY TYPE OF PROGRAM MAKES ITS OWN KIND OF IMPACT AND, FOR THAT REASON, I HOPE YOU WILL BE INCLUDED IN THE FINAL RESULTS.

Even though it is a busy time for you, I hope you'll take time to scan the enclosed preliminary information and will enjoy seeing where you and your center fit into this emerging picture. If you still have not responded, please do so by September 15, as I hope to feed it all into a computer by September 15, for final analysis. Remember that <u>all responses are anonymous</u>.

If you have questions or have misplaced your packet, call me....

If you've already mailed in, thanks a lot!

Sincerely,

Margye Smith

APPROVAL SHEET

The dissertation submitted by Margye Smith has been read and approved by the following committee:

Dr. Gloria J. Lewis, Director
Chairperson, Counseling Psychology, Loyola

Dr. Donald Hossler
Assistant Professor, Counseling Psychology, Loyola

Dr. Carol Harding
Assistant Professor, Department of Education, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

January 14, 1985
Date

Gloria J. Lewis
Director's Signature