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ABSTRACT

This research report studied the relationship between families and day care centers as systems. Three levels of subjects were investigated: 23 day care centers in Lansing, Michigan, day care staffs and families of children enrolled. Three questionnaires were developed to obtain data on demographic and attitudinal variables. A director's questionnaire focused on demographics of the centers. A staff questionnaire included a work satisfaction scale. The family questionnaire sought information on how parents assessed and chose a center. Several attitudinal scales were included in both the staff and the family instruments. Sex role differences, sex role socialization, ethnic perceptions, coorientation, interaction network academic expectation and satisfaction measures were employed. Questionnaires and standard statistical summaries for each item in each of the three questionnaires can be found in Appendix B. Descriptive and interpretive analyses of the data are presented in separate sections of the study. It was concluded that institutionalized day care is increasingly accepted by families who utilize day care centers. Skill as care-givers stems from systematic academic experience, not from direct experience of a parenting role. Differences exist in the way the role of the day care center is defined in relation to the family system. Letters and printed materials, questionnaires and statistical summaries are appended.
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RESEARCH REPORT

INTERACTIONS BETWEEN FAMILY AND DAY CARE SYSTEMS

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FINAL TECHNICAL REPORT

SUBMITTED TO THE

STUDENT-ORIGINATED STUDIES PROGRAM

DIVISION OF UNDERGRADUATE EDUCATION IN SCIENCE

NATIONAL SCIENCE FOUNDATION

WASHINGTON, D.C. 20550

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INTRODUCTION

While demands for day care facilities for children continue to rise, a comparable situation develops concerning the controversy surrounding the impact of day care on children, family systems and society in general. The social acceptability of group day care has increased as the trends for maternal employment, early childhood education, and cognitive enrichment have merged. The need of arrangements for the care of children whose mothers are in the labor force is indicated by the following national statistics:

33% of all mothers with children under six years of age are currently employed (League of Women Voters, 1972).

14% of all United States families are female-headed (Behavior Today, 1974).

For 4.5 million children under six in need of day care, only 700,000 places are available in day care centers and licensed homes (Keyserling, 1972).

In nearby Ingham County, a 1973 survey indicated that 5,172 mothers with children under six years of age are employed (approximately 30% of the mothers with children under six) and that 913 spaces are available in day care centers, 1,368 in licensed day care homes for 7,507 children in need of day care (Cole, 1974).

The need for systems of day care for these children has been acknowledged by a variety of professionals. However, several reservations have been expressed, both by experts and by the public in general, concerning the effects of widespread maternal employment and institutionalized care of children on the American society. The focus of the majority of these

reservations appears to be a concern about the interaction between day care systems and the structure of the family (Kagan, 1970). Particular importance is placed on the possibility that a modification of the viewpoint incorporated in the American society involving the family's responsibilities will accelerate trends toward a weakening of the family structure.

Increased day care facilities would initially be used largely by employed mothers whose children are in unsatisfactory care situations. On the other hand, an increase in the supply of day care systems could be viewed as creating new demands on women who have not been previously employed but who would consider employment as an option if satisfactory child care services were available. Thus, increased availability of day care systems could presumably increase the rate of maternal employment, resulting in a rise in the number of lower- and middle-class children being raised outside the boundaries of the home.

Several specialists in child development (Kagan, 1970; and Stevenson and Fitzgerald, 1972) have expressed concern that relatively little is known about the effects of daily care of children by an outside institution on parental attitudes toward their child-rearing responsibilities. Kagan expresses the fear that mass day care will subtly persuade parents that day care staff are chiefly responsible for the child, creating the danger involved in placing responsibility on an individual who does not truly control the child. Educational specialists (Rowe, et al., 1972) have also issued a warning against the development of programs which result in the withdrawal of parents from responsive, long-term relationships with their children. While both Kagan and Rowe, et al., refer to "good" day care systems which would avoid these dangers, criteria for judging day care systems with these concerns in mind are usually not stipulated.

Somewhat related warnings have been expressed by O'Brien, Pardee, Schachter and Wortis (1971) and Steinfelds (1973). These authors feel that widespread acceptance of day care may lead to professionalization of child care to the degree that standards set for child-rearing practices could be met only within a professional institution. This, in turn, would lead to the devaluation of the parents' abilities to meet any of the child's needs. From this perspective, the cause of the loss of parental function is viewed to be day care systems and the coercion of expertise, as opposed to the characteristics of any single day care facility.

In contrast, other professionals have noted that the tendency of certain day care programs to view their role as that of extending education downward (with emphasis on high professional standards for staff and a devaluation of parental input) could lead to feelings of inadequacy among the parents involved. The effects of family-program interaction have been explored by Prescott, Milich, and Jones (1972). They emphasize the importance of the degree of congruence between the values, expectations and child-rearing methods employed by the parents on the one hand, and those of the day care staff on the other, in determining the quality of the day care experience for the child. Several variables in the family system, the day care structure, and the day care staff were shown to be related to congruence in child-rearing values and child-rearing methods utilized. In addition, congruence was found to be related to the value of day care for the child.

Bronfenbrenner (1970) has expressed yet another concern about the family-program interaction. Believing that the separation between the adults' world and the child's world is delineated far too much in our society, Bronfenbrenner sees the widespread adoption of institutionalized day care as extending this separation to an even earlier age. A "good" day care

program, according to this criterion, must place emphasis on the effort to integrate children into the real adult world rather than isolate them further.

Many of the previously cited concerns revolve more around the implications that some day care systems can be harmful to children, rather than around a general mistrust of the concept of day care. Fear is prevalent that the wrong people will be in control of the day care situation, with particular concern about facilities run by corporations or by franchised commercial operators. The intervention by the federal government in stipulating guidelines, determining eligibility, and most notably requiring mothers on welfare to place their children in day care systems is also viewed as having negative consequences for both family and day care systems.

Minority groups may view widespread day care as a strategy to separate children from their parents (Rowe, et al., 1972). Certainly a strong impetus to the day care movement was provided by programs (e.g., Headstart) designed with the express purpose of removing children from deficient environments in order to intervene in the socialization process and counteract the "bad influence of the parents". Even the authorities most strongly opposing the availability of day care systems for middle-class families (on the premise that a child can best be brought up in the home) still support day care for disadvantaged children (Meers, 1971). Thus, parents are receiving two contradictory pressures depending upon their social class. White, middle-class parents are told to remain home during the early years to provide constant caretaking figures. For lower-class, disadvantaged families (particularly those on welfare), the family life

is no longer protected and the role of experts in fostering early cognitive development is stressed.

Interestingly enough, some of the more radical proponents of widespread availability of day care systems have proposed extension of the above "enrichment argument". These professionals feel that no family can, by itself, do an optimal job of child-rearing. Here emphasis is placed on the value of day care systems to the child-rearing function of all families (O'Brien, et al., 1971; and Edmiston, 1971). Day care systems are viewed by this group as optimally serving the child-rearing function of any family, and as an agent for beneficial structural change within the family system. In this case, the ideal day care system is family-oriented as opposed to child-oriented, and should provide support and family services to the family unit. By providing parents the opportunity to participate in a child-centered community, day care systems would remove them from the "isolation" of rearing children within the nuclear family (Edmiston, 1971; Rowe, et al., 1972; Steinfels, 1973).

As can be seen in the variety of viewpoints presented on the topic of day care, a number of opinions are frequently expressed while relatively little is still known about the effects of daily care of children by an outside institution. A review of the research literature reveals an equally complex and confusing picture. In her excellent analysis of available research on day care, Thompson (1975) classifies the studies reviewed in the following categories:

- (1) Day care as early childhood education
- (2) Day care for disadvantaged children
- (3) Assessment of day care's impact on children's psychodynamics.



- (4) Day care as an institution furthering social change
- (5) Assessment of day care use and needs

Each category reflects a particular focus, political position, type of research and various concerns with family-day care interactions. Effects of programs and materials on children's cognitive growth, the effectiveness of day care programs (most notably, Head Start programs) the effects of multiple mothering on children and family systems, and expectations and preferences of users have been examined by various researchers and research groups, according to Thompson. She states, "on the whole, much of the research is very badly done", and concludes that the methodological sophistication of the research reviewed ends with the sampling procedures employed. Her general critique includes the following conclusions:

1. Questions are occasionally ambiguous. In some studies, the response category "other" received more responses than any of the listed items, making interpretation of the results questionable.
2. Most of the variables used (excluding demographic variables) are strictly nominal.
3. Most of the studies use no statistical analysis procedures whatsoever: The use of correlation, regression, or analysis of variance is almost nonexistent.
4. Results are usually presented by indicating the percentage of respondents giving each response.

Thompson further calls attention to specific points of interest. She notes the high number of studies listing "families" as the population while interviewing mothers only. Frequently, differences are commented upon by the researchers without any apparent question as to their significance.

Implied in Thompson's discussion is a cautious tone with regard to the utilization of the results in support of the perspectives inherent in any one of the five categories outlined in her review.

In summary, much of the concern about the interaction between family and day care systems encompasses a wide range of variables, depending upon the political stance and disciplinary interest involved. The majority of studies conducted on family-day care interactions is methodologically poor, with little or no statistical procedures involved. A variety of variables, including type of day care system, goals and attitudes involved, and methods utilized, have been awarded importance in addition to variables within the family system. In order for an adequate evaluation to be made of effects of the interaction between family and day care systems and in order to make available relevant information involving this wide range of structural variables, both the family and day care systems must be investigated.

Conceptual Approach

As modern science employs computers for storage and retrieval of data, and the further experimental techniques become automated and less dependent on the individual skills of the experimenter, classical specialists give way to interdisciplinary teams of scientists who may help to diversify knowledge by transfer of concepts from one discipline to another. With regard to complex problems affecting the entire society, one of the major obstacles involved is to find a method of constructing effective delivery systems for the application of scientific knowledge and technology (Dockens III, 1974). Concern for the family system has also generated literature involving a variety of subgroups in the general American population (Bernard, 1966; King, 1967; Sotomayer, 1971; and Staples, 1971).

Of recent interest in the family system, the emphasis placed on the role of the American woman (Bracer, Meir and Rudwick, 1971) reflects a permeating change in the American society (Bernard, 1972; Howe, 1972). Such interests inevitably lead to the topic of day care systems, and their influence on the American family (Rowe, Fein, Butler, Rowe, Bunting, and Johnson, 1972). The complexity involved in an attempt to explore the interaction of family and day care systems seems to require the interdisciplinary systems approach incorporating knowledge and concepts from a variety of related disciplines (Sorrells and Ford, 1969).

Boulding (1968) refers to general systems theory as the "skeleton of science" in the sense that it aims to provide a framework or structure of systems on which to hang the flesh and blood of particular disciplines and particular subject matters in an orderly and coherent corpus of knowledge. The conceptual model of the system is a relativistic and extensive rather than an absolute and essential mode of thought. It examines the nature of an entity in relation to the things it affects and is affected by rather than in relation to essential characteristics.

The use of the system as a conceptual tool requires no verification in research; the only requirement is for the system to be consistent with its set of definitions. It offers a conceptual framework that shifts attention from characteristics possessed by individual entities to interaction and relatedness, and can accommodate an interdisciplinary team comprised of members representing the disciplines of Communication, Computer Science, Family and Child Life Science, Social Psychology, Social Science, Social Work, and Sociology.

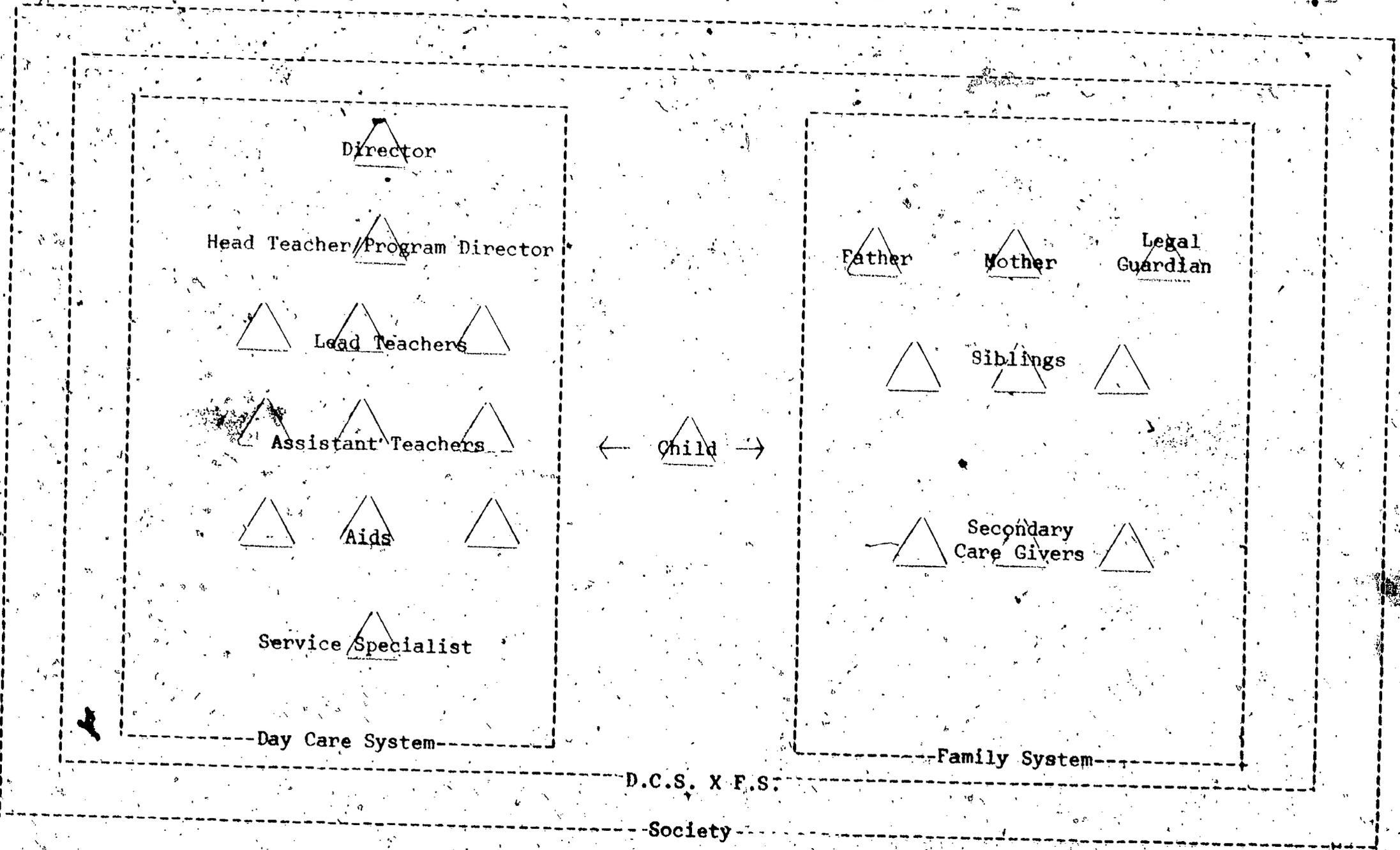
Acknowledging that the interaction of individuals from different disciplines in the formulation of problems offers a much wider range of alternative questions and solutions, it is quite conceivable that an interdisciplinary team can produce a considerable amount of data and yet fail to make any significant contribution to solving a problem. Additional difficulties arise from the diverse terminology of the participating team members. Two advantages in the use of the systems approach as an intra-team frame of reference are worthy of mention. The first involves a set of terminology which is applicable to all the disciplines represented. This lowers the probability that communicative interactions essential to the team's output will cease.

The second advantage stems in part, from the first, and involves frames of references. A system has a frame of reference; in using the system's conceptual model it is essential to specify that frame of reference. Each frame of reference generates a very different perspective and yet each is describing the same empirical object. Not infrequently do arguments and misunderstandings develop when an individual on one systemic level attempts to convey an idea or interpretation to an individual "listening" on a different systemic level. Further, interpretations generated on one systemic level need not be applicable or hold true on another systemic level.

Figure 1 illustrates the conceptual framework developed by the research team, and defines the systemic boundaries surrounding the conceptual systems of concern in the present study. As can be seen in the diagram three major systems have been identified. The reader should keep in mind that each system is composed of systemic elements which form sub-systems,

FIGURE 1

A GENERAL SYSTEM FRAMEWORK FOR THE STUDY OF FAMILY AND DAY CARE SYSTEMS



with a particular sub-system generating a new frame of reference. A review of the three major subsystems is in order. Included in the review will be a description of the types of variables usually identified, and a cursory review of some of the available research on day care identified by Thompson (1975).

I. Day care systemic level. Concern is usually focused on such variables as staff-child interaction, staff attitudes and expectations, staff perceptions of the day care center, staff perceptions of parents and their satisfaction with the day care center.

Related literature: Thompson comments on the difficulty in separating staff attitudes from the "attitude" of the center, which is formulated through some kind of interpersonal process. Several studies however, attempt to assess staff attitudes. Prescott, Milich, and Jones (1972) asked day care staff about the level of satisfaction with the care children received at home. The staff were generally critical: 96% of the staff in public centers and over 70% of the staff in private centers expressed dissatisfaction with home care. Fitzsimmons and Rowe (1971) and Thompson (1971) found the staff/child ratio to be a principal indicator of high quality care. Prescott, Jones and Kritchevsky (1972) also attempted to measure staff's perception of their roles. Type of role concept was found to be related to attitudes toward both authority and warmth.

II. Family systemic level. Such variables as parent-child interaction, parent expectations of the child, parent satisfaction with the day care center, parent's perception of staff and perception of staff's perceptions, and characteristics parents consider important in their selection of day care centers have been assessed.

