The Effects of Day Care at the Kindergarten Level:

Day Care Centres Versus In-Home Care

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Abstract

Two groups of nonmaternal day care providers, one made up of in-home caregivers, and the other of providers of day care in centres, were asked to focus on their goals for the children in their care. A group of kindergarten teachers was asked to consider any differences they noticed in children in the two types of day care mentioned above. It was found that in-home caregivers, through flexibility, meet the developmental goals of the children in their care. Providers of day care in centres used a more structured and social program in order to meet the overall developmental goals for the children in their care. It was found that the kindergarten teachers noticed differences in the children in their classes in terms of their attitude and social behaviour. The type and quality of care were seen as possible influences on this outlook of young children in kindergarten. The one common element that each group highlighted with respect to the effects of day care at the kindergarten level was the important role of the family in the child's development not only in day care, but also in kindergarten class. There is still a strong need to determine the effects of various types of day care at all levels, and specifically at the kindergarten level. The more the kindergarten teacher is able to understand about the child's day care experience, and his or her own life,

the better off these children in day care will be. This
study confirmed both the importance of quality in child
care, and the important role of the family in the child care
decision.

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CHAPTER ONE: THE PROBLEM

Introduction

This was a study of the effects of nonmaternal care as they were observed at the kindergarten level. The main issue, for the purpose of this study, was a comparison of the differences in the child care arrangements of day care centres and in-home caregivers, and subsequently how these differences were seen as affecting the child at the kindergarten level.

Background of the Problem

Some writers feel that the most common form of current family style is the dual-wage family. This has resulted in changes in maternal employment rates as mothers of pre-school children and infants join the workforce (Hoffman, 1989). These changes have resulted in increasing numbers of children being placed in alternative care arrangement facilities over the last several decades. Two common child care arrangements are day care institutions and caregivers who take children into their own homes. The questions of how the care given at these two settings differs, and what effects the care given has on very young children are extremely important, not only to the life of children, but also to decision makers in government as they cope with the issue of providing subsidies for day cares.

Statement of the Problem Situation

Much of the literature reveals inconclusive results with respect to the effects of nonmaternal care on children, mainly because of the huge number of extraneous variables, just some of which are family income, father involvement in child care, and the number of maternal hours worked. Many efforts have been made to ascertain precisely what these effects of nonmaternal care on children are. Some studies have determined inconsistent findings with respect to the effects of day care on the school achievement and intelligence of children in the nonmaternal care situation (Etaugh, 1974). Other research has found that the effects of working mothers differ according to child gender (Diekmann, McCartney, & Tolman, 1989). In short, "we simply do not know what the effects of maternal employment are" (Smith, 1981, p. 197).

Purpose of the Study

The purpose of this study was to determine the effects of two different types of day care given to children of working mothers, as they were observed at the kindergarten level. The two types of substitute care being considered were day care centres and that provided by in-home caregivers.

Questions to be Answered

Because of the qualitative nature of this study, finding the question(s) was a result of the data collected rather than of assumed *a priori* variables. Once again,

however, the overall objective of this study was to determine the effects of in-home day care and centre care on children who are currently enrolled in kindergarten.

Rationale

Sufficient reason to undertake this study might be to consider some of the effects of day care on children. Because of the aforementioned recent increase in the number of mothers of preschoolers who work, there is a need in society to determine if the needs of these young children are being met by their caregivers. The recent increase in mothers of pre-school-aged children who are joining the workforce and, therefore, seeking assistance to care for their children in the day, and the increased interest of governments in the operation of day cares, were the reasons for this study.

Importance of the Study

It is hoped that the findings made from interviewing the two types of substitute care providers and the kindergarten teachers will assist mothers in making informed decisions about what type of care is best for their children. These findings will hopefully broaden and deepen the understanding of how children of working mothers view themselves and others in these situations. The observations made should increase the personal and practical knowledge available on children of working mothers in alternate care arrangements as they actually experience it, rather than how it is speculated to be. Ultimately, it is hoped that

children will benefit from these observations as it is determined which of their needs could be better met in what setting.

Having said this, there is no intent to generalize beyond the scope of this study. It is, however, hoped that the above discoveries will be made as others, too, conduct similar studies in other settings or situations, thus rendering the findings applicable.

Definition of Terms

Affective development. Development as it is related to feelings or emotions and their expression

Cognitive development. Development as it is related to knowing or perceiving

Day care centre. An institution which takes in numerous children during the day while their mothers are at work

In-home caregiver or family day care provider. A person caring for a child in that person's own home while the mother of the child works

Physical development. Development as it is related to the body as opposed to the mind

Preschooler. A child who has not yet entered the school system

Working mothers. A mother of a pre-school-aged child who works outside of the home for 30 or more hours per week, and consequently puts her young child in either day care or a caregiver's home while she is at work

<u>Outline of Remainder of the Document</u>

Chapter two gives a literature review of the effects of working mothers on their children. The various themes in the literature are identified, and studies and reports are critiqued, thus updating the current knowledge of the effects of working mothers on their pre-school-aged children. At the end of the literature review, a conceptual framework for this study on the effects of working mothers on their children is established directly from the literature review or as a result of this review.

Chapter three describes the process used to determine the effects of nonmaternal care as they are observed by kindergarten teachers. The process used to attain the personal stories of the caregivers and of the kindergarten teachers involved in the study is also described. Using "The Concept System," a computer program which generates maps from the raw data, the findings are then interpreted, and subsequently related to the research on the working mother issue. Finding the question(s) is a result of the data collected rather than an assumption. It is hoped that the questions formulated throughout the course of this study will provide important direction for what is such a complicated issue.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Organization of the Present Chapter

Over the last few decades, there has been a marked increase in the number of mothers working. What is less obvious is the fact that the greatest increase in the number of mothers entering the workforce is among mothers of preschoolers (Hoffman, 1989); in fact, it is greatest among mothers of infants less than one year of age (Hofferth, & Phillips, 1987). This recent increase in maternal employment has opened the doors to a steady flow of research on the effects of nonmaternal care on preschoolers. Not surprisingly, in light of the large public demand, the type of nonmaternal care most often considered in the literature is centre-based day care. The most frequently used day care by working families with children under the age of three remains, nevertheless, relatives, and family day care homes where the preschooler stays in a caregiver's home (Hofferth, & Phillips, 1987).