Related literature: In general, day care center users have been found to be more highly satisfied than families using other child care arrangements. Ruderman (1968) found users to be more highly satisfied (83% highly satisfied) than nonusers. Ayers (1973) found that 50% of the respondents rated the ability of the center used to fulfill their child's needs as excellent, 47% rated the center as good. In a study comparing satisfied and not satisfied users of day care centers, Handler and Fredlund (1971) found that satisfied mothers placed more emphasis on their own needs than on the child's and had lower expectations of the center than non-satisfied mothers.

Many studies have shown the preferred form of child care to be care in the child's own home by a relative or babysitter. Strand (1970) found that 61% of the respondents would prefer their home if they could arrange for child care in any way they wished; 15% preferred a group center. Rowe et. al. (1972) found 45% would prefer care in the home while 33% preferred a center. Smith and Herberg (1972) found that for most ages of children, home care was preferred. However, for children three to five years of age, center care was preferred.

Thompson comments on the "confusion of the morass of data" involving characteristics parents consider important in choosing a day care center (for a detailed review of the literature, the reader is referred to Thompson (1975)). One recommendation is that it should be a relatively simple task to choose a limited number of features, relatively representative of those used in previous studies, and to present these items to subjects, with instructions to rank all alternatives in order of importance or preference. A score for each subject on each feature

would be obtained and these scores could be used for future secondary analyses.

III. Interaction systemic level (refers to the interaction between the family and day care systems. Parental involvement and the congruence of attitudes, expectations and perceptions between family and day care systems are variables frequently identified.

Related literature: The level of congruence between the values, attitudes, and expectations of the parents and the respective day care center staff is considered an important variable on this systemic level. Nevertheless, Thompson points out that it is an issue which has received much commentary and little research interest. Prescott, Milich and Jones (1972) assessed the attitudes toward warmth and authority of both parents and staff. According to a comparison of emotional climate in the home and center, about 25% of the children from warm homes were placed in centers rated cold. Slightly under 50% of the children from cold homes were placed in cold centers.

Only one study reviewed by Thompson assessed the congruence between parent and staff. Handler and Fredlund (1971) compared the rankings of importance of center goals given by parents and their children's teachers. In addition parents were asked which goal they thought the teacher stressed most. Satisfied users had higher perceived consensus than non-satisfied users. There was no difference between satisfied and not satisfied users on actual consensus, with actual consensus being quite low. Thompson further points out that it is on the variables associated with parent participation in day care center activities that the different positions on day care clash.

In utilizing the systems approach as a conceptual frame of reference, the research team was able to identify a number of variables necessary to assess the interactions between family and day care systems. Standard demographic variables such as age, sex, SES, education level, etc., were identified for both the family and day care systems. Variables noted by Thompson (1975) as needing standardization and/or clarity yet necessary for meaningful assessment on the interaction systemic level were also identified. Several variables reflecting disciplinary interests of particular team members and awarded importance included sex role perceptions of children's behavior, ethnic perceptions, questions geared at assessing communication networks, and the development of a satisfaction scale. Whenever possible variables on both the family and day care systemic levels were identified before concerns on the interaction systemic level were dealt with.

Methodology

Subjects:

Due to the nature of the topic at hand, three levels of subjects were identified: day care center, day care staff, and families of children enrolled in full-time day care programs. In order to statistically accommodate hypotheses generated at the various systemic levels identified, each level of subjects received equal attention. This procedure provides clearly defined limitations of generalizations from analysis of data extrapolated on each systemic level.

Employing the standard metropolitan statistical area (SMSA) of Lansing, Michigan as the geographical target area, 29 licensed, full-time day care centers were identified. Three of the centers identified were not in operation during the project interim. Of the 26 centers in operation, one center did not meet the requirements for a "day care center" stipulated in the "Requirements for Licensing and Recommended Standards" disseminated by Michigan's Department of Social Services.

Two centers refused to participate in the study. Reasons presented for refusing to participate were (1) the Parent Board of one center felt that the questionnaires used in this study were an "invasion of privacy" and (2) the owner of the second center was simply "not interested" in becoming involved with the study.

The remaining 23 centers all agreed to participate in the study, and it was determined (through examination of preliminary data) that the exclusion of the two centers refusing to participate would not affect the generalizability of the data. It can be shown that the characteristics of the eliminated centers could be found in the centers participating in the study. Further, when employing the classification scheme proposed by Meade (1971), the eliminated centers did not affect representation of the types of centers delineated. Since the crucial point involves representation of types of centers, the research team felt the two eliminated centers did not adversely affect the generalizability of the data to different types of centers.

All part and full-time staff members employed by participating day care centers were included in the sample. Staff members included those persons who worked both directly or indirectly with the children enrolled.

Those staff members working directly with the children included directors, teachers and teachers aids. Staff members working indirectly with the children varied from center to center, but generally included secretaries, cooks and maintenance personnel. The research team felt that those staff members who did not work directly with the children had some effect on the interaction both among staff members and between children and those staff members working directly with them. Observations made at various day care centers revealed that this type of staff member was frequently involved in significant interactions, despite the fact that the majority of studies involving day care staff exclude staff members who do not work directly with the children. For these reasons they were not omitted from the sample.

Families with at least one child enrolled and active in participating day care centers were randomly sampled, with a sampling fraction of one to four (1/4). A stratified sample along racial, SES, and single/dual parent families was considered. However, the research team rejected this procedure due to insufficient information relevant to those strata regarding the population using full-time day care centers.

The random sample of families was chosen in the following manner: A list of children currently enrolled in each participating center was obtained from the Director. Children were used as the sampling unit instead of families for two major reasons; many families have more than one child enrolled in a day care center and the family questionnaire was developed to be answered in terms of one child.¹

¹ When two children from the same family were chosen in the sample, the second child was eliminated and the next randomly selected alternate was used. This procedure prevented families from having to fill out two questionnaires.

Each child on the list was assigned a number, and the appropriate sample number was selected utilizing a table of random numbers.

Further, an additional list of randomly selected alternatives was constructed in the same fashion. Whenever a family refused to participate in the study, the next randomly selected alternate was used. Alternate family refusals were handled in the same way.

Questionnaire Development:

In order to handle the complex task of developing the instruments to be used, the research team utilized the systems approach. First, systemic elements considered important were delineated at the individual, family, day care and interactive systemic levels. Two subteams were then formed to develop questions pertaining to demographic and attitudinal variables. The findings of previous studies were considered regarding important variables, successful questionnaire administration, and applicability for computerized data processing.

Computer programs and routines relevant to the design and administration of the questionnaires were identified. Available factor and cluster analysis programs were further investigated to aid in the identification of discriminating clusters of variables or dimensions pertinent to day care and family systems. Discriminant function analysis was employed in order to determine the variables in both systems which would provide the best mapping from one set of variables to the other. Careful attention was directed toward eliminating response bias and demand characteristics from questionnaire items.

The results of the research team's efforts are the three questionnaires used in this study: a director's questionnaire, a staff questionnaire, and a family questionnaire (see Appendix B). The director's questionnaire consisted of questions regarding the demographics of the center, e.g., cost per child per day, racial composition of children and staff, number of children per staff member, decision-making policies, etc. All the questions in this questionnaire were developed by members of the research team, with the exception of question number nine. This question dealing with "areas of responsibility" was developed by a research team from Pennsylvania State University (Green, et. al., 1972:9).

While a large number of questions were designed for both staff and family questionnaires, each include questions specific to staff members employed in day care centers and families with children in day care programs. Questions specific to staff members include length of employment, position, day care -related training experiences, children enrolled in day care programs, etc. Child care preferences, household member, socio-economic status and type of transportation utilized are among the questions specific to the family questionnaire. These questions were designed by the research team.

Since one of the primary interest areas involved differences between staff and parents' values and perceptions, a number of attitudinal scales were included in both staff and family questionnaires. Sex role differentiation was selected as a major variable. Questions assessing values placed on sex role differences (items 41-43, in staff questionnaire; items 69-71 in family questionnaire) were straight forward.

Although many measures assessing sex roles or sex role socialization exist in the literature, none seemed appropriate to the purposes of this study. It was thus necessary to construct such a scale (items 38-40 in staff questionnaire; items 66-68 in family questionnaire). The check list of frequency of stereotypic behaviors each for children, girls, and boys was developed as a less obtrusive measure than the direct, confronting question, "How do children (girls, boys) act?". The frequency format seemed to allow the subject to respond to differences in behavior where it was deemed appropriate.

Two scales involving ethnic perceptions comprise a second set of questions included in both questionnaires. An ethnic value scale was included to measure beliefs in the importance of one's own and others ethnic values (items 54-57 in staff questionnaire; items 72-75 in family questionnaire). The second scale is an ethnic perception scale designed to measure attitudes toward American Indians, Black Americans, Oriental Americans, Spanish-speaking Americans and White Americans (items 58-62 in staff questionnaire items 76-80 in family questionnaire). A semantic differential scale (see Osgood, et. al., 1957) was chosen since it had been successfully used to measure racial perceptions (Morland and Williams, 1969; Williams, 1964). All scales in this section were chosen by the research team.

There are four other scales which are designed to compliment each other: a coorientation scale, an interaction network, an academic expectation scale, and a satisfaction scale. The general orientation technique was selected because of its successful use in educational research in general (see Brookover et. al., 1972), and because it would enable the

research team to ascertain congruence in parents and staff perceptions of each other. Questions involving academic expectations were taken from Bennett (1974). This scale is expected to show if staff's and parents' academic expectations of children are congruent. In order to measure congruence between staff and parent perception of the respective day care center, a scale developed by the Pennsylvania State University Study (Meyers et. al., 1972) on parents perception of day care quality were used in the family questionnaire (items 7-17) and modified to measure staff perception (items 18-29).

A small number of specific items in both questionnaires should be noted. The work satisfaction scale was developed by Cleo Cherryholmes (items 18-37 in staff questionnaire).² This scale was included because of its successful use in measuring teacher satisfaction with work.³ Items dealing with importance of assessing and choosing a day care center (items 29 and 30 in family questionnaire) were developed by the research team.

Prior to administration of the questionnaires to actual subjects, team members conducted practice administrations for feedback on item clarity, ease of administration and assessment of time constraints. In addition feedback was solicited from a number of faculty and day care professionals. All materials were approved by the University Committee on Research Involving Human Subjects (UCRIHS).

² Permission to use this scale was obtained by personal communication with Dr. C. Cherryholmes, Department of Political Science, Michigan State University.

³ Personal communication, Dr. W. B. Brookover, Department of Sociology, Michigan State University.

Upon meeting the respondents for the first time, the interviewer presented a letter of introduction (see letter #4, Appendix A) and asked the respondents to read and sign the Subject Consent Form (see Appendix A).

During the interview, respondents were asked not to consult with any member of the family while completing the questionnaire. The interviewer remained in the presence of the respondent(s) in order to answer all questions and to administer items 29 and 30. When the questionnaire had been completed, detailed questions about the study were answered, and the respondent(s) was given a check covering the \$5 reimbursement fee.

The interviewer then left to record the responses for items 29 and 30 (see Coding Sheet for Items 29 and 30, Appendix A). (Cards for these items were shuffled after each interview.) After recording the day care center number and subject number, completed questionnaires were turned in for random assignment to team members. Team members then coded and punched the data on IBM cards. More often than not, team members did not code and punch questionnaires they had administered.

The procedures outlined above for family contact were followed for all participating centers, with the exception of the Head Start centers. Since the families enrolled in these centers were primarily families referred by Protective Services, a special procedure was followed at the request of the Administrative Directors of these centers and Protective Services. For these centers, the children's initials were randomly sampled and given to the Administrators. They in turn identified the families thus selected, and these families were visited by the center's

Social Worker. Those families agreeing to participate were then contacted by team members, and an interview was scheduled. Procedures followed after contact were the same as those stipulated above.

Procedure: Initially, meetings between Directors of day care centers participating in the study and members of the research team were scheduled. During these meetings, the purposes and procedures involved were fully explained. When necessary, a team representative attended Board of Directors and/or Parent Board meetings for further clarification and approval. Once approval had been granted, Directors were issued letters for dissemination to all parents whose children were enrolled in their day care center. This letter of introduction (See Letter #1, Appendix A) described the study, and informed parents of the possibility that they would be included in the study. After the letters were disseminated to all parents, the Director scheduled a time period when team members could visit the center and administer the director and staff questionnaires. At that point in time, a letter of introduction to day care center personnel (see Letter #2, Appendix A) was distributed through the Director of the center.

Each scheduled center was assigned to a subgroup of team members, headed by a Subgroup Coordinator (SC). The SC's responsibility included sampling of families enrolled in the center's program, the collection of printed materials available (see SC's list of Printed Materials, Appendix A), the administration of the director and staff questionnaires to the Director, and the coordination of the staff questionnaires administered by the subgroup members to all other staff members. A definition list was provided (see Interviewer's Definition List,

Appendix A) to handle anticipated problems of clarity. Prior to administration of all questionnaires, each respondent was required to sign a consent form (see Subject Consent Form, Appendix A).

When all available day care center personnel had been interviewed, the SC addressed letters to families randomly selected (see Letter #3, Appendix A). The letter provided a more detailed explanation of the procedures involved (purposes and procedures of the study, length of interview, reimbursement fees, etc), and was disseminated by the Director of the center.

Care was taken to insure that a requisite minimum number of staff members knew the names of the children selected. Further additional questionnaires were left with the Director for staff members who were not available (illness, vacation, etc.), and arrangements were made for the completed questionnaires to be picked up at a later date.

After the selected parents received their letters, they were contacted by the SC in charge of the respective day care center. Further points of clarification were provided when necessary, and an interview was scheduled. In assigning scheduled interviews to team members, factors taken into consideration included the sex of the team member and respondent(s), geographical proximity, whether the family was a single-parent or dual-parent family, and the respondent's comprehension of the English language. Team members then contacted assigned respondents to confirm the time scheduled by the SC.

Results

Standard statistical summaries for each item in each of the three questionnaires is presented in Appendix B. When appropriate, total number of responses per item, total number of responses checked for each possible response, means, standard deviations, and number of missing responses are noted. A general summary of selected items will be presented for each questionnaire followed by the results of analyses computed on selected sub-sets of items. Since only a portion of each questionnaire will be reviewed in this report, the reader is advised to review each of the questionnaires contained in Appendix B.

Descriptive Analysis

A Director's Questionnaire was completed for all of the day care centers which participated in the study (n=23), with 65% of the centers identified as a corporation not for profit, 32% proprietary not for profit, 9% corporation for profit, and 4% proprietary for profit. Of these centers, 39% have been in operation one to three years and four to six years each, while the remaining centers varied from under one year to over 20 years. 39% of the centers meet state licensing requirements and 61% of the centers meet both state and federal licensing requirements. From a variety of identified sources of funding, 91% of the centers stipulated parent tuition and social service reimbursements as the two major sources of funding.

77% of the centers have a Board of Directors and 23% do not. In contrast, only 45% have Advisory Committees while 55% do not. Parents of children enrolled in the center (mean = 6.59; s.d. = 7.27) and community representatives (mean = 4.29; s.d. = 3.74) are most frequently represented on boards

of directors while for advisory committees, the largest numbers of members are parents ($m = 9.33$; $s.d. = 8.49$) and other staff members of the center ($m = 3.0$; $s.d. = 1.15$).

Table 1 shows the mean numbers of full- and part-time staff members. Table 2 presents the mean numbers of paid and volunteer staff members of the centers identified by race. Full-time paid teachers, part-time teachers aids and part-time volunteers are the most frequently utilized categories of staff members. Of the minority groups identified, Blacks seem to be most frequently hired. In considering only paid personnel, the average staff-child ratio is 1/6 ($M = 5.91$; $s.d. = 1.59$).

In describing the children served by the center, 42% of the directors stipulated their centers as serving mostly children of professional and white collar workers, 32% as serving mostly children from families receiving public assistance, 11% as serving mostly children of factory or other blue collar workers, and 11% as serving only children from families receiving public assistance. Only one center was identified as serving only children of professional and white collar workers. Tables 3A, 3B, and 3C show the mean numbers of children presently enrolled and enrolled during the 1974-75 school year according to sex, and the mean numbers of children presently enrolled according to race. Table 4 contains the mean numbers of full- and part-time children currently enrolled according to age group.

As depicted in Tables 3A and 3B, day care centers undergo a significant reduction of enrollment during the summer. Table 3C shows that white children are most often represented in center enrollment, with black children being the most frequently represented minority group. Table 4 indicates that the largest number of currently enrolled children fall in the over three but under five age range.