Studies conducted generally compare the intellectual, behavioural, and/or socio-emotional development of children in day care to the same development of children raised in their own homes by their mothers. There does not seem to be much research, with the exception of two studies mentioned below, which makes comparisons among the increasingly greater number of substitute care arrangements for preschoolers and children in kindergarten that are emerging.

In the following review of the literature with respect to the effects of working mothers on preschoolers, the aforementioned venues of research undertaken in the U.S., Canada, and abroad were explored. This will serve as a precursor to justifying the need for this specific study of comparing the effects of day care centres to family day cares on kindergartners.

<u>Historical Background</u>

In recent years, there have been major changes made in the day care industry as a result of the increased number of working mothers and the subsequent need for care of their young children. One of these changes is in how companies have attempted to be more accommodating to dual wage earning families. A growing number of companies have made some kind of child care assistance a benefit. According to Brandes, cited in Bergman (1991), these so called "enlightened" companies ("Cosmopolitan," 02/91, p. 218), consider this a "good business decision" (Brandes, cited in Ellis, "Business Week," 08/02/93, p. 104), rather than a benefit, as it helps them to attract the best employees. A survey of more than 800 large U.S. employers conducted by Hewitt Associates showed that almost two-thirds (64%) of companies offer some kind of child care assistance. These benefits rarely go as far as to provide the on-site day care that large companies such as Johnson Wax and Corning Incorporated provide. They are more likely to be flexible benefits wherein the employee chooses day care or elder care, or even a flexible work

schedule from a "cafeteria plan": "workers receive a fixed number of benefit dollars or 'flex credits' and can choose from among different types of benefits and levels of coverage" (Bialkowski, "Black Enterprise," 10/91, p. 108). One of the other options available on this smorgasbord, so to speak, of benefits is quite often parental elder care. This need exists more and more as baby boomers find themselves caught between looking after their young children and their ailing parents at the same time: hence their nickname, the "sandwich generation."

Another change has been in what day care centres are offering their clients. Because working parents seem convinced that they need to spend more "quality time" with their children, day care centres are actually competing for business by offering a greater number of services such as delivery or pick up of dry cleaning, frozen dinners, birthday cake ordering services, and taking children in their care for hair cuts (Fisher, 1992). If a mother or father taking his/her child for a hair cut is not considered spending quality time with that child, one wonders what is. The implication here is that perhaps "quality time" is a term coined by working parents, or for them, by alternative caregivers in order to ease some of the guilt parents feel by allowing them to think that they are making up some of the lost time while they both work.

It is interesting to speculate as to why it is that so many mothers of young children have returned to the work

force. By 1995, it is predicted that there will be two-thirds of children under age six with employed mothers in the United States (Hofferth & Phillips, 1987). What in today's society has prompted this need for or desire of women to trade in their role as mother for eight to twelve hours per day for their career or job?

In the United States in the 1950s, it was only considered acceptable for single parent mothers experiencing substantial financial difficulties to take a job. There was an "Aid to Dependent Children" (ADC) Program in place for needy children. The Social Security Act would allow mothers to work if the maintenance of a home would not be prevented by such employment: "It is not against federal and state law that the mother shall be employed, provided that home values shall be retained" (Mertz, 1993, p. 11). In 1952, the child was unquestionably at the center of all decisions with respect to which mothers in the ADC Program would be allowed to work:

> In summary, we stress three points--that, above all, employment must be interpreted as opportunity for a more satisfactory life for our mothers and children and not as punishment for being in need; that each situation must be evaluated carefully so that only those mothers work who should; and that the agency must operate in such a way that the mother knows that we are always here to help her in her difficult problem of rearing her children alone. (Mertz, 1993, p. 11)

Today, women struggle with feeling left out, or being considered "just a housewife" if they do not have a job or career to return to after they have a child. Is it that this generation of baby boom parents is more materialistic than those before them? Some families may simply be unable to make ends meet without two incomes. It could also be that there simply is more to be had today, and that in order for people to be middle class, they need to have more than ever before. It used to be that a television was a big purchase; now there are other high tech items such as video camera recorders, compact disc players and computers, and these are just three of the most commonly purchased items.

Yuppies do not seem to buy into the old adage that, "it's not the size of the home, but the love that goes into it." Up until the recent recession, more and more young couples had been buying bigger homes than even their parents had spent a lifetime working to buy. Things may be changing now with a greater number of families downsizing as they lose their jobs and are forced to change their perspective on money and how they spend it.

Perhaps mothers return to work because women today have more education than ever before, and they want to realize their professional potential, or get some return, so to speak, on their education dollar. Maybe some women return to work because work is easier than staying at home and "waiting on" their children. Perhaps it is a combination of the above factors or others that have not been mentioned.

Either way, one of the results of this majority of dual wage earning families is a good deal of research on day care and its effects on young children.

In her critique of the research on working mothers, Smith (1981) found the results of studies considering the effects of working mothers on preschoolers to be largely inconclusive: "For the vast majority of infant and pre-school children (meaning those who do not have optimal day care arranged through a university), we simply do not know what the effects of maternal employment are" (p. 197).

Six years later, not much had changed. In their critique of the research on the effects of day care on pre-school children, Pardeck, Pardeck and Murphy (1987) found that many of the studies conducted in this area are inconclusive largely due to the fact that they have been conducted in artificial, institutionalized day care settings, namely "high quality, university based day-care settings, a form of substitute care most children do not have access to" (Santrock, 1983: p. 159 in Pardeck et al., 1987, p. 420).

In his use of meta-analytic techniques to investigate the effects of day care experiences on children's cognitive, emotional, and social/behavioural development, Applegate (1986) found that, "day care has a slightly positive effect on a child's cognitive, emotional, and social/behavioral development" (pp. 13-14). It should be noted that day care in this study refers to, "an alternate care environment

where the parent(s) is absent from the child's environment for an extended period" (Applegate, 1986, p. 3). Applegate (1986) does, however, acknowledge the important limitations to the conclusions drawn from his data. These are threefold: firstly, the number of studies included that met domain specifications was only thirteen; secondly, there was no attempt made to investigate the effects of sampling error and differential reliability; and thirdly, there is a need for a greater resolution of the meaning of cognitive effects or emotional or social/behavioural effects in order to better be able to interpret the data.

Bearing the limitations of the above studies in mind, it is interesting to note that both Pardeck et al. (1987) and Applegate (1986) focused on what they found to be the four major areas of research conducted on the effects of day care on preschoolers: intellectual or cognitive development, emotional development, social development, and the child's behavioural development. The literature reviewed in this chapter will be for the most part classified into these four areas.

The Effects of Day Care on the Intellectual Development of Preschoolers

With respect to the reported effects of day care on the intellectual development of pre-school children, there is a difference found in results of studies on children of advantaged backgrounds, as compared to children of low income families, rather than within these particular groups.

That is to say, there have been inconclusive findings with respect to the effect that day care has upon the intellectual development of advantaged infants and young children (Ellermeyer, 1988). Some studies say that advantaged children who attend day care benefit intellectually; others have found that there is no difference in the intellectual development of these same children, and yet others still have found inconclusive results (Ellermeyer, 1988).

In the studies reviewed by Ellermeyer (1988), the instrument used to measure intellectual development in these children was most frequently the Bayley Infant Scales. These have been criticized as "'not sensitive enough to pick up subtle aspects of cognitive development in the first year of life'" (Kagan, cited in Ellermeyer, 1988, p. 289). Ellermeyer (1988), therefore, felt that the results with respect to the intellectual development of the advantaged children are inconclusive, and this is mainly because these studies do not account for the fact that, "there are so many types of day care facilities within our country [U.S.A.]" (p. 288). As Ellermeyer (1988) accurately pointed out, this variety makes it very difficult to define "day care" from one study to the next. The research for these studies was conducted by comparing the day care group to a control group of preschoolers receiving maternal care in their own homes. It seems that Ellermeyer (1988) would support the notion that it is time to compare and explore the effects of

different types of nonmaternal care, as is attempted in the
following study comparing the effects of day care centres
and family day cares at the kindergarten level.

On the other hand, for disadvantaged children from low
income families, there is an overwhelming amount of research
which shows that their cognitive development is stimulated
by the nonmaternal day care experience (Heist cited in
Ellermeyer, 1988). It should, however, be realized that
most of the research studying cognitive development has been
conducted in a somewhat artificial day care setting: a high
quality, university-based setting, one to which many
children, especially those who are disadvantaged, do not
frequently have access (Heist cited in Ellermeyer, 1988).
The Effects of Day Care on the Socio-Emotional Development
of Preschoolers

When critically analyzing the effects of day care on
the emotional and social development of preschoolers,
Pardeck et al. (1987) found that the former is, with a few
exceptions, not affected. Rubenstein, Howes, and Boyle
(1981) supported this notion that the emotional development
of children in community-based day care does not seem to be
affected. In their follow-up study of the emotional
development of infants two years later, at the age of three
and one-half to four years of age, they found that,
"attendance in infant day care did not adversely affect the
children's overall emotional or language development" (p.

217). On the other hand, social development does appear to be influenced:

> Compared to home reared children, those children experiencing day-care seem to be more peer oriented and less likely to interact with adults. Behavioral differences related to aggression, assertiveness, and cooperation were also found between home reared and day-care children. (Pardeck et al., 1987, p. 426)

Since 1987, there has been a substantial amount of research conducted on the effects of day care on the socio-emotional development of preschoolers. Much of this work has been initiated by Jay Belsky of Pennsylvania State University. His work relates to the socio-emotional development of preschoolers who attend day care, and has been based on attachment theory. His findings, as shown below, have been controversial, and often refuted by others.

Belsky found, in his widely cited 1988 study entitled "The 'Effects' of Infant Day Care Reconsidered," that children who were entered into some nonmaternal care arrangement in the first year of life by mothers who worked 20 or more hours per week may be "risk factors" with respect to the emergence of developmental difficulties. Belsky (1988) stated that insecure infant-mother attachment in the first year of life can be associated with heightened aggressiveness and noncompliance during the preschool and early school-age years. Some researchers have criticized the instrument used by Belsky (1988) to determine this

insecure-avoidant behaviour among young infants, namely the Ainsworth and Wittig Strange Situation Procedure (as cited in Belsky, 1988).

Clarke-Stewart (1987), in her article entitled "'The "Effects" of Infant Day Care Reconsidered' Reconsidered: Risks for Parents, Children and Researchers," offered a different conclusion. Whereas Belsky, on the one hand, suggested that some of the factors influencing day care effects are day care quality, children's age, sex, and temperament, hours of separation from mother, overstimulation by mother, and congruence between mother's attitude and work status, Clarke-Stewart (1987), on the other hand, stated that there is a lack of convincing evidence that these factors are involved in the effects of day care on infants. She concluded that more important mediating factors on the effects of day care on infants are the mother's attitude toward the infant, her emotional accessibility and behavioral sensitivity, and her desire for independence (her own and the infant's).