TABLE 1.
MEAN NUMBER OF FULL- AND
PART-TIME STAFF MEMBERS

<u>TEACHERS (PAID)</u>	<u>TEACHER'S AIDS (PAID)</u>	<u>VOLUNTEERS</u>
<u>Full-time:</u> 3.21	1.60	.35
<u>Part-time:</u> 1.48	2.57	2.45

Note: Number of Centers = 23

TABLE 2
MEAN NUMBER OF PAID AND VOLUNTEER
STAFF MEMBERS IDENTIFIED BY RACE

	<u>PAID</u>	<u>VOLUNTEER</u>
<u>American-Indian</u>	0	0
<u>Black</u>	1.86	.10
<u>Oriental-American</u>	.19	0
<u>Spanish Surname</u>	.61	.05
<u>White</u>	7.09	.190
<u>Other</u>	.05	0

NOTE: Number of Centers = 23

TABLE 3A

MEAN NUMBER OF CHILDREN PRESENTLY ENROLLED (JUNE-SEPTEMBER) ACCORDING TO SEX*

<u>GIRLS</u>	<u>BOYS</u>	<u>TOTAL</u>
19.39	23.17	42.30

TABLE 3B

MEAN NUMBER OF CHILDREN ENROLLED DURING THE 1974-75 SCHOOL YEAR (SEPTEMBER-JUNE) ACCORDING TO SEX**

<u>GIRLS</u>	<u>BOYS</u>	<u>TOTAL</u>
35.56	35.33	72.90

TABLE 3C

MEAN NUMBER OF CHILDREN PRESENTLY ENROLLED ACCORDING TO RACE***

<u>AMERICAN INDIAN</u>	<u>BLACK</u>	<u>ORIENTAL-AMERICAN</u>	<u>SPANISH SURNAME</u>	<u>WHITE</u>	<u>OTHER</u>
.60	14.74	1.77	3.95	33.55	.95

* Number of Centers = 23
 ** Number of Centers = 20
 *** Number of Centers = 23

TABLE 4
MEAN NUMBER OF FULL- AND PART-TIME CHILDREN
CURRENTLY ENROLLED ACCORDING TO AGE GROUP

<u>AGE GROUP</u>	<u>FULL-TIME</u>	<u>PART-TIME</u>
Under 3 yrs.	3.74	1.05
Over 3 but Under 4 yrs.	9.65	2.05
Over 4 but Under 5 yrs.	10.04	2.05
Over 5 but Under 6 yrs.	6.23	1.55
6 yrs. or Over	4.18	.15

NOTE: Number of Centers - 23

For the Staff Questionnaire, all staff members working during the summer months participated in the study, i.e. there were no refusals (N=236). 85% of participating day care staff were females and 15% were males. Of the staff members working during summer months, 92% were identified as paid personnel with 8% being volunteer workers. 30% of the staff indicated that they had children of their own, while 70% indicated they did not. Tables 5A, 5B, and 5C show percentages of staff members according to race, age, and highest education level completed. Tables 6A and 6B contain percentages of staff members according to day care - related experiences prior to employment at their present center and length of employment at present center.

The highest percentage of staff members are White, with Blacks again being the most frequently represented minority group. More than half of the staff members interviewed fall in the 18-25 age range, with the second largest group being 26-34. According to Table 5C, staff members had achieved comparatively high levels of education, with 42.67% having acquired four or more years of college. Along with a comparatively high level of education, Table 6A shows that most staff members had also acquired day care - related experiences prior to employment at their present center. Only 18.61% of the staff members interviewed indicated they had no such experience. Table 6B indicates that slightly half of the staff members (48.72%) have been working at their present day care center for less than one year. The next highest group of staff members (41.88%) have been working at their affiliated centers for one to three years.

As previously noted, respondents for the Family Questionnaire were randomly sampled, employing a sampling fraction of 1/4. Table 7A presents

TABLE 5A

PERCENTAGE OF STAFF MEMBERS
ACCORDING TO RACE*

<u>AMERICAN INDIAN</u>	<u>BLACK</u>	<u>SPANISH SURNAME</u>	<u>ORIENTAL- AMERICAN</u>	<u>WHITE</u>	<u>OTHER</u>
1.71	16.67	2.99	.43	75.64	2.56

* N = 234

TABLE 5B

PERCENTAGE OF STAFF MEMBERS
ACCORDING TO AGE*

<u>UNDER 18</u>	<u>18-25</u>	<u>26-34</u>	<u>35-44</u>	<u>45-54</u>	<u>55 AND OVER</u>
5.65	57.39	23.91	6.09	5.22	1.74

* N = 230

TABLE 5C

PERCENTAGE OF STAFF MEMBERS
ACCORDING TO EDUCATION LEVEL COMPLETED*

<u>LESS THAN 12 YRS.</u>	<u>HIGH SCHOOL DIPLOMA/EQUIVALENT</u>	<u>1-3 YRS. COLLEGE</u>	<u>4 OR MORE YRS. COLLEGE</u>
9.48	21.12	26.72	42.67

* N = 232

TABLE 6A

PERCENTAGE OF STAFF MEMBERS
ACCORDING TO DAY CARE-RELATED
EXPERIENCES PRIOR TO EMPLOYMENT
AT PRESENT CENTER*

<u>PREVIOUS JOB</u>	<u>STAFF TRAINING</u>	<u>RELATED CLASSES</u>	<u>VOLUNTEER EXPERIENCE</u>	<u>OTHER</u>	<u>NONE</u>
45.02	23.81	47.19	39.83	24.24	18.61

* N = 231

TABLE 6B

PERCENTAGE OF STAFF MEMBERS
ACCORDING TO LENGTH OF EMPLOYMENT
AT PRESENT CENTER*

<u>UNDER 1 YEAR</u>	<u>1-3</u>	<u>4-6</u>	<u>7-10</u>	<u>11-15</u>	<u>16-20</u>	<u>OVER 20</u>
48.72	41.88	6.84	1.71	.43	0	.43

* N = 234

TABLE 7A

PERCENTAGE SUMMARIES OF
RANDOMLY SAMPLED FAMILIES*

<u>REFUSALS</u>	<u>VACATION</u>	<u>UNABLE TO CONTACT</u>	<u>ALTERNATES</u>
16.67	2.19	10.96	29.82

* N = 228

TABLE 7B

PERCENTAGE SUMMARIES OF
SAMPLED AND ALTERNATE FAMILIES*

<u>REFUSALS</u>	<u>VACATION</u>	<u>UNABLE TO CONTACT</u>	<u>ALTERNATES USED</u>
9.46	1.69	8.45	22.97

<u>NO PHONES</u>	<u>NON-CONTACTED NO PHONES</u>	<u>CONTACTED NO PHONES</u>
6.76	2.70	60.0

* N = 228

percentage summaries of the families randomly sampled initially from each center. Table 7B contains percentage summaries of the final sample of families at the end of the project interim. Initially, about 17% of the sampled families refused to participate. Reasons for refusals varied and there were no discernable patterns for refusals. Of the sample selected, approximately 30% were alternate families who were also sampled randomly. Of the final sample randomly selected, only 9.46% refused to participate in the study (again with no discernable pattern of refusal) and approximately 23% of the alternate families were included in the final sample. 60% of those families without phones were contacted and included in the study.

Accordingly, 354 family respondents were interviewed, with 39% males and 61% females. Tables 8A, 8B, and 8C contain percentages of family respondents according to race, age, and education level completed. Approximately 75% of the respondents were White, with Blacks again being the most represented minority group (14%). The majority of family respondents (60.63%) fall in the 26-34 age range with the next highest group being 18-25 (21.84%). About 36% of the respondents have acquired four or more years of college, with 31.79% having had one to three years of college.

Tables 9A, 9B, and 9C illustrate percentages of family respondents according to marital status, distance of center from the home, and distance of center from the respondent's job. The majority of family respondents are married (72.6%), with the next highest category being respondents who are divorced (13.84%). Approximately 27.4% of the respondents would be classified as non-married. About half of the respondents indicated that the distance of the day care center from the home was one to five miles. Equal numbers of respondents (approximately 17%) indicated that the distance

TABLE 8A

PERCENTAGE OF FAMILY RESPONDENTS
ACCORDING TO RACE*

<u>AMERICAN INDIAN</u>	<u>BLACK</u>	<u>SPANISH SURNAME</u>	<u>ORIENTAL- AMERICAN</u>	<u>WHITE</u>	<u>OTHER</u>
1.98	14.16	3.12	3.97	75.07	1.70

* N = 353

TABLE 8B

PERCENTAGE OF FAMILY RESPONDENTS
ACCORDING TO AGE*

<u>UNDER 18</u>	<u>18-25</u>	<u>26-34</u>	<u>35-44</u>	<u>45-54</u>	<u>55 AND OVER</u>
0	21.84	60.63	14.37	2.30	.86

* N = 348

TABLE 8C

PERCENTAGE OF FAMILY RESPONDENTS
ACCORDING TO EDUCATION LEVEL COMPLETED*

<u>LESS THAN 12 YRS.</u>	<u>HIGH SCHOOL DIPLOMA/EQUIVALENT</u>	<u>1-3 YRS. COLLEGE</u>	<u>4 OR MORE YRS. COLLEGE</u>
6.65	25.14	31.79	36.42

* N = 346

TABLE 9A

PERCENTAGE OF FAMILY RESPONDENTS
ACCORDING TO MARITAL STATUS*

<u>SINGLE</u>	<u>MARRIED</u>	<u>SEPARATED</u>	<u>DIVORCED</u>	<u>WIDOWED</u>
5.37	72.60	7.06	13.84	1.13

* N = 354

TABLE 9B

PERCENTAGE OF FAMILY RESPONDENTS
ACCORDING TO DISTANCE OF CENTER
FROM THE HOME*

<u>5 BLOCKS OR LESS</u>	<u>OVER 5 BLOCKS BUT UNDER 1 MILE</u>	<u>1-5 MILES</u>	<u>OVER 5 MILES</u>
17.00	15.30	49.86	17.56

* N = 352

TABLE 9C

PERCENTAGE OF FAMILY RESPONDENTS
ACCORDING TO DISTANCE OF CENTER
FROM RESPONDENT'S JOB*

<u>5 BLOCKS OR LESS</u>	<u>OVER 5 BLOCKS BUT UNDER 1 MILE</u>	<u>1-5 MILES</u>	<u>OVER 5 MILES</u>
7.07	9.65	50.48	32.80

* N = 311

was five blocks or less and over five miles. Half of the respondents (50.48%) indicated that the distance of the day care center from their job was from one to five miles, with the next highest group of respondents (32.8%) stipulating the distance from their job to be over five miles.

When asked which one of nine kinds of child care respondents would prefer, 73.43% chose the present day care center. The next highest group (5.71%) chose family member caring for the child in the home. Approximately 19.42% chose those kinds of child care which did not involve day care centers. When asked which type of child care had been utilized prior to enrollment in the present day care center, 33.33% had utilized a sitter caring for their child in the sitter's home, while 31.64% had a relative or friend caring for their child in the relative's or friend's home. Only 17.51% indicated that another day care center had been used and 19.49% indicated that they had taken care of the child themselves. In addition to using the present day care center, 40.91% indicated they used a sitter caring for the child in the respondents home, with 36.93% using a relative or friend caring for the child outside of the child's home. 20.74% stated that they also use a family member caring for the child at home while 17.33% indicated they do not use any other type of child care other than the present day care center.

The average number of hours per week children attend the day care center is 30.11, s.d. = 14.17. Approximately 20% of the children in our sample attend their present day care center 40 hours or more per week. The mean number of months the children have been attending their present day care center is 12.68, s.d. = 10.85. About 37% of the respondents have been utilizing their present day care center for more than one year.

Interpretive Analysis

Family respondents were asked to rank two sets of day care center features (see Interviewers Coding Sheet for Items 29 and 30, Appendix A), one set "in order so that the things that are most important to your being satisfied are first" (Item 29), and the second set "in order of importance to you in choosing a day care center" (Item 30). The most important feature was assigned a value of one, the second most important a value of two, and so forth.

Table 10 illustrates the results of three sets of analyses for Item 29: overall, those respondents who do not pay anything for day care services, and those respondents who pay part or all of the service expenses.

While those features that are significantly important and not important are included in both the no pay - pay groups, Discipline was significantly important and Parent's Influence on Own Child's Needs was significantly not important for the "no pay" group only.

Table 11 contains the results of the same three sets of analyses for Item 30. The differences revealed between the three groups show that Hours Open and Location are significantly important for the "pay" group only, and Physical Facilities, while not appearing in either of the other two groups, is significantly not important for the "no pay" group only.

Table 12 illustrates sex differences within and between the three groups for Item 29. Males rated Staff Warmth Toward Child significantly less important than females in all three groups. In the "no pay" group, males rated Staff Competence significantly less important, while for females in this group Parent's influence on Program Policy was a significantly less important

TABLE 10

ITEM 29 ANALYSIS OF FAMILY RESPONDENTS'
RANKING OF DAY CARE CENTER CHARACTERISTICS
RELATED TO SATISFACTION

Kolmogorov-Smirnov One-Sample Test*

<u>OVERALL</u>	<u>NO PAY</u>	<u>PAY</u>
Important:		
(65) Dependability	(65)	(65)
(70) Staff warmth toward child	*(66) Discipline	(70)
(71) Staff competence	(70)	(71)
(72) Teaching new things	(71)	(72)
	(72)	
Not important:		
(62) Chance to take part in program	(62)	(62)
(63) Convenience	(64)	*(63) Convenience
(64) Cost	*(68) Parent's influence on own child's needs	(64)
(67) Health services	(69)	*(67) Health services
(69) Parent's influence on program policy		(69)
N=354	N=62	N=292
* $D > .072, p < .05$	* $D > .1727, p < .05$	* $D > .0796, p < .05$

TABLE 11

ITEM 30 ANALYSIS OF FAMILY RESPONDENTS'
RANKING OF DAY CARE CENTER CHARACTERISTICS
IMPORTANT IN CHOOSING A DAY CAR CENTER

Kolmogorov-Smirnov One-Sample Test*

<u>OVERALL</u>	<u>NO PAY</u>	<u>PAY</u>
Important:		
(75) Chances to be with other children	(75)	(75)
(76) Close supervision and safety	(76)	(76)
(77) Competent staff	(77)	(77)
(80) Education	(80)	(80)
(81) Hours open		*(81) Hours open
(82) Location		*(82) Location
Not important:		
(74) Parental involvement	(74)	(74)
(78) Cost	(78)	(78)
(83) Special services	(83)	(83)
(86) Transportation provided	*(85) Physical facilities (86)	(86)
N=354	N=62	N=292
*D>.072, p < .05	*D>.1727, p < .05	*D>.0796, p < .05

TABLE 12
SEX DIFFERENCES IN ITEM 29 ANALYSIS

Mann-Whitney U Test*

OVERALL

NO PAY

PAY

(70) Staff warmth toward child
Males, less important
(U=11972.5)

(70) (U=166.5)

(70) (U=8184)

(72) Teaching new things
Females, less important
(U=12681)

*(71) Staff competence
Males, less important
(U=187)

*(72) (U=9002)

*(69) Parent's influence on
program policy
Females, less important
(U=170.5)

Males: N=134
Females: N=216

Males: N=11
Females: N=51

Males: N=123
Females: N=165

* Level of significance: $p < .05$

feature. Teaching New Things was a significantly less important feature for females in the "pay" group only.

Table 13 reveals sex differences on those features ranked in order of importance in choosing a day care center. Males ranked Nutritional Program significantly less important for both the "overall" and "pay" groups. Education was ranked significantly less important by females in both the "overall" and "no pay" groups, while Location was significantly less important for females in the "pay" group only. Males in the "pay" group only ranked Discipline significantly less important.

Table 14 contains the estimated cell means of differences between girl - boy sex role items. A two-way analysis of variance reveals that males perceive more differences than females ($F(1,463) = 3.9698, p < .05$). No interactions were significant.

Table 15 reveals the results of a two-way analysis of variance on satisfaction scores. While no interactions were significant, results show that Foreign-Born and Spanish respondents are less satisfied than Blacks and Whites ($F(3,272) = 4.408, p < .005$).

Table 16 illustrates the correlation of selected communication and perception items for family and staff respondents. A number of items were significantly correlated for both family and staff members.

TABLE 13

SEX DIFFERENCES IN ITEM 30 ANALYSIS

Mann-Whitney U Test*

<u>OVERALL</u>	<u>NO PAY</u>	<u>PAY</u>
(84) Nutritional program Males, less important (U=11519)	*(81) Hours open Males, less important (U=180.5)	*(84) Nutritional program Males, less important (U=8278.5)
(86) Transportation provided Males, less important (U=12138.5)	*(80) Education Females, less important (U=192.5)	*(79) Discipline Males, less important (U=8807)
(78) Cost Females, less important (U=12150.5)		*(82) Location Females, less important (U=8806)
(80) Education Females, less important (U=12782.5)		
(85) Physical facilities Females, less important (U=12597.5)		

Males: N=134
Females: N=216

Males: N=11
Females: N=51

Males: N=123
Females: N=165

* Level of significance: $p < .05$

TABLE 14
ESTIMATED CELL MEANS OF DIFFERENCES
BETWEEN GIRL-BOY SEX ROLE ITEMS

	FEMALE	MALE	
FAMILY	M = 11.4 N = 183	M = 13.0 N = 104	M = 12.2 N = 287
STAFF	M = 11.6 N = 158	M = 13.2 N = 22	M = 12.4 N = 180

*M = 11.5
N = 341

*M = 13.1
N = 126

NO INTERACTIONS WERE SIGNIFICANT

*F(1,463) = 3.9698, p < .05

NOTE: THE HIGHER THE MEAN, THE GREATER THE PERCEIVED DIFFERENCES.

TABLE 15

OBSERVED MEAN SATISFACTION SCORES
WITH DAY CARE CENTER BY
RACE AND SEX¹

	MALE	FEMALE	
BLACK	M = 21.8 N = 12	M = 28.7 N = 27	*M = 22.1 N = 39
FOREIGN-BORN	M = 28.5 N = 3	M = 23.9 N = 10	*M = 27.7 N = 13
SPANISH	M = 22.2 N = 2	M = 27.4 N = 4	*M = 26.3 N = 6
WHITE	M = 25.3 N = 85	M = 21.6 N = 138	*M = 22.5 N = 223

M = 23.9 M = 22.1
N = 102 N = 179

NO INTERACTIONS WERE SIGNIFICANT

*FOREIGN-BORN AND SPANISH > BLACK AND WHITE
F(3,272) = 4.408, p < .005

¹LOW NUMBERS ARE MOST SATISFIED

TABLE 16
 FAMILY AND STAFF CORRELATIONS
 OF SELECTED COMMUNICATION
 AND PERCEPTION ITEMS

	(1)	(2)	(3)	(4)	(5)	(6)
(1) COMMUNICATION REGARDING CHILDS GROWTH	----	+ .71*	+ .19*	+ .12*	+ .26*	- .06
(2) COMMUNICATION (REGARDING DAY CARE CENTER	+ .54*	----	- .21*	- .25*	- .15*	- .38*
(3) PERCEIVED PARENTAL INVOLVEMENT	+ .23*	+ .23*	----			
(4) PARENT'S INFLUENCE IN GAINING ATTENT FOR CHILD	+ .14*	+ .18*		----		
(5) PARENT'S PERCEIVED INFLUENCE ON PROG. POLICIES	+ .29*	- .28*			----	
(6) PERCEPTION OF WARMTH TOWARD CHILD	- .06	- .02				----

*p < .05

NOTE: RESPONSES FOR FAMILY RESPONDENTS (N=342) ARE ABOVE THE DIAGONAL WHILE RESPONSES FOR STAFF RESPONDENTS (N=236) ARE BELOW THE DIAGONAL.