In the same article, Clarke-Stewart (1987) opposed the inferences Belsky seemed to make about working mothers when she stated that, "the implicit message he [Belsky] conveys, however, is that day care is bad for babies, that maternal employment is unfair to infants" (p. 2). It was in her conclusion that Clarke-Stewart (1987) suggested a more positive means to deal with the greater number of mothers of young children returning to work. She stated that there is

a need to "investigate ways of informing, educating, and supporting working parents of young children" (p. 28). In fact, there are findings providing experimental evidence regarding the importance of maternal social support on the development of secure infant attachment, particularly within a socially disadvantaged sample (Jacobson & Frye, 1991).

Clarke-Stewart (1987) felt strongly that informing, educating and supporting working parents is a more "humane and sensible" (p. 28) approach to what she called, "our present state of semi-ignorance than implying or advocating that mothers of young children not work" (Clarke-Stewart, 1987, pp. 28-29). In her final remarks, Clarke-Stewart (1987) made a plea for more creative, more careful, and more thorough research "so that at some time in the near future we can discuss the effects of maternal employment and infant day care on the development of young children -- authoritatively, consensually, and publicly" (p. 29). It seems, therefore, that Clarke-Stewart would also support the efforts made in this study to compare the effects of day care centres and family day cares at the kindergarten level.

Clarke-Stewart (1989), in her article entitled "Infant Day Care: Maligned or Malignant?", once again took the stand that little conclusive evidence exists that "infants in day care are at risk for emotional insecurity and social maladjustment" (p. 266). In her conclusion, she seemingly supported the notion that it is most important to determine whether or not there exist longer term effects of day care

by stating that, "the consequences of infant day care need continued monitoring by patient, painstaking researchers, who carry out longitudinal studies of infants' development in the context of their family characteristics and their early and later experiences in day care" (1989, p. 271).

A study conducted by Volling et al. (1990) examined the influence of three factors on children's social behaviour: the family environment, day care in the infant's first year, and the fit between child characteristics and the caregiving context. Using a hierarchical regression model to determine which areas of influence made a significant contribution to the variance in children's social behavior as the dependent variable, the results of this investigation suggested that "the child's family background, family environment, and the fit between children and the significant adults in their lives, were much more promising in explaining variance in children's behavior than the day care experience per se" (Volling, et al., 1990, p. 9).

In Avgar's (1987) review of the literature entitled, "The Effects of Infant Day Care on Child Development," she emphasized that "attitudes and family circumstances associated with nonmaternal care, as well as the nature of the group setting and quality of caregiving, must be considered when attempting to account for any adverse consequences related to substitute care in the first year" (p. 7).

Howes, Phillips, and Whitebook (1992) conducted a study which linked the social development of children aged 14 months to 54 months in centre-based child care to the quality of the care received. Children in classrooms with both appropriate caregiver to child ratios and appropriate age-level activities were more securely attached to teachers and competent with peers. Children who were in classes with appropriate group sizes were more likely the recipients of developmentally appropriate activities. The social development of children was found to be linked to day care centre activities in that "children in classrooms rated high in activities were likely to orient to both adults and peers. Children with social orientations to adults and peers were more competent with peers" (Howes et al., 1992, p. 449). In their conclusion, Howes et al. (1992) emphasized the importance of working towards achieving interstate regulatory standards so as to help guarantee that children in centre-based child care receive consistently high quality care and therefore have a socially healthy development.

This study attempts to explore the question as to the effects of day care further by determining whether there are any effects of centre-based day care, and family day care at the kindergarten level by using a descriptive, qualitative approach. Pardeck et al. (1987) confirmed the need "to explore how these modal forms [of substitute care] impact the child's emotional development and well-being" (p. 423).

The qualitative nature of this study will hopefully deal with some of the variables mentioned by Avgar (1987) and Volling (1990) concerning the preschooler's family life and the type and quality of the day care experience.

Child Care Choices

Most of the literature comparing day care centres and family day care deals with the choice and preferences of parents. Oppenheim Mason and Kuhlthau (1989) of the University of Michigan found that in their sample of 1,302 mothers of pre-school-aged children living in the greater Detroit metropolitan area, "a majority view parental care as ideal at all preschool ages" (1989, p. 593). One cannot help but wonder just how much of this ideal of parental care for preschoolers is based on a guilt complex formed from not being able to care for one's own children in a society where the tradition of looking after one's own children is firmly established.

Oppenheim Mason and Kuhlthau also found, as did Rodes in 1975, that "for children over three, formal caregivers such as preschools, nursery schools, and day care centres are the most popular form of nonparental child care" (1989, p. 597). Even though sitters and family day care homes are frequently used, they are "rarely named as ideal, regardless of the child's age or the availability of the mother" (1989, p. 597).

In another study conducted by Leibowitz, Waite, and Witsberger (1988) the authors argue that appropriate care

for preschoolers depends on the age of the child. For children up to the age of two, care by the mother or a paid provider in the child's home is deemed most appropriate. For children between the ages of three and five, mother care and nursery school or centre care is best (Leibowitz et al., 1988). Paid care in the infant's home or in a family day care is suggested for the first two years partly due to health reasons. In fact, some research suggests that for children up to the age of two, in-home care is better than centre care where exposure to large numbers of children increases their chances of illness (Doyle cited in Leibowitz, et al., 1988, p. 217).

The reason why a change in day care for older preschoolers is suggested is that, "day care centers provide important social and educational benefits for 3-5 year olds" (Leibowitz et al., 1988, p. 213). In short, older preschoolers "require a more stimulating environment for optimal development" (Leibowitz et al., 1988, p. 217). Interestingly enough, Leibowitz et al. found in their study that women with higher incomes and education are not only more likely to work, but they are also "more likely to provide the most age-appropriate care for their children" (1988, p. 217). They also found that education "perhaps specific information about the advantages and disadvantages of different types of care" can help mothers make "more age-appropriate child care decisions" (1988, p. 217).