Discussion

A number of general comments are warranted with regard to the data generated by the research team. With their children spending an average of 30 hours per week in day care center programs, there is some indication that families have preferentially incorporated day care systems as a part of their every day lives. However, the extent and nature of this incorporation is limited according to characteristics of day care centers deemed important by the parents. These, in turn, define the role of the day care center in relation to the family system. That a relatively higher proportion of family respondents (73%) preferred the present day care center as their choice of child care than was reported in previous research literature is interpreted as a reflection of the growing acceptance of institutionalized child care amongst those families who utilize day care centers. It appears as though the academic argument over whether or not institutionalized day care is a viable alternative has become a moot point.

However, the results can be used to comment on the ominous warnings frequently presented by those professionals concerned with the consequences of institutionalized day care. Such "warnings" must be assessed on the interaction systemic level, and are inappropriate concerns for assessment of the family system only without simultaneous inclusion of the day care system, or vice versa. The argument surrounding the professionalization of the parenting role provides an illustrative example. Advocates of this perspective argue that institutionalized day care will generate high professional standards for the parenting role to the extent that parents will feel alienated and inferior in roles previously

limited to the family unit.

When the primary focal point is the day care system, the data generated in this study appears to substantiate a trend towards higher professional standards of day care center staff members. For the most part, the staff members included in this study have had a substantial background of day care related experiences, and are better educated than the parents utilizing the day care centers. A large majority of the staff members are younger females without children of their own, leading to the possible inference that skills as care-givers stems not from direct experience of a "parenting" role (as in the family unit), rather from systematic academic experience. These observations could be used to substantiate concerns about the consequences of professionalized "parenting" roles for parents who use institutionalized day care.

Such concerns along these lines, using the data presented regarding the staff members of day care centers, reflects a shift from the day care systemic level to the interaction systemic level. This type of systemic level shift in which observations are made on one systemic level in order to substantiate conclusions made on another systemic level should be carefully scrutinized. While a trend towards professionalization of day care staff members is substantiated by the results at hand, there does not appear to be a corresponding adverse reaction from parents utilizing institutionalized day care. Clues as to why such a reaction is not in operation may be found in those features of day care centers that parents deem important to their satisfaction with the center they utilize and those features considered in choosing a day care center.

As previously stated, these chosen features seem to define the role of the day care center in relation to the family system. Consistently, parents rank staff competence and ability to teach new things, both indicators of professional standards, as being important features to be considered. In contrast, a chance to take part in the center's program, parent's influence on program policy and parental involvement were features consistently ranked as unimportant to satisfaction and choice of day care center. While experts concerned with the professionalization of the "parenting" role may interpret these results to indicate that parents feel ineffective and inadequate in their roles as care givers, an alternative interpretation calls attention to the limits of the day care center imposed by the parents in relation to the Family System.

It should be noted however that differences do exist as to the defined role of the day care center in relation to the family system. In general, institutionalized day care is not viewed as an extension of the family system. It is only on certain characteristics deemed important by particular sub-groups that this extension principle seems appropriate. Economic considerations and sex differences further substantiates this point. For example, single female-headed households receiving some form of financial assistance seem to attribute the role of disciplinarian to the day care center. On the other hand, males in the "pay" group ranked Discipline significantly less important than females.

It is erroneous to conclude that single female-headed households define the role of the day care center as an extension of the family unit on the basis of this one characteristic. Rather, it appears that

different groups look for different things that will satisfy them in their use of the day care center chosen. These differences contribute to differences in satisfaction with the day care center and differences in perception of sex role behaviors.

Satisfaction differences between Spanish and Foreign-born (Oriental-American, Arab, American-Indian, other) and Black and White subgroups clearly reflects this position. While certain factors in the day care system may be identified in an attempt to explain this discrepancy (e.g., higher proportion of white and black staff members), further analysis of what these subgroups want from day care centers would prove more informative. General societal conditions (namely that blacks have become the "preferred" minority group) should not be excluded when assessing interaction effects incorporating economic and racial variables.

A similar argument may be applied to those differences identified between females and males in their sex role perceptions. Such differences can be explained either with the day care system in mind (pointing to the fact that males in this profession are employed in a female-dominated field of study), with the family structure as the primary focal point, or as a general reflection of the American society as a whole. Each perspective can be utilized to reveal information not exposed through the use of previous perspectives. In this specific case, further analysis is needed in order to determine how males perceive these differences, i.e., whether it really reflects a more traditional viewpoint with regards to sex role behaviors.

The reader is advised to take a cautious stance involving the application of any of the reported data in the form of "causal" inferences. It is not the purpose of this research team to provide a wealth of data in order that individuals may assess whether or not day care is "good" or "bad", or to assess whether or not day care centers "cause" any number of negative characteristics in families who use institutionalized day care. There is an interaction effect, and this should be noted when employing the data generated by this project. It would seem to be more functional to assess the patterns of interaction in order to elucidate and avoid those directions deemed undesirable by any of the people involved in day care. Variables at the interaction systemic level need to be discussed and assessed more thoroughly.

For example, a number of significant correlations were found on selected communication and perception items (see Table 16). Both family respondents and staff members responded such that a positive correlation ($r = .26$ for family; $r = .29$ for staff) was computed between parent's perceived influence on program policy and communication regarding the child's growth. This seems to indicate that when parents and staff share information regarding the child of mutual concern, both perceive this as having an impact on the centers program. On the other hand, perceived parental involvement and communication regarding the day care center are viewed to be negatively correlated by parents, while the same two items are viewed to be positively correlated by staff members. A similar case develops with the parent's influence in gaining attention for the child and communication regarding the day care center. These



items are viewed to be negatively correlated by parents yet positively correlated by staff members.

For staff members, their belief^{is} that communication with primary care-givers is essential for effective supplemental care (this, by the way, is a favorite professional stance). Such is not the case, however, for parents who utilize the center. At times parents experience frustration with the lines of communication that are available to them. While presently there is the opportunity for parent's to become involved with the day care center either through parent-teacher conferences or through membership on Boards of Directors and advisory committees, the existing communication networks contradict what families in general view to be important to their satisfaction and in choosing a day care center. Parents do not want to spend extra time and effort in a service they believe can be acquired through monetary compensation. The fact of the matter is that parents do not wish to be involved in the administration of a paid supplemental service. [Further secondary analysis could help identify more about the source of these criteria for satisfaction, and help in understanding the interaction. It would also seem useful to investigate further congruence of family-staff perceptions and sex role behaviors (as two possible alternatives) we feel more work needs to be done on the expectations people bring to the systems in their lives.]

These social problems are too complex for any one discipline to handle. More and more the interaction of two overlapping boundaries reveals the usefulness of the systems approach and interdisciplinary team modes. We have attempted to present within this report, a solid



beginning for the investigation of family and day care system's interactions. We hope that further analysis of this data will generate a greater understanding of the concerns and abilities of the adults who care for the children within these systems. Further, we hope this understanding will be utilized to promote the health and growth of children and the people who care for them.

It is our intention to make a copy of this report available to all Day Care Centers in the Greater Lansing Area. Further contact is anticipated with various departments at this and other universities, and with various child care coordinating/information agencies.

Through these methods we hope to encourage a further exploration of the data now stored on the Computerized Data Archive, and meaningful dissemination of these results.

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Appendix A
Letters and
Printed Materials

MICHIGAN STATE UNIVERSITY

East Lansing, Michigan 48824

Computer Institute for Social Science Research 505 Computer Center

June 26, 1975

To: All Parents

From: National Science Foundation
Student Originated Studies Summer Project

Your day care center has agreed to participate in a summer research project at Michigan State University, sponsored by the National Science Foundation. The project will study families and day care centers in the greater Lansing area. Some staff and families from each day care center will be involved.

The Director of your center is providing a list of families that the center serves. From this list, some families will be selected to be interviewed. It is quite possible that you might be among the families chosen to participate in the project. If so, we look forward to you taking part in the study and will be contacting you in the very near future.

--Det Romero, PROJECT DIRECTOR

--Shan Thomas, ASSOCIATE DIRECTOR

for NATIONAL SCIENCE FOUNDATION

(DIRECTOR, DAY CARE CENTER)

LETTER # 1

LETTER TO ALL PARENTS

MICHIGAN STATE UNIVERSITY East Lansing, Michigan 48824

Computer Institute for Social Science Research 505 Computer Center

June 26, 1975

LETTER # 2

LETTER TO ALL

To: Day Care Center Personnel

DAY CARE

From: National Science Foundation
Student-Originated Studies Project

PERSONNEL

Dear Staff:

The day care center where you are employed has agreed to take part in a Michigan State University research project sponsored by the National Science Foundation. This project is presently collecting data both from day care center staff and from families who use their day care services in the Greater Lansing Area. We would appreciate your cooperation in filling out this questionnaire.

Of course, your answers will be strictly confidential. You will remain completely anonymous as a subject. At any time, you may refuse to answer a question or end your participation in the study without penalty.

The study will be concerned with the interaction of families and day care centers throughout the city. A computerized data archive will be created, making the results of the study available to anyone in the community. We hope that the information on families and day care centers made available in this manner will benefit existing and future day care providers, parents, and community agencies.

Thank you for your cooperation. If you would like to know more about this study, feel free to speak to the Director of your day care center.

Sincerely,

Det Romero
Project Director

Shan Thomas
Assistant Director

MICHIGAN STATE UNIVERSITY East Lansing, Michigan 48824

Computer Institute for Social Science Research 505 Computer Center

July 1, 1975

Dear:

The day care center where your child is enrolled has agreed to participate in a summer research project at Michigan State University, sponsored by the National Science Foundation. Your name has been selected from a list made available by the Director of the center to be one of the families to participate in the project.

The purpose of this research project is to study the interactions of families and day care centers in the greater Lansing area. The project proposes to collect data from day care personnel, as well as the families who use the centers. Once the data is gathered and studied, it will be made available to any interested person in the community.

The head/heads of selected families will be interviewed. Each family household will be paid \$5.00 as a reimbursement for participation in the project. All responses given during the interview will be anonymous and confidential.

The interview will last for approximately one hour. You will be free to discontinue your participation in the project at anytime, and can refuse to answer any question you do not want to answer without providing an explanation. This will not effect your receiving \$5.00 for your participation in the study.

We look forward to your taking a part in the project, and will be contacting you within the next few days to schedule a convenient time for the interview. We would appreciate your not revealing to the day care center or other families that your family has been selected. In advance, thank you for your cooperation.

Sincerely,

Det Romero
Project Director

Shan Thomas
Associate Director

LETTER # 3

LETTER TO SELECTED FAMILIES

57

MICHIGAN STATE UNIVERSITY

COMPUTER INSTITUTE FOR SOCIAL SCIENCE RESEARCH
COMPUTER CENTER

EAST LANSING, MICHIGAN 48824

July 16, 1975

Dear Parent(s):

This letter will introduce _____ as a member of the National Science Foundation research Project from Michigan State University. As we explained in the letter from your child's Day Care Center and in our phone call to you, we are studying the interactions of families and Day Care Centers. _____ will explain the procedure for answering the questionnaires. S/he will also answer any questions you have about any aspect of this visit.

Thank you for your time. Your help is greatly appreciated.

Dét. Romero, Project Director

Shan Thomas, Associate Director

LETTER # 4

LETTER OF INTRODUCTION

List of Possible Papers to be Found in Centers

Child's health form

Children's enrollment form

Children's emergency cards

Staff job description - personnel policy

Staff contracts on schedules

Staff tax forms

Center tax forms

Center constitution and by-laws and/or policy statement or brochures

Brochure - daily schedules

Minutes of board meetings

Health and fire inspection

State license

Federal license

List of volunteers

Data on special programs (experiments, etc.)

Equipment list and/or inventories

Lease and insurance

Referral list of resource people and agencies

Committee reports

Data on parent skills

Evaluation forms - teacher and kids

Library or resource sharing

Budgets

SC's LIST OF PRINTED MATERIALS

DEFINITIONS

Director's Questionnaire

2. proprietary - owned by a single person or partnership corporation - center is legally incorporated
3. Facility - building and grounds
7. board of directors - administrative body whose primary function is to make policy decisions
community representatives - interested persons in the community; for example, church members (where the day care center is on church property), doctors, lawyers, union executives, service club members, etc.
8. advisory committee - body whose primary function is to make recommendations to the board of directors
director - person whose name is listed with the state as such or person acting in that capacity; administrator
20. Both part-time and full-time personnel
22. parent education services - group meetings with parents dealing with taking care of a child. Also brochures sent to parents.
medical services - nutrition, doctors, dentists, nurses...NOT psychiatric care
special educational services - handicapped children, children with learning disabilities, special training
counseling services - testing and individual therapy
23. individual counseling - mental health services, employment counseling, financial counseling
adult educational services - vocational training programs, rehabilitation programs
27. part-time children - less than 25 hours/week
full-time children - 25 or more hours/week

Staff Questionnaire

1. director - person whose name is listed with the state as such or person acting in that capacity; administrator
program director - person responsible for curriculum and program; coordinates staff on daily basis (curriculum specialist; head teacher)
lead teacher - teacher in charge of class room (NOT head teacher)
assistant teacher - training or experienced assistant to the lead teacher; works directly with children on a fairly regular basis
teacher's aide - part-time, often volunteers, works with children on an irregular basis only; often students or untrained parents
service specialist - nutritionist/dietician, psychologist, doctor, nurse
other - cook, bookkeeper, secretary, janitorial staff

INTERVIEWER'S DEFINITION LIST

SUBJECT CONSENT FORM
National Science Foundation
Student Originated Studies

Please read each item carefully before signing this form. If you have any questions about the following items, feel free to ask the Interviewer for more information about the items contained in this form.

1. I have freely consented to take part in a scientific study being conducted under the auspices of the National Science Foundation.

Title of Project: Interactions Between Family and Day Care Systems

2. The study has been explained to me and I understand both the explanation that has been given and what my participation will involve.
3. I understand that I am free to (a) discontinue my participation in the study at any time without penalty and (b) refuse to answer any question I do not wish to answer without providing a reason for not answering the question.
4. I understand that the results of the study will be treated in strict confidence and that I will remain anonymous as a Subject. Within these restrictions, results of the study will be made available to me at my request.
5. I understand that my participation in the study does not guarantee any beneficial results to me.
6. I understand that, at my request, I can receive additional explanation of the study after my participation is completed.

Signed _____

Date _____

SUBJECT CONSENT FORM

QUESTIONNAIRE

CODE # _____

29. _____ Change to take part in the program
_____ Convenience
_____ Cost
_____ Dependability
_____ Discipline
_____ Health Services
_____ Parents' influence on own child's needs
_____ Parents' influence on program policy
_____ Shows warmth toward your child
_____ Staff competence
_____ Teaching new things
30. _____ Ages and number of children served
_____ Chances for parents to take part in day care programs
_____ Chances to be with other children
_____ Close supervision and safety
_____ Competent staff
_____ Cost of program
_____ Disciplinary practices
_____ Education
_____ Hours open
_____ Location
_____ Medical and special services contacts
_____ Nutritional program
_____ Physical facilities
_____ Transportation provided

CODING SHEET FOR ITEMS 29 & 30

Appendix B
Questionnaires and
Statistical Summaries

DIRECTOR'S QUESTIONNAIRE

ANONYMOUS AND CONFIDENTIAL

NATIONAL SCIENCE FOUNDATION

STUDENT-ORIGINATED STUDIES PROJECT

INTERACTIONS BETWEEN FAMILIES AND DAY CARE CENTERS

Purpose

This questionnaire is part of a study about day care centers and families in the greater Lansing Area. Day care center staff and families who use available day care centers are being interviewed.

In responding to the items in the questionnaire, there are several points we would like to emphasize.

1. All of your answers are ANONYMOUS AND CONFIDENTIAL. Only members of the research team will see the questionnaires. No other person will be permitted to review your responses.
2. You are free to refuse to answer any question without penalty. We would appreciate, however, your answering this questionnaire as completely as possible.

Instructions

1. READ EACH QUESTION CAREFULLY and answer it to the best of your ability.
2. Some items can be answered by CIRCLING the number next to the one answer you choose.

What is your sex?

(1) Male

(2) Female

3. If you do not understand a question, please ask the interviewer to explain it to you. He/she will be happy to help in anyway he/she can.

THANK YOU FOR YOUR COOPERATION

1. How long has your center been in operation? Total: 23
- (1) 1 Under one year Mean: 2.9130
- (2) 9 1 - 3 years S.D.: 1.3455
- (3) 9 4 - 6 years
- (4) 2 7 - 10 years
- (5) 0 11 - 15 years
- (6) 1 16 - 20 years
- (7) 1 Over 20 years Missing: 0
2. Please check one of the following categories which best describes your center: Total: 23
- (1) 1 Proprietary for Profit
- (2) 5 Proprietary not for profit
- (3) 2 Corporation for profit
- (4) 15 Corporation not for profit Missing: 0
3. Please check if the Day Care facility is: Total: 23
- (1) 7 Rented by center
- (2) 4 Owned by center
- (3) 5 Being purchased by center
- (4) 7 Other; please specify _____ Missing: 0
4. If your center's facility is not owned or rented by the program, please check to whom it does belong: Total: 14
- (1) 8 Church
- (2) 2 Industry or private business
- (3) _____ Private home
- (4) _____ Board of Education
- (5) _____ Local government
- (6) _____ Community/recreation center
- (7) 4 Other; please specify _____ Missing: 9

(1) 9 State requirements

(2) 14 State and federal requirements

Missing: 0

6. Rank in descending order your center's three (3) major sources of funding (i.e., one (1) being the largest source of funds):

	<u>First</u>	<u>Second</u>	<u>Third</u>
(1) <u> </u> Charitable foundations (United Way, Community Chest, Red Feather, etc.)	1	0	1
(2) <u> </u> City funds	0	0	0
(3) <u> </u> County funds	0	0	0
(4) <u> </u> Donations (Personal)	0	0	0
(5) <u> </u> Donations (organization)	0	1	0
(6) <u> </u> D.S.S. reimbursements	7	11	3
(7) <u> </u> Headstart	0	0	0
(8) <u> </u> Labor Union payments	0	0	0
(9) <u> </u> Manpower Development & Training Act	0	0	0
(10) <u> </u> Model Cities	2	1	0
(11) <u> </u> Parent tuition	12	4	5
(12) <u> </u> School Board	0	0	0
(13) <u> </u> Other; please specify	1	3	2
Total:	23	20	11

7. Do you have a Board of Directors?

Total: 22

(1) 17 Yes

(2) 5 No

Missing: 1

7a. If yes, please indicate the number of current Board Members in the following categories:

	Mean:	S.D.:	Total:	Missing:
(1) <u> </u> Parents of Children in your center	6.5882	7.2720	17	6
(2) <u> </u> Director/coordinator in center	.6250	.5000	16	7
(3) <u> </u> Other staff of center	.4000	.5071	15	8
(4) <u> </u> Community representatives	4.2941	3.7377	17	6
(5) <u> </u> Other; please specify	1.5294	1.9403	17	6
(6) <u> </u> Total number of Board Members	12.5556	8.1834	76	5

7b. If no, who makes administrative decisions:

Total: 6

- (1) 0 Owner
- (2) 1 Director/coordinator
- (3) 4 Both of the above
- (4) 1 Other; please specify _____

Missing: 17

8. Does your center have Advisory Committees?

Total: 22

- (1) 10 Yes
- (2) 12 No

Missing: 1

8a. If yes, indicate the number of current Advisory Committee members in the following categories:

	Mean:	S.D.:	Total:	Missing:
(1) _____ Parents of children in your center	9.3333	8.4853	9	14
(2) _____ Director/coordinator in center	.3750	.5175	8	15
(3) _____ Other staff of center	3.0000	1.1547	7	16
(4) _____ Community representatives	.3333	.8165	6	17
(5) _____ Other; please specify _____	1.8571	3.7607	7	16

9. Indicate which individual or group has the major responsibility for each of the following topics:

Total:
Missing:

	(1)	(2)	(3)	(4)	(5)	(6)	
Area of Responsibility	Administrative Director	Program Director	Teachers	Board of Directors	Advisory Committee	Parents	
(1) Setting staff policies	13	2	0	7	0	0	22 1
(2) Setting program policies	10	6	0	6	0	0	22 1
(3) Program planning	5	8	6	0	3	0	22 1
(4) Public relations	20	2	0	0	0	0	22 1
(5) Financial management	19	1	0	2	0	0	22 1
(6) Fund raising	8	0	0	7	1	4	20 3
(7) Staff recruitment	15	7	0	0	0	0	22 1
(8) Staff evaluation	14	5	2	1	0	0	22 1
(9) Staff training	14	7	1	0	0	0	22 1
(10) Program evaluation	11	4	2	5	1	0	23 0
(11) Parent Education	13	2	2	1	4	0	22 1

10. Does your center allow a waiting list for admission? Total: 21

(1) 21 Yes

(2) 0 No

10a. If yes, how many children are presently on the waiting list (please indicate approximate number) _____ Mean: 9.0476 S.D.: 13.8401 Missing: 2

11. What is your center's approximate cost per child per day? Total: 21
_____ Mean: 6.5714 S.D.: 2.0729 Missing: 2

12. How many hours does your center provide child care per week? Total: 22
_____ Mean: 51.1364 S.D.: 10.1714 Missing: 1

13. If your center has more than one classroom, which of the following criteria are used in grouping children? Total: 22

(1) 20 Age level

(2) 1 Sex

(3) 17 Maturity level

(4) 5 Handicaps

(5) 3 Other; please specify _____

(6) 2 None

Missing: 1

14. How does your center communicate with parents? (please check as many as apply) Total: 23

(1) 1 Talking when they bring or pick up children

(2) 1 Phone calls

(3) 22 Personal notes or letters

(4) 15 Home visits

(5) 18 Newsletters

(6) 8 Other; please specify _____

(7) 2 None

Missing: 0

15. Number of paid teachers:

(1) 3 Full-time Mean: 3.2174 S.D.: 2.9226 Total: 23 Missing: 0

(2) 20 Part-time 1.4783 2.9980 23 0

16. Number of paid teacher aides or assistants:

(1) 23 Full-time Mean: 1.5652 S.D.: 1.9731 Total: 23 Missing: 0

(2) 0 Part-time 2.5652 3.6783 23 0

17. Number of volunteers:

(1) Full-time	Mean: .9500	S.D.: .7452	Total: 20	Missing: 3
(2) Part-time	2.4545	3.3626	22	1

18. Please rank in descending order your center's three (3) major sources of volunteers. (i.e., one (1) being the largest source of volunteers)

	First:	Second:	Third:
(1) Parents of enrolled children	4	1	5
(2) High school students	5	6	4
(3) College students	6	8	2
(4) Senior citizens			
(5) Other neighborhood residents			
(6) Other members of community organizations	2	1	2
(7) None	3	3	0
Total:	20	19	13

19. What is your center's staff-child ratio? (please consider paid personnel only)

Mean: 5.9130 S.D.: 1.5930 Total: 23 Missing: 0

20. Indicate on the lines below the number of staff (paid personnel) presently employed who are: Mean: S.D.: Total: Missing:

(1) American-Indian	0	0	0	0
(2) Black (Negro, Afro-American)	1.8621	2.9795	23	0
(3) Oriental-American	.1905	.4024	21	2
(4) Spanish surname (Spanish, Mexican-American, Cuban, Puerto Rican)	.6087	.9409	23	0
(5) White	7.0870	5.7597	23	0
(6) Other, please specify	.0476	.2182	21	2

21. Indicate on the lines below the number of volunteer personnel currently in your center who are:

	Mean:	S.D.:	Total:	Missing:
(1) <u> </u> American-Indian	0	0	0	0
(2) <u> </u> Black (Negro, Afro-American)	.1000	.3078	20	3
(3) <u> </u> Oriental-American	0	0	0	0
(4) <u> </u> Spanish Surname (Mexican-American, Spanish, Puerto Rican, Cuban)	.0500	.2236	20	3
(5) <u> </u> White	1.9048	3.0480	21	2
(6) <u> </u> Other, please specify _____	0	0	0	0
(7) <u> </u> No Volunteers			21	2

22. Which of the following special services does your center offer on the premises? (Check all that apply) Total: 23

- (1) 11 Parent education services
- (2) 5 Medical services
- (3) 9 Special educational services
- (4) 8 Counseling services
- (5) 5 Other; please specify _____
- (6) 4 None Missing: 0

23. Which of the following special services in the community do you make known to the families your center serves? (Check all that apply) Total: 23

- (1) 18 Medical services
- (2) 17 Individual counseling
- (3) 16 Marriage and family counseling
- (4) 12 Adult educational services
- (5) 16 Psychological testing
- (6) 6 Other; please specify _____
- (7) .1 None Missing: 0

24. How many children is your center licensed to serve?

Mean: 47.4783 S.D.: 27.8402 Total: 23 Missing: 0

25. How many children were enrolled during the 1974-75 school year (September - June)?

	Mean:	S.D.:	Total:	Missing:
(1) _____ Girls	35.5556	22.0727	18	5
(2) _____ Boys	35.3333	21.9277	18	5
(3) _____ Total	72.9000	40.5072	20	3

26. How many children are presently enrolled? (June - September)

	Mean:	S.D.:	Total:	Missing:
(1) _____ Girls	19.3913	13.4797	23	0
(2) _____ Boys	23.1739	17.6446	23	0
(3) _____ Total	42.3043	30.7578	23	0

27. Indicate on the lines below the number of children currently enrolled who fall under the following categories:

Age group	Mean:	Total:	Mean:	Total:
	S.D.:	(1) <u>Part-time</u> Missing:	S.D.:	(2) <u>Full-time</u> Missing:
(1) Under 3 years		1.0476 21		3.7391 23
(2) Over 3 but under 4 years		1.8296 2		6.5033 0
(3) Over 4 but under 5 years		2.0500 20		9.6522 23
(4) Over 5 but under 6 years		2.3725 3		8.1721 0
(5) 6 years or over		2.0500 20		10.0435 23
		2.6253 3		7.4984 0
		1.5500 20		6.2273 22
		2.0384 3		5.9356 1
		.1500 20		4.1818 22
		.4894 3		6.3669 1

28. Indicate on the lines below the number of children presently enrolled who are:

	Mean:	S.D.:	Total:	Missing:
(1) _____ American-Indian	6.6000	2.2337	20	3
(2) _____ Black	14.7391	36.9929	23	0
(3) _____ Oriental-American	1.7691	4.4374	21	2
(4) _____ Spanish surname (Spanish, Mexican-American, Cuban, Puerto Rican)	3.9545	8.4090	22	1
(5) _____ White	33.5455	32.7715	22	1
(6) _____ Other; please specify	9.9500	2.5231	20	3

29. Which best describes the children served by your center? Total: 19

- (1) 1 All children of professional & white collar workers.
- (2) 8 Mostly children of professional & white collar workers.
- (3) 2 Mostly children of factory or other blue collar workers.
- (4) 0 All children of factory or other blue collar workers.
- (5) 6 Mostly children from families receiving public assistance.
- (6) 2 All children from families receiving public assistance. Missing: 4

30. Which of the following criteria does your center consider when admitting a child into your program? (Check all that apply) Total: 23

- (1) 9 Age (other than licensing regulations)
- (2) 7 Family income
- (3) 2 Ethnic background
- (4) 2 Sex
- (5) 5 Family criteria
- (6) 7 Other; please specify _____
- (7) 8 None

Missing: 0

31. How many children are paid for by a public agency?

	Mean:	S.D.:	Total:	Missing:
(1) <u> </u> Partially	.9524	2.5392	21	2
(2) <u> </u> Fully	12.7273	13.7778	22	1

32. Does your center make available transportation for the children enrolled in your program? Total: 23

- (1) 10 No
- (2) 7 For some
- (3) 6 For all

Missing: 0

33. How are parents involved in your center? (please check as many as apply) Total: 23

- (1) 1 Parents visiting the center
- (2) 14 Scheduled parent conferences
- (3) 19 Planned social events (e.g., coffees or suppers)
- (4) 12 Volunteers in the center
- (5) 9 Paid employees in the center

(6) 6 Other; please specify _____

Missing: 0

34. Definition of Full-time for Staff:

Total: 22

(1) 3 0 to 29 hours

(2) 7 30 to 39 hours

(3) 12 40 to 49 hours

(4) 50 and Over

Missing: 1

STAFF QUESTIONNAIRE

ANONYMOUS AND CONFIDENTIAL

NATIONAL SCIENCE FOUNDATION

STUDENT-ORIGINATED STUDIES PROJECT

INTERACTIONS BETWEEN FAMILIES AND DAY CARE CENTERS

Purpose

This questionnaire is part of a study about day care centers and families in the greater Lansing Area. Day care center staff and families who use available day care centers are being interviewed.

In responding to the items in the questionnaire, there are several points we would like to emphasize.

1. All of your answers are ANONYMOUS AND CONFIDENTIAL. Only members of the research team will see the questionnaires. No other person will be permitted to review your responses.
2. You are free to refuse to answer any question without penalty. We would appreciate, however, your answering this questionnaire as completely as possible.

Instructions

1. READ EACH QUESTION CAREFULLY and answer it to the best of your ability.
2. Some items can be answered by CIRCLING the number next to the one answer you choose.

What is your sex?

(1) Male

(2) Female

3. If you do not understand a question, please ask the interviewer to explain it to you. He/she will be happy to help in anyway he/she can.

THANK YOU FOR YOUR COOPERATION

1. Please indicate your position:

- (1) 11 Director
- (2) 5 Program Director
- (3) 6 Director/Program Director
- (4) 5 Lead Teacher
- (5) 27 Assistant Teacher
- (6) 6 Teachers Aide
- (7) 1 Service Specialist
- (8) 57 Other, please specify _____

2

2. Are you paid or do you volunteer your time?

235

- (1) 217 Paid
- (2) 18 Volunteer

1

3. How many hours a week do you work? Mean: 29.0489 S.D.: 10.6667

235

4. How long have you been employed at this center?

1

234

- (1) 114 Under one year
- (2) 98 1 - 3 years
- (3) 16 4 - 6 years
- (4) 4 7 - 10 years
- (5) 1 11 - 15 years
- (6) 0 16 - 20 years
- (7) 1 Over 20 years

Mean: 1.6496

S.D.: 1.8057

2

5. Sex:

235

- (1) 200 Female
- (2) 35 Male

1

6. Race:

234

- (1) 4 American Indian
- (2) 39 Black (Negro, Afro-American)
- (3) 7 Spanish-surname (Spanish, Mexican-American, Cuban, Puerto Rican)
- (4) 1 Oriental-American
- (5) 173 White
- (6) 6 Other

Staff members have many different opinions and feelings about the child care center at which they work. Here are some things about day care. Please check how satisfied you think parents are with each of the following.

7. In terms of convenience for parents, would you say that this day care center is: 233
- | | | |
|------------------------------------|--------------|---|
| (1) <u>80</u> Extremely convenient | Mean: 1.8584 | |
| (2) <u>180</u> Very Convenient | S.D.: .7379 | |
| (3) <u>43</u> Convenient | | |
| (4) <u>.2</u> Not very convenient | | |
| (5) <u>0</u> Not at all convenient | | 3 |
8. In terms of dependability, being able to count on it every day, would you say that this day care center is: 235
- | | | |
|-------------------------------------|--------------|---|
| (1) <u>159</u> Extremely dependable | Mean: 1.4213 | |
| (2) <u>55</u> Very dependable | S.D.: .6771 | |
| (3) <u>19</u> Dependable | | |
| (4) <u>2</u> Not Very dependable | | |
| (5) <u>0</u> Not at all dependable | | 1 |
9. In terms of how good the price is for parents, would you say that the price of this day care center is: 223
- | | | |
|------------------------------|--------------|----|
| (1) <u>48</u> Extremely good | Mean: 2.1883 | |
| (2) <u>92</u> Very good | S.D.: .8056 | |
| (3) <u>76</u> Good | | |
| (4) <u>7</u> Not very good | | |
| (5) <u>0</u> Not at all good | | 13 |
10. In terms of how capable the staff is (that is, how well the staff knows what they are doing), would you say that the people at this day care center are: 235
- | | | |
|---------------------------------|--------------|---|
| (1) <u>67</u> Extremely capable | Mean: 1.9234 | |
| (2) <u>121</u> Very capable | S.D.: .7120 | |
| (3) <u>45</u> Capable | | |
| (4) <u>2</u> Not very capable | | |
| (5) <u>0</u> Not at all capable | | 1 |

11. In terms of teaching children new things, would you say that this day care center does: 293

- (1) 78 An excellent job
- (2) 106 A very good job
- (3) 48 An average job
- (4) 1 Not a very good job
- (5) 0 Not a good job at all

3

12. In terms of discipline, or making children behave, would you say that this day care center does: 231

- (1) 55 An excellent job
- (2) 122 A very good job
- (3) 49 An average job
- (4) 0 Not a very good job
- (5) 0 Not a good job at all

Mean: 1.9740

S.D.: .6719

5

13. In terms of showing warmth toward children, would you say that the people at this day care center are: 235

- (1) 122 Extremely warm toward children
- (2) 105 Very warm toward children
- (3) 7 Somewhat warm toward children
- (4) 1 Not very warm toward children
- (5) 0 Not at all warm toward children

Mean: 1.5191

S.D.: .5798

1

14. In terms of serving healthful and nutritious food to children, would you say that this day care center serves: 233

- (1) 14 Extremely healthful and nutritious food
- (2) 87 Very healthful and nutritious food
- (3) 48 Average healthful and nutritious food
- (4) 4 Not very healthful and nutritious food
- (5) 0 Not at all healthful and nutritious food

Mean: 1.8369

S.D.: .8089

3

15. In terms of parents being involved in the day care center, how much influence do you feel parents have on program policies? 225

- (1) 29 Very much influence Mean: 2.8667
(2) 49 Much influence S.D.: 1.0815
(3) 82 Some influence
(4) 53 A little influence
(5) 12 No influence 11

16. In terms of parents daily concerns for their child, how much influence do you feel parents have in gaining individual attention for their child? 224

- (1) 55 Very much influence Mean: 2.2589
(2) 84 Much influence S.D.: .9819
(3) 60 Some influence
(4) 22 A little influence
(5) 3 No influence 12

17. In terms of parents taking part in day care programs, how satisfied are you with parents' chances to be involved? 225

- (1) 21 Extremely satisfied Mean: 2.8622
(2) 62 Very satisfied S.D.: 1.0105
(3) 76 Satisfied
(4) 59 Not very satisfied
(5) 7 Not at all satisfied 11

How satisfied are you with the following aspects of your job?