It seems that day care centres are increasingly aware that optimal care for older preschoolers is supposedly in their hands. This awareness is particularly apparent in the marketing of the United States' top day care centres which have made efforts to put an educational twist to their slogans. Kindercare, for example, the nation's largest day care chain, spent $5.5 million in June of 1992 on a print and radio advertising campaign with the theme, "The whole child is the whole idea" (Fisher, 1992, p. 30). The second-largest day care chain in the United States, La Petite Academy, sent out a message in the fall of 1992 which promoted a new curriculum "that allows children to progress at their own pace. The theme is 'Kids will have serious fun this fall'" (Fisher, 1992, p. 30). The third largest national chain in the U.S., Children's World Learning Centers, has the following ad slogan: "We call it learning; children call it fun" (Fisher, 1992, p. 30). Between the previously mentioned efforts of day care centres to offer a wide gamut of services and their bend towards education, parents who can afford the extra cost over family day care are easily enticed to choose centre care.

Some of the factors affecting child care choice by parents such as the mother's level of education, her earning potential, and the preschooler's age have already been discussed. Another factor which often determines whether a family chooses family day care or centre care is whether the mother is employed full- or part-time. On the one hand,

mothers who work part-time are more likely to use informal nonmarket care, which is defined as "care by a parent, older sibling, or other relative, primarily unpaid care" (Fox Folk & Beller, 1993, pp. 146-147). On the other hand, mothers who work more hours are "more likely to choose market care in a center or nursery school" (Hofferth & Wissoker, Lehrer, Leibowitz, Michalopoulos, Robins & Garfinkel, Ribar, Waite, & Witsberger, cited in Fox Folk & Beller, 1993, p. 146). In their study on the relationship between part-time work and child care choices for mothers of pre-school children, Fox Folk and Beller (1993) found that the majority of families either care for their preschoolers themselves or they rely on other family members such as grandparents to do this for them. These findings are somewhat surprising particularly in light of the recent increases in both the number of employed mothers of preschoolers and in the use of market child care.

Family Day Care Versus Day Care Centres

As was mentioned above, day care centres are seen as more educational, albeit also more expensive, than family day care, particularly among the older preschoolers between the ages of three and five. Family day care remains, nevertheless, the most frequently used form of child care outside of the preschooler's own home. In fact, some 41% of child care outside the home is supplied by family day care, making this "the most widely used type of nonfamily care for toddlers and infants" (Hofferth & Phillips, 1987; O'Connell

& Bachu, 1990, cited in Atkinson, 1992, p. 379). Although
family day care is less expensive and quite often more
convenient for working parents in that they are more likely
able to find somebody close to their workplace, this form of
child care can have its drawbacks.

Because of the higher turnover rates among family day
care providers, there is not the same consistency in care
that is provided by caregivers in day care centres. It is
reported that, "the nationwide turnover of providers is
estimated between 30% and 40% a year, and stress may
contribute to this high dropout rate" (Kahn & Kammerman,
1987; Nelson, 1990, cited in Atkinson, 1992, p. 379).
Several studies have focused on why this high turnover rate
exists. Atkinson (1992) conducted a study comparing the
stress levels of family day care providers with those of
mothers employed outside the home and mothers who were not
employed. Her research showed that family day care
providers had less income in their work and more work hours
than mothers who were employed outside the home (1992).
Atkinson also showed that day care providers had a greater
number of children and less education than employed or
nonemployed mothers. Their husbands also had lower incomes
and spent less time with the children. In Atkinson's
introduction, she quoted Howes' (1990) finding on the later
development of children and its link to the quality of their
day care by stating that "the later development of children
was better predicted by the quality of their day care rather

than their own family factors if children began full-time nonparental care as infants" (1992, p. 379).

In her conclusion, Atkinson highlighted the importance of determining the variables causing stress on family day care providers in order to "help design effective programs to reduce provider burnout and turnover" (1992, p. 386). It is for this reason that in the following study an attempt is made to determine both how family day care providers feel about their job and what their goals or values are in working with the children in their care.

Nelson (1988) discussed some of the aspects of providing family day care in her analysis of home-based work. She stated that the desire to do this type of work is based on the need for extra money, but the belief that "wage labor [is] unacceptable for practical and ideological reasons" (1988, p. 90). Nelson also argued that family day care providers have little autonomy over their work due to the following constraints:

> the state regulation of child care, the fact that they
> are offering a service to persons employed in wage
> labor, the manner in which they form personal ties to
> multiple clients, the nature of the work task and the
> competing demands of the domestic realm. (1988, p. 90)

Nelson argued that although family day care as an occupation has some of the advantages of home-based work: "as the available wage labor, the work is meaningful, it offers opportunities for personal growth" (1988, p. 90), she

balanced these benefits with other personal, economic and political costs (1988). Nelson (1988) helped explain the high turnover rate of family day care providers by stating that "although, from one perspective, family day care might be considered a booming success, I argue that this success rests on the secondary status of women in the labor force and on the unpaid labor of women at home" (p. 78).

In her 1990 study, Nelson reported that there is an increasing turnover rate not only among family day care providers, but also among centre-based workers, indicating "a problem of serious proportions" (p. 10). In her efforts to explain the high turnover among family day care providers, Nelson reported that it was neither the work with children nor the number of breaks or vacations that are related to turnover (1990). She found, rather, that turnover is related to career orientation, family income, and job earnings and satisfaction (1990). Part of the problem, too, is that "child care has low status in our society; it is often very stressful and the work is done in isolation from other adults" (Nelson, 1990, p. 12). Nelson (1990) suggested that "regulatory procedures that more fully respond to the needs and concerns of providers" (p. 16) is one solution to the problem of high turnover among family day care providers.