18. Salary 223

- (1) 17 Very satisfied Mean: 2.9596
(2) 68 Satisfied S.D.: 1.1243
(3) 71 Somewhat satisfied
(4) 59 Dissatisfied
(5) 26 Very dissatisfied 13

19. Level of childrens' achievements

231

(1) 65 Very satisfied

Mean: 1.9048

(2) 128 Satisfied

S.D.: .7160

(3) 34 Somewhat satisfied

(4) 3 Dissatisfied

(5) 1 Very dissatisfied

5

20. Staff/parent relationship

228

(1) 58 Very satisfied

Mean: 2.1623

(2) 99 Satisfied

S.D.: .9363

(3) 49 Somewhat satisfied

(4) 20 Dissatisfied

(5) 2 Very dissatisfied

8

21. Staff/staff relationships

234

(1) 106 Very satisfied

Mean: 1.7521

(2) 86 Satisfied

S.D.: .8067

(3) 36 Somewhat satisfied

(4) 6 Dissatisfied

(5) 0 Very dissatisfied

2

22.. Staff/administration relationships

226

(1) 73 Very satisfied

Mean: 2.0398

(2) 92 Satisfied

S.D.: .9490

(3) 43 Somewhat satisfied

(4) 15 Dissatisfied

(5) 3 Very dissatisfied

10

23. Staff independence and freedom

229

(1) 89 Very satisfied

Mean: 1.8035

(2) 103 Satisfied

S.D.: .7784

(3) 30 Somewhat satisfied

(4) 7 Dissatisfied

(5) 0 Very dissatisfied

7



24.	The staff evaluation procedures in your center		218
	(1) <u>35</u> Very satisfied	Mean: 2.2890	
	(2) <u>110</u> Satisfied	S.D.: .8820	
	(3) <u>50</u> Somewhat satisfied		
	(4) <u>21</u> Dissatisfied		
	(5) <u>2</u> Very dissatisfied		18
25.	Degree of staff authority		224
	(1) <u>53</u> Very satisfied	Mean: 2.0045	
	(2) <u>124</u> Satisfied	S.D.: .7366	
	(3) <u>40</u> Somewhat satisfied		
	(4) <u>7</u> Dissatisfied		
	(5) <u>0</u> Very dissatisfied		12
26.	Staff/child relationships		234
	(1) <u>124</u> Very satisfied	Mean: 1.5427	
	(2) <u>98</u> Satisfied	S.D.: .6683	
	(3) <u>8</u> Somewhat satisfied		
	(4) <u>3</u> Dissatisfied		
	(5) <u>1</u> Very dissatisfied		2
27.	Financial resources of the center		220
	(1) <u>22</u> Very satisfied	Mean: 2.8727	
	(2) <u>72</u> Satisfied	S.D.: 1.1356	
	(3) <u>57</u> Somewhat satisfied		
	(4) <u>50</u> Dissatisfied		
	(5) <u>1</u> Very dissatisfied		16

How important are each of the following to your overall satisfaction with your job?

28. Salary

231

(1) 94 Very important

Mean: 2.5281

(2) 81 Quite important

S.D.: .9681

(3) 81 Somewhat important

(4) 30 Not very important

(5) 5 Very unimportant

5

29. Level of children's achievement

234

(1) 131 Very important

Mean: 1.5897

(2) 81 Quite important

S.D.: .8303

(3) 13 Somewhat important

(4) 5 Not very important

(5) 4 Very unimportant

2

30. Staff/parent relationship

234

(1) 118 Very important

Mean: 1.6453

(2) 85 Quite important

S.D.: .7571

(3) 25 Somewhat important

(4) 5 Not very important

(5) 0 Very unimportant

2

31. Staff/staff relationships

235

(1) 171 Very important

Mean: 1.3149

(2) 54 Quite important

S.D.: .5497

(3) 10 Somewhat important

(4) 0 Not very important

(5) 0 Very unimportant

1

32. Staff/administration relationships

232

(1) 130 Very important

Mean: 1.5517

(2) 78 Quite important

S.D.: .7006

(3) 22 Somewhat important

(4) 2 Not very important

(5) 0 Very unimportant

33. Staff independence & freedom

232

(1) 110 Very important

Mean: 1.6638

(2) 94 Quite important

S.D.: .7820

(3) 24 Somewhat important

(4) 4 Not very important

(5) 0 Very unimportant

34. The staff evaluation procedures in your center

223

(1) 78 Very important

Mean: 1.9731

(2) 03 Quite important

S.D.: .8798

(3) 53 Somewhat important

(4) 8 Not very important

(5) 1 Very unimportant

35. Degree of staff authority

223

(1) 83 Very important

Mean: 1.8296

(2) 104 Quite important

S.D.: .7984

(3) 28 Somewhat important

(4) 7 Not very important

(5) 1 Very unimportant

36. Staff/child relationships

234

(1) 206 Very important

Mean: 1.1538

(2) 23 Quite important

S.D.: .4895

(3) 3 Somewhat important

(4) 1 Not very important

(5) 1 Very unimportant

37. Financial resources of the center

221

(1) 78 Very important

Mean: 1.9638

(2) 92 Quite important

S.D.: .9432

(3) 37 Somewhat important

(4) 9 Not very important

(5) 5 Very unimportant

15

38. Some people see children acting one way while other people see them acting in other ways. Below is a list of behaviors. How many children do you see acting in the following ways in your classroom?

Behavior	TOTAL:	MISSING:	Almost All	Many	About Half	Some	Almost None
	211	25	1	2	3	4	5
(1) Scared easily	224	12	3	7	7	91	103
(2) Shy, sweet	224	12	5	15	31	143	30
(3) Cries to get their way	218	18	3	22	17	131	51
(4) Tattles	221	15	22	38	35	97	26
(5) Draws many pictures	224	12	52	73	48	47	1
(6) Plays rough games	222	14	18	36	63	94	14
(7) Builds with blocks	222	14	79	65	41	30	7
(8) Plays house	224	12	79	56	46	35	6
(9) Is bossy	223	13	8	32	25	128	31
(10) Talks a lot	222	14	42	87	43	41	40
(11) Plays in dirt	224	12	88	68	29	31	6
(12) Says please and thank-you	223	13	37	51	45	69	22
(13) Likes to learn	222	14	91	75	25	30	2
(14) Makes trouble	222	14	2	17	15	131	57
(15) Feels for others	221	15	38	66	43	66	9
(16) Follows directions	223	13	54	94	46	26	1
(17) Asks a lot of questions	223	13	58	83	47	29	6
(18) Is a leader	223	13	4	20	48	133	18

99. Some people see girls acting one way while other people see them acting in other ways. Below is a list of behaviors. How many girls do you see acting in the following ways in your classroom?

Behavior	TOTAL:	MISSING:	Almost All	Many	About Half	Some	Almost None
(1) Scared easily	210	26	1	2	3	4	5
(2) Shy, sweet	220	16	5	8	19	95	83
(3) Cries to get their way	222	14	9	28	24	126	33
(4) Tattles	220	18	8	15	17	117	65
(5) Draws many pictures	221	15	13	30	29	105	43
(6) Plays rough games	220	16	69	61	47	40	4
(7) Builds with blocks	219	17	16	22	41	85	56
(8) Plays house	222	14	63	52	26	63	15
(9) Is bossy	222	14	107	57	31	22	5
(10) Talks a lot	220	16	13	33	33	108	35
(11) Plays in dirt	220	16	45	85	43	37	10
(12) Says please and thank-you	222	14	70	55	39	41	15
(13) Likes to learn	220	16	43	48	48	67	16
(14) Makes trouble	219	17	91	72	24	29	4
(15) Feels for others	218	18	4	14	18	108	75
(16) Follows directions	222	10	46	72	42	53	5
(17) Asks a lot of questions	220	16	56	98	40	28	0
(18) Is a leader	214	22	56	88	35	34	7
			8	28	44	113	21

40. Some people see boys acting one way while other people see them acting in other ways. Below is a list of behaviors. How many boys do you see act in the following ways in your classroom?

Behavior	TOTAL:	MISSING:	Almost All	Many	About Half	Some	Almos None
			1	2	3	4	5
(1) Scared easily	215	21	3	1	7	101	103
(2) Shy, sweet	221	15	2	8	12	139	60
(3) Cries to get their way	222	14	2	10	12	132	66
(4) Tattles	220	16	14	24	37	116	29
(5) Draws many pictures	218	18	50	66	43	54	5
(6) Plays rough games	221	15	57	81	39	40	4
(7) Builds with blocks	218	18	99	74	23	17	5
(8) Plays house	219	17	33	59	47	65	15
(9) Is bossy	220	16	9	25	37	127	22
(10) Talks a lot	219	17	45	85	41	41	7
(11) Plays in dirt	216	20	108	61	19	24	4
(12) Says please and thank-you	219	17	24	36	52	82	25
(13) Likes to learn	219	17	79	80	30	28	2
(14) Makes trouble	217	19	5	22	25	120	25
(15) Feels for others	218	18	26	67	32	82	11
(16) Follows directions	218	18	39	83	52	42	2
(17) Asks a lot of questions	220	16	55	87	43	28	7
(18) Is a leader	217	19	12	35	48	111	11

41. Some people believe that boys should behave in certain ways and girls should behave in other ways. Other people do not believe in those differences. Do you agree that boys' behavior should be different from girls'?

234

- | | | | |
|-----|--------------------------------------|-------|--------|
| (1) | <u>22</u> Agree | Mean: | 3.4145 |
| (2) | <u>59</u> Agree somewhat | S.D.: | 1.4124 |
| (3) | <u>32</u> Neither agree nor disagree | | |
| (4) | <u>42</u> Disagree somewhat | | |
| (5) | <u>79</u> Disagree | | |

2

42. Some centers seem to teach or encourage boys and girls to behave differently from each other. To what extent does your day care center teach them to act differently?

227

- | | | | |
|-----|-----------------------|-------|--------|
| (1) | <u>2</u> Very much | Mean: | 4.0088 |
| (2) | <u>9</u> A lot | S.D.: | .8973 |
| (3) | <u>51</u> Some | | |
| (4) | <u>88</u> Very little | | |
| (5) | <u>77</u> Not at all | | |

9

43. The day care center should teach or encourage boys and girls to act differently.

229

- | | | | |
|-----|--------------------------------------|-------|--------|
| (1) | <u>13</u> Agree | Mean: | 3.9345 |
| (2) | <u>26</u> Agree somewhat | S.D.: | 1.2808 |
| (3) | <u>39</u> Neither agree nor disagree | | |
| (4) | <u>36</u> Disagree somewhat | | |
| (5) | <u>115</u> Disagree | | |

7

44. As a staff member, there are some parents you talk with often and some you may not talk with at all. On the average, how often do you talk with most parents about their child's growth?

215

- | | | | |
|-----|--------------------------------------|-------|--------|
| (1) | <u>3</u> Several times a day | Mean: | 4.4093 |
| (2) | <u>17</u> Once a day | S.D.: | 1.1879 |
| (3) | <u>20</u> Three or four times a week | | |
| (4) | <u>60</u> Once or twice a week | | |
| (5) | <u>79</u> Once or twice a month | | |
| (6) | <u>36</u> Not at all | | |

21

45. How often do you talk with most parents about the day care center? 217
- (1) 6 Several times a day Mean: 4.4101
- (2) 15 Once a day S.D.: 1.2143
- (3) 16 Three or four times a week
- (4) 63 Once or twice a week
- (5) 81 Once or twice a month
- (6) 36 Not at all 19
46. How often do you complain to your supervisor about the day care center? 212
- (1) 2 Several times a day Mean: 5.1038
- (2) 9 Once a day S.D.: 1.0966
- (3) 9 Three or four times a week
- (4) 16 Once or twice a week
- (5) 85 Once or twice a month
- (6) 91 Not at all 24
47. There may be some staff members you talk with often about children in the day care center and some you may not talk with at all. In general, how often do you talk with other staff about children in the center? 226
- (1) 132 Several times a day Mean: 1.9027
- (2) 36 Once a day S.D.: 1.3163
- (3) 26 Three or four times a week
- (4) 15 Once or twice a week
- (5) 14 Once or twice a month
- (6) 3 Not at all 10
48. How often do you talk with other staff about the day care center? 221
- (1) 81 Several times a day Mean: 2.6968
- (2) 32 Once a day S.D.: 1.6330
- (3) 30 Three or four times a week
- (4) 42 Once or twice a week
- (5) 23 Once or twice a month
- (6) 13 Not at all 15

49. Based on whatever knowledge you have about the children's families and home background, including the economic conditions of the families, what is the level of formal education you believe most of the children in this center will attain?

206

- (1) 4 Finish junior high school Mean: 3.6748
(2) 9 Go to high school but not graduate S.D.: 1.0293
(3) 102 Graduate from high school
(4) 26 Go to college but not graduate
(5) 65 Graduate from college

30

50. How often do you feel that your opinions influence day care decisions?

221

- (1) 11 Never Mean: 3.1674
(2) 42 Rarely S.D.: 1.0198
(3) 91 Occasionally
(4) 53 Often
(5) 24 Very Often

15

51. How often do you send information to parents on programs in the center?

207

- (1) 0 Several times a day Mean: 4.8406
(2) 2 Once a day S.D.: .9131
(3) 15 Three or four times a week
(4) 48 Once or twice a week
(5) 91 Once or twice a month
(6) 51 Not at all

29

52. Day care workers have many different thoughts about parents who use day care centers. In general, what kind of parents do you think use this center?

221

(1) 10 Excellent

Mean: 3.0379

(2) 54 Very good

S.D.: 1.0135

(3) 82 Good

(4) 51 Satisfactory

(5) 11 Not very good

(6) 3 Poor

(7) 0 Extremely poor

25

53. Many people have told us they know what kind of day care workers parents think they are. What kind of day care worker do you believe parents think you are?

215

(1) 18 Excellent

Mean: 2.5256

(2) 95 Very good

S.D.: .8361

(3) 74 Good

(4) 27 Satisfactory

(5) 1 Not very good

(6) 0 Poor

(7) 0 Extremely poor

21

54. It is important for children to be exposed to other cultures and nationalities.

231

(1) 192 Strongly agree

Mean: 1.5714

(2) 80 Agree

S.D.: .8355

(3) 9 Agree somewhat

(4) 7 Neutral

(5) 2 Disagree somewhat

(6) 1 Disagree

(7) 0 Strongly disagree

5

55. The day care center in which I work seems to emphasize one particular way of life.

224

(1) 9 Strongly agree

Mean: 4.2054

(2) 34 Agree

S.D.: 1.7366

(3) 45 Agree somewhat

(4) 43 Neutral

(5) 24 Disagree somewhat

(6) 45 Disagree

(7) 24 Strongly disagree

12

56. The way of life we emphasize in this day care center is different from the way of life of most of the families using this center.

221

(1) 5 Strongly agree

Mean: 4.5158

(2) 19 Agree

S.D.: 1.5539

(3) 39 Agree somewhat

(4) 48 Neutral

(5) 30 Disagree somewhat

(6) 64 Disagree

(7) 16 Strongly disagree

15

57. The day care center should maintain children's cultural and national ways. 222

(1) 36 Strongly agree

Mean: 2.8153

(2) 65 Agree

S.D.: 1.9103

(3) 56 Agree somewhat

(4) 49 Neutral

(5) 14 Disagree somewhat

(6) 7 Disagree

(7) 1 Strongly disagree

14

AMERICAN INDIANS

MEAN:	S.D.:	TOTAL:	MISSING:
Successful 3.6222	1.2209	Unsuccessful 135	101
Excitable 3.6970	1.3756	Calm 132	104
Aggressive 3.7879	1.1982	Defensive 132	104
Responsible 2.6061	1.1104	Irresponsible 132	104
Selfish 4.3023	1.1766	Unselfish 129	107
Beautiful 2.1716	1.2048	Ugly 134	102
Rich 4.5303	1.2259	Poor 132	104
Friendly 2.5489	1.2090	Unfriendly 133	103
Graceful 2.5448	1.2662	Awkward 134	102
Slow 3.8281	1.2866	Fast 128	108
Serious 2.8872	1.1720	Humorous 133	103
Hardworking 2.3939	1.0467	Lazy 132	104
Good 2.2000	1.0146	Bad 130	106
Clean 2.5789	1.1561	Dirty 133	103
Powerful 3.3835	1.3580	Powerless 133	103
Grateful 2.8189	.9547	Ungrateful 127	109

BLACK AMERICANS

MEAN:	S. D.:	TOTAL:	MISSING:
Clean 2.455	1.1179	145	91
Dirty			
Beautiful 2.2260	1.0877	146	90
Ugly			
Excitable 2.7042	1.1837	142	94
Calm			
Responsible 2.6434	1.2184	143	93
Irresponsible			
Selfish 3.8310	1.9207	142	94
Unselfish			
Powerful 3.1319	1.2417	144	92
Powerless			
Hardworking 2.6224	1.1856	143	93
Lazy			
Aggressive 2.9348	1.3411	138	98
Defensive			
Grateful 2.8889	1.1308	135	101
Ungrateful			
Serious 3.4326	1.3055	141	95
Humorous			
Successful 2.9310	1.1096	145	91
Unsuccessful			
Rich 3.9930	.9926	142	94
Poor			
Slow 3.8214	1.2071	140	96
Fast			
Friendly 2.4897	1.1733	145	91
Unfriendly			
Good 2.4296	1.1448	142	94
Bad			
Graceful 2.5319	1.1120	141	95
Awkward			



ORIENTAL AMERICANS

MEAN:	S.D.:	TOTAL:	MISSING:
Aggressive		Defensive	
3.4044	1.1181	136	100
Selfish		Unselfish	
4.0148	1.2458	135	101
Successful		Unsuccessful	
2.5147	.9962	136	100
Grateful		Ungrateful	
2.5769	.9053	130	106
Clean		Dirty	
2.1407	.9786	135	101
Powerful		Powerless	
2.9549	.9682	133	103
Good		Bad	
2.3507	1.0779	134	102
Beautiful		Ugly	
2.0301	.9688	133	103
Graceful		Awkward	
2.2197	1.0213	132	104
Responsible		Irresponsible	
2.2206	.9083	136	100
Rich		Poor	
3.2481	.9245	133	103
Hardworking		Lazy	
2.0730	.8370	137	99
Excitable		Calm	
3.5940	1.2434	133	103
Friendly		Unfriendly	
2.3258	.9287	132	104
Serious		Humorous	
2.8421	1.1067	133	103
Slow		Fast	
3.9545	1.1449	132	104

SPANISH-SPEAKING AMERICANS

MEAN:	S.D.:	TOTAL:	MISSING:
Clean : : : : : Dirty			
2.8071	1.2227	140	96
Successful : : : : : Unsuccessful			
3.3165	1.1101	139	97
Selfish : : : : : Unselfish			
3.9058	1.2136	138	98
Responsible : : : : : Irresponsible			
2.7254	1.0794	142	94
Rich : : : : : Poor			
4.1135	.9790	141	95
Graceful : : : : : Awkward			
2.6286	.9770	140	96
Good : : : : : Bad			
2.6028	1.2123	141	95
Hardworking : : : : : Lazy			
2.4357	1.0810	140	96
Beautiful : : : : : Ugly			
2.3357	1.1034	140	96
Aggressive : : : : : Defensive			
3.0147	1.0886	136	100
Excitable : : : : : Calm			
2.8841	1.1965	138	98
Slow : : : : : Fast			
3.7536	1.1450	138	98
Powerful : : : : : Powerless			
3.3597	1.1420	139	97
Grateful : : : : : Ungrateful			
2.8045	1.0332	133	103
Serious : : : : : Humorous			
3.2086	1.1639	139	97
Friendly : : : : : Unfriendly			
2.3500	1.0589	140	96

WHITE AMERICANS

MEAN:	S.D.:	TOTAL:	MISSING:
Clean : : : : : Dirty	2.4681 : : : : .9453	141	95
Successful : : : : : Unsuccessful	2.3028 : : : : .8504	142	94
Hardworking : : : : : Lazy	2.5105 : : : : .9106	143	93
Friendly : : : : : Unfriendly	2.6879 : : : : 1.0291	141	95
Rich : : : : : Poor	2.9375 : : : : 1.0325	144	92
Slow : : : : : Fast	4.2302 : : : : .9427	139	97
Responsible : : : : : Irresponsible	2.5603 : : : : .9131	141	95
Excitable : : : : : Calm	2.9071 : : : : .9588	140	96
Grateful : : : : : Ungrateful	2.9568 : : : : 1.1413	139	97
Powerful : : : : : Powerless	2.4483 : : : : .9995	145	91
Aggressive : : : : : Defensive	2.5745 : : : : 1.0017	141	95
Selfish : : : : : Unselfish	3.1399 : : : : 1.3563	143	93
Graceful : : : : : Awkward	2.8881 : : : : 1.0555	143	93
Beautiful : : : : : Ugly	2.5070 : : : : .9583	142	94
Serious : : : : : Humorous	3.2374 : : : : 1.0940	139	97
Good : : : : : Bad	2.6043 : : : : 1.0259	139	97

63.	Do you have any children?			332
(1)	<u>70</u> Yes			
(2)	<u>162</u> No			4
(3)	If yes, how many in all _____	1.4107	1.6579	112
	How many under six _____	.2870	.6275	124
				108
				126
64.	Do you have any children enrolled in this center?			227
(1)	<u>12</u> Yes			
(2)	<u>215</u> No			9
65.	Do you have any children enrolled in another day care center?			226
(1)	<u>5</u> Yes			
(2)	<u>221</u> No			10
66.	Your age:			230
(1)	<u>13</u> Under 18			
(2)	<u>132</u> 18 - 25			
(3)	<u>55</u> 26 - 34			
(4)	<u>14</u> 35 - 44			
(5)	<u>12</u> 45 - 54			
(6)	<u>4</u> 55 and over			6
67.	Please check the highest level of education you have completed:			232
(1)	<u>22</u> Less than 12 years of school			
(2)	<u>49</u> High school diploma or equivalent			
(3)	<u>62</u> 1 - 3 years of college			
(4)	<u>59</u> Bachelor's degree			
(5)	<u>40</u> Some graduate school			4

68. What types of day care-related training experiences did you have before working here? (Check all that apply)

231

- (1) 104 Previous job(s)
- (2) 55 Staff training at this center
- (3) 109 Related classes
- (4) 92 Related volunteer experience
- (5) 56 Other, please specify _____
- (6) 43 None

5

69. What types of day care-related training experiences do you presently take part in? (Check all that apply)

229

- (1) 97 Staff training at this center
- (2) 95 Workshops and seminars
- (3) 73 Related classes
- (4) 39 Related volunteer experiences
- (5) 28 Other, please specify _____
- (6) 55 None

7

FAMILY QUESTIONNAIRE

ANONYMOUS AND CONFIDENTIAL

NATIONAL SCIENCE FOUNDATION

STUDENT-ORIGINATED STUDIES PROJECT

INTERACTIONS BETWEEN FAMILIES AND DAY CARE CENTERS

Purpose

This questionnaire is part of a study about day care centers and families in the greater Lansing Area. Day care center staff and families who use available day care centers are being interviewed.

In responding to the items in the questionnaire, there are several points we would like to emphasize.

1. All of your answers are ANONYMOUS AND CONFIDENTIAL. Only members of the research team will see the questionnaires. No other person will be permitted to review your responses.
2. You are free to refuse to answer any question without penalty. We would appreciate, however, your answering this questionnaire as completely as possible.

Instructions

1. READ EACH QUESTION CAREFULLY and answer it to the best of your ability.
2. Some items can be answered by CIRCLING the number next to the one answer you choose.

What is your sex?

(1) Male

(2) Female

3. If you do not understand a question, please ask the interviewer to explain it to you. He/she will be happy to help in anyway he/she can.

THANK YOU FOR YOUR COOPERATION

1. Sex:		TOTAL:	354
(1) <u>197</u> Male			
(2) <u>217</u> Female		MISSING:	0
2. Marital Status:			354
(1) <u>19</u> Single			
(2) <u>257</u> Married			
(3) <u>25</u> Separated			
(4) <u>49</u> Divorced			
(5) <u>4</u> Widowed			0
3. Religion:			349
(1) <u>177</u> Protestant			
(2) <u>52</u> Catholic			
(3) <u>12</u> Jewish			
(4) <u>31</u> Other; please specify _____			
(5) <u>77</u> None			5
4. Race:			353
(1) <u>7</u> American Indian			
(2) <u>50</u> Black (Negro, Afro-American)			
(3) <u>14</u> Oriental-American			
(4) <u>11</u> Spanish-surname (Spanish-American, Mexican-American, Puerto Rican, Cuban)			
(5) <u>265</u> White			
(6) <u>6</u> Other; please specify _____			1

10. What types of child care did you use before your child was enrolled in the present day care center? (Check as many as apply) 354
- (1) 66 Family member caring for the child in your home
 - (2) 69 Relative or friend caring for the child in your home
 - (3) 112 Relative or friend caring for the child in their home
 - (4) 97 Sitter caring for the child in your home
 - (5) 118 Sitter caring for the child in their home
 - (6) 62 Another day care center
 - (7) 15 Other; please specify _____
 - (8) 69 None (you took care of child) 0
11. How does your child usually get to the center? 352
- (1) 47 Bus or car provided by the center
 - (2) 165 Driven by you
 - (3) 62 Driven by spouse
 - (4) 1 Driven by a friend or neighbor
 - (5) 10 Walks
 - (6) 3 Other; please specify _____
 - (7) 62 2
12. How far is the day care center from your home? 353
- (1) 60 5 blocks or less
 - (2) 54 Over 5 blocks but under 1 mile
 - (3) 176 1 to 5 miles
 - (4) 62 Over 5 miles 1
13. How far is the day care center from your job? 311
- (1) 22 5 blocks or less
 - (2) 30 Over 5 blocks but under 1 mile
 - (3) 157 1 to 5 miles
 - (4) 102 Over 5 miles 43

14. How much do you pay the center each week to care for your child?

\$ _____ week-

15. Which of the following special services are made available to you and your family at the day care center? (Check all that apply) 337

(1) 59 Parent education services

(2) 42 Medical services

(3) 46 Special educational services

(4) 52 Counseling services

(5) 32 Other; please specify _____

(6) 180 None

17

16. Which of the following special services made available to you at the day care center do you use? (Check all that apply) 344

(1) 35 Parent education services

(2) 24 Medical services

(3) 32 Special educational services

(4) 35 Counseling services

(5) 47 Other; please specify _____

(6) 226 None

10

17. Which of the following special services in the community are made known to you and your family by the day care center? (Check all that apply) 344

(1) 42 Medical services

(2) 28 Individual counseling

(3) 15 Marriage and family counseling

(4) 27 Adult educational services

(5) 34 Psychological testing

(6) 16 Other; please specify _____

(7) 239 None

10

Parents have many different opinions and feelings about the child care they use. Here are some things about day care. Please check how satisfied you are with each of the following.

18. In terms of convenience for you, would you say that your day care center is: 951
- | | |
|-------------------------------------|---------------|
| (1) <u>151</u> Extremely convenient | Mean = 1.8917 |
| (2) <u>109</u> Very convenient | S. D. = .9410 |
| (3) <u>72</u> Convenient | |
| (4) <u>16</u> Not very convenient | |
| (5) <u>3</u> Not at all convenient | 3 |
19. In terms of dependability, being able to count on it everyday, would you say that day care is: 352
- | | |
|-------------------------------------|---------------|
| (1) <u>234</u> Extremely dependable | Mean = 1.4119 |
| (2) <u>92</u> Very dependable | S.D. = .6344 |
| (3) <u>25</u> Dependable | |
| (4) <u>1</u> Not very dependable | |
| (5) <u>0</u> Not at all dependable | 2 |
20. In terms of how good the price is for you, would you say that the price of your day/care center is: 333
- | | |
|------------------------------|---------------|
| (1) <u>95</u> Extremely good | Mean = 2.2583 |
| (2) <u>87</u> Very good | S.D. = .9845 |
| (3) <u>125</u> Good | |
| (4) <u>22</u> Not very good | |
| (5) <u>4</u> Not at all good | 21 |

21. In terms of how capable the people are, that is, how well the people know what they are doing, would you say that the people at your day care center are: 351

(1) 114 Extremely capable Mean = 1.9544

(2) 147 Very capable S.D. = .8094

(3) 83 Capable

(4) 6 Not very capable

(5) 1 Not at all capable 3

22. In terms of teaching your children new things, would you say that your day care center does: 354

(1) 135 An excellent job Mean = 1.8418

(2) 145 A very good job S.D. = .7807

(3) 69 An average job

(4) 5 Not a very good job

(5) 0 Not a good job at all 0

23. In terms of discipline, or making your children behave, would you say that your day care center does: 347

(1) 107 An excellent job Mean = 2.0086

(2) 137 A very good job S.D. = .8170

(3) 96 An average job

(4) 7 Not a very good job

(5) 0 Not a good job at all 7

24. In terms of showing warmth toward your children, would you say that the people at your day care center are: 349

(1) 177 Extremely warm toward your children Mean = 1.6132

(2) 133 Very warm toward your children S.D. = .7046

(3) 36 Somewhat warm toward your children

(4) 3 Not very warm toward your children

(5) 0 Not at all warm toward your children 5

25. In terms of serving healthful and nutritious food to your children, would you say that your day care center serves: 342
- (1) 92 Extremely healthful and nutritious food Mean = 2.0789
- (2) 197 Very healthful and nutritious food S.D. = .8157
- (3) 104 Average healthful and nutritious food
- (4) 8 Not very healthful and nutritious food
- (5) 0 Not at all healthful and nutritious food 12
26. In terms of parents being involved in the day care center, how much influence do you feel you have on program policies? 393
- (1) 28 Very much influence Mean = 3.3574
- (2) 45 Much influence S.D. = 1.2080
- (3) 115 Some influence
- (4) 70 A little influence
- (5) 75 No influence 21
27. In terms of parents' daily concerns for their child in the day care center, how much influence do you feel you have in gaining individual attention for your child? 343
- (1) 77 Very much influence Mean = 2.3703
- (2) 117 Much influence S.D. = 1.0485
- (3) 110 Some influence
- (4) 23 A little influence
- (5) 16 No influence 11
28. In terms of parents taking part in the day care program, how satisfied are you with chances to be involved? 399
- (1) 74 I am extremely satisfied Mean = 2.4271
- (2) 82 I am very satisfied S.D. = 1.0485
- (3) 157 I am satisfied
- (4) 23 I am not very satisfied
- (5) 3 I am not at all satisfied 15

AT THIS POINT, S T O P WORKING ON
THE QUESTIONNAIRE. TELL THE
INTERVIEWER YOU HAVE REACHED
QUESTION NUMBER 29.

QUESTIONNAIRE

CODE # _____

	MEAN:	S.D.:	TOTAL N:	MISSING:
29. _____	Chance to take part in the program			
	8.6590	1.9538	349	5
_____	Convenience			
	6.2057	2.8422	350	4
_____	Cost			
	8.0974	2.7253	349	5
_____	Dependability			
	3.7514	2.2529	350	4
_____	Discipline			
	5.5914	2.4916	350	4
_____	Health Services			
	7.8424	2.9402	349	5
_____	Parents' influence on own child's needs			
	6.5587	2.2569	349	5
_____	Parents' influence on program policy			
	8.4269	2.1889	349	5
_____	Shows warmth toward your child			
	3.0514	2.1271	350	4
_____	Staff competence			
	3.4057	2.4684	350	4
_____	Teaching new things			
	4.3343	2.0382	350	4
30. _____	Ages and number of children served			
	7.8012	3.3259	347	7
_____	Chances for parents to take part in day care programs			
	10.9510	2.9259	347	7
_____	Chances to be with other children			
	4.5072	3.2347	349	5
_____	Close supervision and safety			
	4.4943	2.8954	348	6
_____	Competent staff			
	3.5948	3.0968	348	6
_____	Cost of program			
	9.8156	3.5147	347	7
_____	Disciplinary practices			
	7.2672	3.2318	348	6
_____	Education			
	4.9284	2.8774	349	5
_____	Hours open			
	6.8937	3.7457	348	6
_____	Location			
	7.2234	3.7595	349	5
_____	Medical and special services contacts			
	10.4121	3.0986	347	7
_____	Nutritional program			
	7.7925	5.3413	347	7
_____	Physical facilities			
	7.8040	3.0755	347	7
_____	Transportation provided			
	11.6311	3.2625	347	7



31.	Approximately how many hours during your workweek do you spend with your child? _____	MEAN: 24.5216 S.D.: 13.6610	324 30
32.	How many hours a week do you usually spend working and/or in school?		
	(1) ___ Working	MEAN: 32.0489 S.D.: 18.6079	327 27
	(2) ___ In schools	MEAN: 5.5649 S.D.: 11.6272	308 46
33.	Do you own a television set?		352
	(1) <u>343</u> Yes		
	(2) <u>9</u> No		2
34.	About how many hours per week do your children watch TV?		340
	_____	MEAN: 10.8529 S.D.: 8.0508	14

Parents and children have many different ways of living together. Some of the time they feel like being together and other times they would like to be by themselves or do things with people their own age. Here are some statements about how some families live together. As you think about these statements try to picture this setting: You and your children have come home from your day's activities. You have been at work, and your children have been at the day care center. Think about what happens and how you and your children feel during the next few hours you are together. How often do these things happen in your family?