Howes and Stewart (1987) examined the development of children in family day care homes so as to compare the influence of the family and the caregiver on the child's

play with adults, toys, and peers. It was determined that families that were more nurturing and supported were "associated with higher quality child care, whereas more restrictive and stressed families were associated with lower quality child care" (p. 423). Howes and Stewart (1987) concluded that "the development of children in child care cannot be studied without examining concurrent family influences" (p. 429). Because of the importance of the roles of both the family and the caregivers on children's development, efforts have been made in the following study to take into account the influence of each of these parties. Howes and Stewart also expressed the need for longitudinal studies "to predict the future development of children in family day care homes of varying quality" (1987, p. 429). It is hoped that in this study, this suggestion will be taken one step further to compare the effects of family day care homes to those of day care centres at the kindergarten level.

Day Care in Canada and in Ontario

According to Statistics Canada, almost two-thirds of Canadian families with preschoolers have both parents working outside the home (in Barrington, 1991). Just as is the case in the United States, there are really four child care options in Canada: family day cares, day care centres, the relative or friend down the street, and the live-in nanny. Barrington believes that, "the caregiver(s), rather than the environment or activities, is the most essential

element of quality care" (1991, p. 28). Martha Friendly of the Child Care Resource and Research Unit at the University of Toronto believes that it is the non-profit care that is "substantially more likely to offer quality" (cited in Barrington, 1991, p. 28). An example of this type of non-profit organization is "Family Day Care Services," a United Way Agency which collects monthly user fees from employers or individual families which covers such things as social workers entering family day cares and the cost of supplies such as cribs or strollers for the children in the provider's care. Friendly feels that if parents really know about what quality care is, they will find it in other situations than just non-profit care as well (in Barrington, 1991).

In Ontario, the Day Nurseries Act provides a complete list of provincial requirements. The legislative requirements as outlined by the Ministry of Community and Social Services (1989) include specifics about the premises, the equipment and furnishings, the playground, the staff, and its ratio to the number of children, health, nutrition, and licensing. As Barrington (1991) so accurately pointed out, a license is not a guarantee of quality care: "It only suggests minimum standards which may not even be enforced" (p. 28).

Working Mothers and Day Care Abroad

Just as the conditions for working women vary enormously from one nation abroad to the next, so, too, do

the day care situations available to these women. In France, for example, children are looked upon as an asset rather than a liability due to the government's concern about this country's declining birth rate. Johnson (1992) reported that "while the American system views the having of children as a personal choice, with costs that must be born by the person making that choice, France sees childbearing as a productive activity that is good for the nation" (p. 64). While the paid parental leave is only sixteen weeks in length, made up of six weeks before the birth and ten weeks after delivery, the mother is paid 90 percent of her salary during this time by French Social Security. If either parent is employed by a large firm, he/she is guaranteed two years of unpaid leave. When the mother returns to work, her two-year-old is able to "attend a publicly financed nursery school if she chooses" (Johnson, 1992, p. 64). While the paid leave is not as lengthy, and the quality of day care not as high in France as that found in Sweden, French families with two working parents do get a "family allowance" which is "money paid to support their children and pay for day care" (Johnson, 1992, p. 64).

Children above the age of three in France receive free, universal care (Ellis, 1993). There are, nevertheless, some drawbacks to this very generous allocation of resources to French child care. Not only does France spend "roughly $200 billion on child care and on extensive welfare programs for families, double what the U.S. pays for similar benefits"

(Bergmann, cited in Ellis, 1993, p. 105), but France also has two times the toddler per teacher ratio versus a typical American centre (Ellis, 1993).

Either parent in Sweden is entitled to receive one full year of paid parental leave after the birth or adoption of a baby (Johnson, 1992), and when they do decide to return to work, they have the best quality day care system in the world. Kamerman made the following conclusion from a study comparing the standards of day care among eighteen countries, including the United States:

> we can note that the child care services in Sweden offer the highest quality of out-of-home care available anywhere. Quality is stressed far more extensively than in most other countries. Standards of group size, staff/child ratios, and caregiver qualifications are based on extensive research and are rigorously set and enforced. (cited in Andersson, 1992, p. 34)

This high quality day care is also subsidized at municipally run centres. In fact, 90% of the cost is covered by local and federal governments, which leaves only 10% for parents to pay. This no doubt contributes to the high percentage, some 85% of Swedish women, who work outside the home (Ellis, 1993).

Unfortunately, in the Eastern block countries such as Poland and Russia, working mothers do not find themselves as lucky as those who live in France and in Sweden. In Poland, for example, before the fall of communism, women had very

good benefits: "free day care for children, up to three years' paid maternity leave and liberal leave to look after sick children" (Anonymous, 1992, p. 60). Today, however, only one in every 120 jobs is offered to Polish women, and the mothers who are fortunate enough to work, have found that the "state-financed child care has been virtually ended" (Anonymous, 1992, p. 60).

The situation in Russia is much the same, where the government's elimination of paid maternity leaves and its decreased efforts to provide day care facilities for working mothers are just a part of the blow received by Russian women in the new constitution. Sidorova, a pro-communist historian with "Pravda," gives several reasons for this lessening of women's rights, among which are that "the government hopes to alleviate the social effects of mass unemployment, increase the birthrate, save on social programs, and reduce the number of divorces by restoring wives' economic dependence on their husbands" (Sidorova cited in Shabad, March, 1993).

In Denmark, there is a well established system in place for family day care providers. Of particular note is the supervisor "employed by communities as part of their social service staff" (Corsini, March, 1992, p. 20). These supervisors are not only responsible for seeing that children get regular medical and dental care, but also for visiting each family day care provider at least twice each

month, "to monitor children's development and provide assistance to the caregiver" (Corsini, 1992, p. 20).