	Almost Always	Often	Sometimes	Rarely	Almost Never	TOTAL: MISSING
35. When we first get together, my children are likely to be happy to see me.	305	41	7	0	0	353
36. When we first get together, I am likely to be happy to see my children.	288	55	8	1	1	353
37. During the time we are together, I am likely to watch T.V. with my children.	31	66	149	56	47	349
38. During the time we are together I am likely to feel grumpy or irritable.	3	18	223	75	31	349
39. During the time we are together, my children are likely to tell me or show me what they did that day.	161	127	50	9	2	350
40. During the time we are together, I am likely to read to my children.	31	91	136	67	19	344
41. During the time we are together, I am likely to find it necessary to make my children behave by spanking them.	9	22	139	94	83	347
42. During the time we are together, I am likely to laugh with my children.	119	171	58	4	0	352
43. During the time we are together, I am likely to explain or teach things to my children.	96	161	90	3	0	350
44. During the time we are together, I am likely to ask my children to be quieter.	25	107	176	31	10	349
45. During the time we are together, I am likely to hug or hold my children.	140	155	48	3	1	347
46. During the time we are together, I am likely to yell or raise my voice with my children.	7	61	223	43	17	351

	Almost Always	Often	Sometimes	Rarely	Almost Never	TOTAL: MISSING:
47. During the time we are together, my children are likely to be rambunctious (running, jumping, talking loudly).	93	151	93	10	1	348 6
48. During the time we are together, my children are likely to ask me questions.	148	156	37	3	2	346 8
49. During the time we are together, my children are likely to get on my nerves.	8	46	219	57	14	344 10
50. During the time we are together, I am likely to play games with my children.	25	98	162	49	5	339 15
51. If I have had a bad day at work, I am likely to enjoy my children less during the time we are together.	34	75	141	54	40	344 10
52. During the time we are together, I am likely to encourage them to do things for themselves.	77	193	71	3	0	344 10
53. During the time we are together, I am likely to send them to their room for discipline.	8	21	100	126	93	348 6

54. There may be some staff members at the day care center you use whom you talk with often, and some you may not talk with at all. In general, how often do you talk with staff members about your child's growth? 343

(1) 6 Several times a day Mean = 4.4198

(2) 29 Once a day S.D. = 1.2110

(3) 27 Three or four times a week

(4) 93 Once or twice a week

(5) 129 Once or twice a month

(6) 59 Not at all 11

55. How often do you talk with day care staff members about the day care center? 343

(1) 2 Several times a day Mean = 4.8863

(2) 10 Once a day S.D. = 1.0067

(3) 17 Three or four times a week

(4) 64 Once or twice a week

(5) 153 Once or twice a month

(6) 97 Not at all 11

56. How often do you complain to the day care center?

(1) 0 Several times a day

Mean = 5.7943

(2) 0 Once a day

S.D. = .4642

(3) 1 Three or four times a week

(4) 6 Once or twice a week

(5) 57 Once or twice a month

(6) 286 Not at all

4

57. How often do you feel that your opinions influence day care decisions?

329

(1) 13 Very often

Mean = 3.6563

(2) 40 Often

S.D. = 1.1674

(3) 96 Sometimes

(4) 70 Rarely

(5) 104 Never

31

58. How often do you receive information from the day care center on programs?

343

(1) 3 Several times a day

Mean = 4.5977

(2) 12 Once a day

S.D. = .9800

(3) 23 Three or four times a week

(4) 90 Once or twice a week

(5) 169 Once or twice a month

(6) 46 Not at all

11

IF YOU ARE A SINGLE PARENT, PLEASE PLACE AN X IN THE FOLLOWING QUESTIONS THAT DO NOT APPLY:

59. How often do you talk with your spouse about your child's growth in the day care center?

317

(1) 13 Several times a day

Mean = 4.0063

(2) 40 Once a day

S.D. = 1.5033

(3) 60 Three or four times a week

(4) 98 Once or twice a week

(5) 55 Once or twice a month

(6) 27 Not at all

(7) 24 Question Not Applicable



60. How often do you talk with your spouse about the day care center? 325

(1) 10 Several times a day Mean = 4.1815

(2) 31 Once a day S.D. = 1.3948

(3) 46 Three or four times a week

(4) 110 Once or twice a week

(5) 82 Once or twice a month

(6) 23 Not at all

(7) 23 Question not applicable 29

61. Parents have many different thoughts about day care workers. In general, what do you think of the staff at the center that you use? 347

(1) 121 Excellent Mean = 2.0403

(2) 131 Very good S.D. = 1.0078

(3) 61 Good

(4) 30 Satisfactory

(5) 2 Not very good

(6) 2 Poor

(7) 0 Extremely poor 7

62. Many people have told us that they know what kind of parents day care workers think they are. What kind of parents do you believe day care workers think you are? 334

(1) 32 Excellent Mean = 2.6018

(2) 118 Very good S.D. = .8596

(3) 137 Good

(4) 45 Satisfactory

(5) 2 Not very good

(6) 0 Poor

(7) 0 Extremely poor 20

63. How far do you think your child will go in school? 399

- (1) 1 Finish junior high school Mean = 4.5428
- (2) 4 Go to high school but not finish S.D. = .8358
- (3) 58 Finish high school
- (4) 23 Go to college but not graduate
- (5) 259 Finish college 15

64. Please mark which of the following best describes your housing: 359

- (1) 171 Own home Mean = 1.8810
- (2) 81 Rented home S.D. = .9986
- (3) 73 Apartment
- (4) 28 Other; please specify _____ 1

65. How many cars do you own and use? 352

- (1) 24 0 Mean = 2.4034
- (2) 162 1 S.D. = .2149
- (3) 166 2 or more 2

66. Some people see children acting one way while other people see them acting in other ways. Below is a list of behaviors. How many children do you see acting in the following ways?

Behavior	TOTAL:	MISSING:	Almost All	Many	About Half	Some	Almost None
			1	2	3	4	5
(1) Scared easily	324	30	18	44	50	173	39
(2) Shy, sweet	344	10	7	54	88	178	17
(3) Cries to get their way	345	9	34	104	69	117	21
(4) Tattles	342	12	39	102	71	114	16
(5) Draws many pictures	345	9	74	119	71	74	7
(6) Plays rough games	346	8	35	101	96	99	15
(7) Builds with blocks	345	9	72	123	69	71	10
(8) Plays house	346	8	81	126	57	68	14
(9) Is bossy	345	9	27	91	89	125	13
(10) Talks a lot	348	6	98	145	69	35	1
(11) Plays in dirt	347	7	174	110	39	21	3
(12) Says please and thank-you	347	7	20	92	110	112	13
(13) Likes to learn	344	10	118	143	55	26	2
(14) Makes trouble	346	8	20	45	52	199	30
(15) Feels for others	345	9	45	107	75	102	16
(16) Follows Directions	346	8	30	116	130	65	5
(17) Asks a lot of questions	347	7	179	119	30	16	3
(18) Is a leader	346	8	9	46	85	191	15

67. Some people see girls acting one way while other people see them acting in other ways. Below is a list of behaviors. How many girls do you see acting in the following ways?

Behavior	TOTAL:	MISSING:	Almost All	Many	About Half	Some	Almost None
			1	2	3	4	5
(1) Scared easily	316	38	32	61	72	126	25
(2) Shy, Sweet	342	12	30	98	92	113	9
(3) Cries to get their way	342	12	40	99	74	113	16
(4) Tattles	337	17	38	99	68	102	12
(5) Draws many pictures	340	14	88	143	47	56	6
(6) Plays rough games	339	15	16	47	94	137	45
(7) Builds with blocks	340	14	69	87	66	99	19
(8) Plays house	342	12	143	126	43	28	2
(9) Is bossy	339	15	43	94	91	101	10
(10) Talks a lot	341	13	121	146	44	28	2
(11) Plays in dirt	342	12	105	99	72	61	5
(12) Says please and thank-you	339	15	30	113	102	86	8
(13) Likes to learn	340	14	117	149	52	21	1
(14) Makes trouble	338	16	17	37	64	183	37
(15) Feels for others	338	16	60	115	83	69	11
(16) Follows directions	340	14	32	129	125	49	5
(17) Asks a lot of questions	340	14	165	119	33	21	2
(18) Is a leader	340	14	13	53	91	168	15

68. Some people see boys acting one way while other people see them acting in other ways. Below is a list of behaviors. How many boys do you see acting in the following ways?

Behavior	TOTAL:	MISSING:	Almost All	Many	About Half	Some	Almost None
	315	39	1	2	3	4	5
(1) Scared easily	343	11	14	31	53	180	37
(2) Shy, sweet	346	8	7	31	61	200	44
(3) Cries to get their way	344	10	22	73	79	143	29
(4) Tattles	345	9	30	87	90	130	7
(5) Draws many pictures	346	8	59	122	81	74	9
(6) Plays rough games	345	9	105	160	48	28	5
(7) Builds with blocks	345	9	97	131	53	54	10
(8) Plays house	343	11	37	74	73	117	44
(9) Is bossy	346	8	33	102	95	110	3
(10) Talks a lot	347	7	103	137	71	34	1
(11) Plays in dirt	345	9	188	112	30	17	0
(12) Says please and thank-you	345	9	17	79	102	135	12
(13) Likes to learn	344	10	103	124	74	40	4
(14) Makes trouble	345	9	27	68	83	150	16
(15) Feels for others	345	9	31	86	108	103	17
(16) Follows directions	347	7	24	98	137	79	7
(17) Asks a lot of questions	345	9	161	120	46	17	3
(18) Is a leader			26	81	98	130	10

69. Some people believe that boys should behave in certain ways and girls should behave in other ways. Other people do not believe in these differences. Do you agree that boys' behavior should be different from girls? 352

- (1) 49 Agree Mean = 2.9886
(2) 114 Agree somewhat S.D. = 1.3959
(3) 64 Neither agree nor disagree
(4) 42 Disagree somewhat
(5) 83 Disagree

70. Some centers seem to teach or encourage boys and girls to behave differently from each other. To what extent does your day care center teach them to act differently? 314

- (1) 16 Very much Mean = 3.5987
(2) 22 A lot S.D. = 1.0475
(3) 98 Some
(4) 114 Very little
(5) 64 Not at all 40

71. The day care center should teach or encourage boys and girls to act differently.

- (1) 40 Agree Mean = 3.2980 349
(2) 89 Agree somewhat S.D. = 1.4354
(3) 60 Neither agree nor disagree
(4) 47 Disagree somewhat
(5) 113 Disagree 5

72. It is important for my child to be exposed to other cultures and nationalities.

351

(1) 201 Strongly agree Mean = 1.6040

(2) 113 Agree S.D. = .9070

(3) 21 Agree somewhat

(4) 11 Neutral

(5) 3 Disagree somewhat

(6) 0 Disagree

(7) 2 Strongly disagree

3

73. The day care center should maintain my child's cultural and national ways.

349

(1) 62 Strongly agree Mean = 2.9542

(2) 95 Agree S.D. = 1.4849

(3) 59 Agree somewhat

(4) 97 Neutral

(5) 9 Disagree somewhat

(6) 20 Disagree

(7) 7 Strongly disagree

5

74. The day care center which we use seems to emphasize one particular way of life.

(1) 10 Strongly agree

Mean = 4.1735

(2) 44 Agree

S.D. = 1.5560

(3) 62 Agree somewhat

(4) 101 Neutral

(5) 23 Disagree somewhat

(6) 84 Disagree

(7) 16 Strongly disagree

340

14

75. Our way of life is different from the one emphasized at the day care center.

(1) 6 Strongly agree

Mean = 4.5701

(2) 22 Agree

S.D. = 1.4642

(3) 49 Agree somewhat

(4) 101 Neutral

(5) 33 Disagree somewhat

(6) 103 Disagree

(7) 21 Strongly disagree

335

19

81.	Many people have other people living with them, like aunts, uncles, grandmothers and other people. How many people are now living in your household? _____	Mean = 3.5740 S.D. = 1.2690	338 16
82.	How many females live in your household who are 13 and above? _____	Mean = 1.1114 S.D. = .5198	341 13
83.	How many males live in your household who are 13 and above? _____	Mean = .8655 S.D. = .5356	342 12
84.	Please check your age range.		348
	(1) <u> 0</u> Under 18		
	(2) <u> 76</u> 18 - 25		
	(3) <u> 211</u> 26 - 34		
	(4) <u> 50</u> 35 - 44		
	(5) <u> 8</u> 45 - 55		
	(6) <u> 3</u> Over 55		6
85.	How many years of schooling have you had?		346
	(1) <u> 23</u> Less than 12 years		
	(2) <u> 87</u> 12 years		
	(3) <u> 110</u> 13 - 15 years		
	(4) <u> 126</u> 16 or more years		8
86.	What kind of work do you do? (Specifically what are your duties on your job)	Mean = 67.0791 S.D. = 26.4781	354 0

Day care centers have children who come from many races and nationalities. We are interested in finding out how you feel about some of these groups. On each of the following pages there will be the name of such a group, at the top of the page. Under each of these groups there are pairs of words that can describe them. Here is an example:

Italians

fast _____ : _____ : _____ : _____ : _____ slow

Each pair of words makes a scale. By making a mark, you can show what you think of the group which is listed on the top of the page. For example, if you feel that the group named at the top of the page is very much like one of the words, you would place a mark as follows:

Italians

fast x : _____ : _____ : _____ : _____ slow OR fast _____ : _____ : _____ : _____ : _____ x slow

If you feel that the persons are a lot like one of the words, you would place your mark as follows:

Italians

fast _____ : x : _____ : _____ : _____ slow OR fast _____ : _____ : _____ : _____ : _____ x : _____ slow

If the persons seem only a little like one of the words, you might check as follows:

Italians

fast _____ : _____ : x : _____ : _____ slow OR fast _____ : _____ : _____ : x : _____ : _____ slow

Remember: Never make more than one mark on any scale. And also be sure to check every set of words. Try not to leave a line blank.

Do not spend more than a few seconds marking each line. Your first feelings are what we would like to learn about.

--NOW TURN THE PAGE AND BEGIN WORKING--

AMERICAN INDIANS

		MEAN:	S.D.
Successful	Unsuccessful		
TOTAL: 270	MISSING: 84	3.9704	1.3215
Excitable	Calm		
267	87	3.6517	1.3936
Aggressive	Defensive		
268	86	3.7799	1.3154
Responsible	Irresponsible		
266	88	2.9248	1.1599
Selfish	Unselfish		
265	89	4.2755	1.2230
Beautiful	Ugly		
266	88	2.4699	1.0466
Rich	Poor		
266	88	4.9286	1.0634
Friendly	Unfriendly		
267	87	2.7503	1.1804
Graceful	Awkward		
264	90	2.6136	1.0867
Slow	Fast		
259	95	3.9151	1.1945
Serious	Humorous		
266	88	2.6917	1.1504
Hardworking	Lazy		
266	88	2.6278	1.1787
Good	Bad		
263	91	2.4449	1.0538
Clean	Dirty		
261	93	2.9042	1.1777
Powerful	Powerless		
266	88	3.6955	1.4173
Grateful	Ungrateful		
258	96	3.0581	1.0477

BLACK AMERICANS

	MEAN	S.D.
Clean : : : : Dirty TOTAL: 277 MISSING: 77	3.1119	1.3181
Beautiful : : : : Ugly 278 76	2.8525	1.2031
Excitable : : : : Calm 276 78	2.6341	1.2091
Responsible : : : : Irresponsible 277 77	3.2671	1.2885
Selfish : : : : Unselfish 270 84	3.3222	1.1963
Powerful : : : : Powerless 274 80	3.3139	1.1998
Hardworking : : : : Lazy 278 76	3.3129	1.3351
Aggressive : : : : Defensive 274 80	3.2226	1.4694
Grateful : : : : Ungrateful 267 87	3.6292	1.2480
Serious : : : : Humorous 274 80	3.4234	1.2505
Successful : : : : Unsuccessful 272 82	3.4779	1.1099
Rich : : : : Poor 277 77	4.1949	1.0417
Slow : : : : Fast 268 86	3.5821	1.2649
Friendly : : : : Unfriendly 274 80	2.9964	1.2853
Good : : : : Bad 274 80	2.9489	1.1972
Graceful : : : : Awkward 271 83	2.6716	1.1511

ORIENTAL AMERICANS

	MEAN	S.D.
Aggressive : : : : : Defensive TOTAL: 264 MISSING: 90	3.3371	1.2286
Selfish : : : : : Unselfish 263 91	4.0418	1.1666
Successful : : : : : Unsuccessful 266 88	2.5602	.9468
Grateful : : : : : Ungrateful 261 93	2.7701	.9652
Clean : : : : : Dirty 265 89	2.3887	1.1061
Powerful : : : : : Powerless 267 87	3.2472	1.0928
Good : : : : : Bad 261 93	2.5057	.9947
Beautiful : : : : : Ugly 266 88	2.4774	.9563
Graceful : : : : : Awkward 264 90	2.4318	.9919
Responsible : : : : : Irresponsible 268 86	2.2463	.8778
Rich : : : : : Poor 266 88	3.3195	.9553
Hardworking : : : : : Lazy 267 87	2.1873	.9392
Excitable : : : : : Calm 265 89	3.6415	1.4074
Friendly : : : : : Unfriendly 265 89	2.5208	1.0627
Serious : : : : : Humorous 264 90	2.5455	1.0308
Slow : : : : : Fast 260 94	4.0615	1.0709

SPANISH-SPEAKING AMERICANS

			MEAN	S.D.
Clean	:	:	:	:
TOTAL: 270	MISSING: 84	Dirty	3.3815	1.2521
Successful	:	:	:	:
271	83	Unsuccessful	3.6790	1.1660
Selfish	:	:	:	:
267	87	Unselfish	3.7978	1.1779
Responsible	:	:	:	:
272	82	Irresponsible	3.1985	1.1642
Rich	:	:	:	:
272	82	Poor	4.3603	1.0285
Graceful	:	:	:	:
269	85	Awkward	2.9888	1.0384
Good	:	:	:	:
269	85	Bad	2.8699	1.0969
Hardworking	:	:	:	:
271	83	Lazy	2.9594	1.2180
Beautiful	:	:	:	:
271	83	Ugly	2.7011	1.0088
Aggressive	:	:	:	:
269	85	Defensive	3.2974	1.1911
Excitable	:	:	:	:
269	85	Calm	2.6729	1.1480
Slow	:	:	:	:
268	86	Fast	3.5224	1.0928
Powerful	:	:	:	:
269	85	Powerless	3.6803	1.1139
Grateful	:	:	:	:
267	87	Ungrateful	3.2659	1.0622
Serious	:	:	:	:
269	85	Humorous	3.2937	1.1555
Friendly	:	:	:	:
271	83	Unfriendly	2.6015	1.1071

WHITE AMERICANS

			MEAN	S.D.
Clean	:	:	:	:
TOTAL: 276		MISSING: 76	2.7122	1.0036
Successful	:	:	:	:
280		74	2.4000	.8321
Hardworking	:	:	:	:
280		74	2.6714	.8916
Friendly	:	:	:	:
277		77	2.8845	1.0906
Rich	:	:	:	:
278		76	2.9353	.9207
Slow	:	:	:	:
273		81	3.9853	.9925
Responsible	:	:	:	:
278		76	2.6439	.9419
Excitable	:	:	:	:
276		78	2.9710	1.0682
Grateful	:	:	:	:
275		79	3.3055	1.1563
Powerful	:	:	:	:
278		76	2.4029	.9889
Aggressive	:	:	:	:
275		79	2.4618	1.0223
Selfish	:	:	:	:
276		78	2.7199	1.2199
Graceful	:	:	:	:
277		77	3.0650	1.0475
Beautiful	:	:	:	:
276		78	2.6884	.9481
Serious	:	:	:	:
276		78	3.1449	1.1603
Good	:	:	:	:
275		79	2.7745	.9927