Family day care providers in Denmark are unionized, and there is, therefore, not much difference in pay between trained day care workers in centres and family day care providers. In fact, family day care providers also receive benefits and tax breaks (Corsini, 1992). Corsini concluded his article by questioning the priorities of the United States as a nation which can not find the money to carefully regulate and supervise its family day care as the Danish system does. Kids are indeed citizens in need of protection, and one way of protecting them at home and abroad is to determine the longer range effects of varying types of day care in hopes of avoiding those types that are potentially harmful to their future development.

Day Care Studies Abroad

As is typical of the North American literature on the effects of alternative care arrangements on pre-school-aged children of working mothers, studies conducted in Sweden, for example, compare the childrearing patterns in day care centres to home settings rather than making comparisons between the different types of substitute care arrangements. Gunnarsson and Cochran (1985) concluded in their paper entitled "A Follow-Up Study of Group Day Care and Family-Based Childrearing Patterns" that "the day-care/home-care comparison, with different families in each group, is of decreasing value, as studies repeatedly show many more

similarities than differences in cognitive and social development" (p. 309). No doubt, part of Gunnarsson and Cochran's (1985) findings are a result of the aforementioned extremely high standards and quality of day care in Sweden. Nevertheless, as the very focus of this study suggests, this conclusion is agreed upon, and the need is seen for further research to compare the effects of the varying types of substitute care available to working mothers and their preschoolers rather than comparing maternal in-home care to nonmaternal day care.

In another Swedish study conducted by Bengt-Erik Andersson (1989), Swedish children were followed from their first year of life up to the age of eight. Most of the 119 children could be classified according to: (a) type of day care they had experienced during their first 7 years of life, and (b) their age of entry into day care. Andersson (1989) found that, when controlling for sex and home background, the time of entrance into day care predicted children's cognitive and socio-emotional development. Andersson's (1989) findings are summed up below:

> In this study, children entering day-care at an early age (entrance before the age of one) performed significantly better on cognitive tests and received more positive ratings from their teachers in terms of school achievement and social-personal attributes than children entering day-care at later ages and those in home care. (p. 864)

In a follow-up of this study, Andersson explored the effects of day care on cognitive and socio-emotional competence of these same Swedish children when they had reached the age of thirteen (1992). Andersson determined through path analyses that "family characteristics, such as type of family, family's socio-emotional status, and mother's educational level, influence the time of first entry into day care" (1992, p. 20). It is this variable, the age of entry into day care, that affects the cognitive and socio-emotional competence at both eight and thirteen years of age:

> It was possible to trace independent positive effects of age of entry into day-care as far as age 13. Children entering center care or family day care before age 1 generally performed better in school when 8 and 13 years old and received more positive ratings from their teachers on several socioemotional variables. (Andersson, 1992, p. 20)

What, therefore, accounts for the differences in the effects of day care cross-culturally? Andersson (1989) and Belsky and Rovine (1990) seemed to feel that these differences are accounted for by the following factors: the high quality of day care offered in Sweden; the training of the day care personnel; and the availability of paid parental leave during the first six or seven months of the infant's life. As was mentioned above, since the time of

Andersson's study (1989), paid parental leave in Sweden has been extended to one year in length.

In a French study conducted by Dr. Genevieve Balleyguier (1988) entitled "What is the Best Mode of Day Care for Young Children: A French Study," 262 children were cared for in three ways: at home, at a day care centre, and at a family day care home. These children were assessed according to "The Baby's Day," a test created based on questions and observations to evaluate the temperament, the development of the relations, and the attitudes of the caregivers. It was found that, for the 262 children aged nine months to three and one-half years, "the influence of child care mode does not last much outside the time when it happens" (Balleyguier, 1988, p. 61). Balleyguier (1988) concluded her study by stating that the child's happiness is directly proportional to the mother's satisfaction with her life conditions, and her trust in the caregivers of her child(ren).

In a British study by Melhuish et al. (1986) entitled, "Infant Day Care and Social Behaviour: An Analysis of Home, Individual and Group Care Effects," it was found that day care experience did have a significant effect on children's socio-emotional development:

Children in nursery care showed less sign of pleasure when approached by a stranger than children in the other groups. Upon separation from the mother in the presence of the stranger, children's concern increased

across home, relative, childminder, and nursery groups.
(p. 1)
This type of comparative study between the effects of
various types of day care is, in fact, very rare in the
literature based on North American studies.

The Effects of Varying Types of Nonmaternal Care on
Preschoolers

In his article, "Public School Aggression among
Children with Varying Day-Care Experience," Haskins (1985)
reported the following findings: "Multivariate analyses
indicated that children who had attended a cognitively
oriented day-care program beginning in infancy were more
aggressive than all other groups of children who had
attended day care" (p. 689). It should be noted that this
aggression appeared to decline gradually across the first
three years of public scooling to the point where the
children were not difficult to manage, and were even well
liked by teachers (Haskins, 1985). The following study will
specifically compare day care centres to family day cares as
opposed to comparing day care in general to day care with a
cognitively oriented program, as was the case with Haskins'
study (1985).

The other study dealing with a comparison between
different types of day care was conducted in Victoria,
British Columbia and compares the effects of three types of
high and low quality child care in Canada: licensed and
unlicensed family day care, and licensed centre care. After

examining the relationship among pre-school environments, family background, and children's development, Goelman and Pence (1988) suggested that although all three variables are significant, family background may be the most influential. The authors emphasized the importance of considering the family in studies related to the effects of day care on preschoolers by stating the following:

> What happens to children in day care is of great importance and must continue to be the focus of future research. Of related importance, however, are questions regarding the broader family contexts of the children who are enrolled in particular day care settings. Without this additional information, our understanding of the "effects" of day care will continue to be severely limited. (Goelman & Pence, 1988, p. 75)

Goelman and Pence (1988) specified that their demand that research should include "the broader family contexts" (p. 75) of the children in day care means that research is needed in two specific areas:

> First, process variables within the home, primarily, the nature of the child's experiences, activities and interactions within the family, must be more fully explored. Second, more information is needed on parental preference, search and selection processes in meeting their family's day care needs. (p. 74)

As was mentioned previously, one of the goals of this study is, in fact, to help parents compare the effects of day care centres to those of family day care so as to facilitate the selection process and render them better able to meet their family's day care needs. Once again, however, the following study will differ from that of Goelman and Pence's (1988) in that it will deal with the larger issue of the effects, if any, on children at the kindergarten level as opposed to comparing the effects of the day care arrangement on the children while they are still preschoolers.

The Longitudinal Effects of Infant Day Care

Tiffany Field (1991) conducted a study on the relationship between quality infant day care and grade school behaviour and performance. The first group used in her longitudinal study was made of grade school children who had received the same full-time high quality day care throughout their pre-school years. It was found that the amount of time spent in full-time centre care was positively related to the following factors: "the number of friends and extracurricular activities of the children"; "the parents' ratings of the children's emotional well-being, leadership, popularity, attractiveness, and assertiveness and negatively related to aggressivity" (Field, 1991, p. 863).

The second sample used by Field was made up of sixth graders who had also been in full-time day care throughout

their pre-school years, but this group had "attended a variety of quality day-care centers" (1991, p. 863). Teachers' rating of the children's emotional well-being, attractiveness, and assertiveness were positively related in this sample to the amount of time spent in day care. For both groups of children it was found that the greater the time spent in the high quality day care setting, the more they showed physical affection during peer interactions, and the more often they were placed in the gifted program, and the higher were their math grades (Field, 1991).

Vandell, Henderson, and Wilson (1988) conducted a longitudinal study of children with day care experiences of varying quality. It was found that four-year-olds who attended better quality day care centres than their counterparts who attended poorer quality programs had "more friendly interactions and fewer unfriendly interactions with peers, were rated as more socially competent and happier, and received fewer 'shy' nominations from peers" (Vandell et al., p. 1286).

Four years later, it was found that these same children who had experienced positive interaction with adults at four years of age were, "more socially competent, cooperative, and empathic, and [...] better able to negotiate conflict" (my parentheses, Vandell et al., 1988, p.p. 1291-1292), at eight years of age.

Howes (1990) conducted a longitudinal study to determine if the age of entry into child care and the

quality of child care and family characteristics could predict social adjustment at the kindergarten level. For children who entered low-quality child care as infants, it was found that "[...they] had the most difficulty with peers as preschoolers and were rated by their kindergarten teachers as more distractible, and less task-orientated, and considerate of others as pre-schoolers" (Howes, 1990, p. 300). On the other hand, children who entered high-quality child care as infants, "did not appear different from the children who entered high-quality care as older children" (Howes, 1990, p. 300).

Summary of Literature Reviewed

The studies on the effects of day care have almost unanimously been conducted on the intellectual, social, and emotional development of preschoolers, comparing children receiving some form of nonmaternal care, usually centre-based care, in an artificially high quality setting to those being reared at home exclusively by their mothers. Baydar and Brooks-Gunn (1991) have noted the same trend in their study on the effects of maternal employment and child care arrangements on preschoolers' cognitive and behavioral outcomes when they state that "almost no research compares the effects of different types of nonmaternal care" (p. 933). This fact, combined with the often cited difficulties in controlling such extraneous variables as pre-existing family differences between preschoolers who do and do not use day care (Belsky, 1988; Barglow, Vaughn, & Molitor,

1987; Clarke-Stewart, 1987), and the importance of including aspects of the caregiving and family environments, along with child characteristics in determining the effects of day care on preschoolers (Volling, 1990), makes a naturalistic study most appropriate.

With the exception of the two or three studies discussed above, there is an apparent gap in the literature with respect to comparing the longer term effects of the various types of day care now available. It, therefore, seems that this study is relevant in that very little work has been done on the effects at the kindergarten level of nonmaternal day care which compares the day care centre experience to the family day care experience.

Given that the quality of nonmaternal care has recently been discovered as an important moderator of the effects of full-time nonparental care, especially in the first year (Howes, cited in Belsky and Eggebeen, 1991, p. 1095), and that more and more mothers of preschoolers are (re)entering the workforce, a high need has been determined for comparative studies on the varying kinds of day care experiences available to youngsters and their mothers. These same mothers who are going back to work after the birth of their children are anxious to know the effects of the varying types of substitute care on their children so that they are better able to determine which alternative care arrangement best suits their child(ren)'s needs. For this very reason, it is hoped that this study will shed some

light on the effects at the kindergarten level of nonmaternal care in day care centres as compared to family day care.

CHAPTER THREE: METHODOLOGY AND PROCEDURES

Overview

Following a brief introduction, this chapter outlines the research methodology and design for this study. The pilot studies conducted with an institutionalized day care provider, a family day care provider and two kindergarten teachers are then described. From this preliminary ground work, a shortened list of questions for the actual study was derived. Details are then given regarding the selection of subjects, the instrumentation, and the field procedures. An outline as to how the data were collected, recorded, processed, and analyzed is then provided. Methodological assumptions for the study are explained before defining the limitations of the study. Finally, the problem statement is restated, and a summary of the chapter is given.

Introduction

The many studies reviewed in the literature used a variety of instruments to collect data. These studies not only updated the issues concerning nonmaternal care of young children, but also produced the following general areas of results with respect to the effects of nonmaternal care on children: behavioural effects, social effects, emotional effects and intellectual effects. In this chapter, an outline is provided regarding the observational and interview techniques used in the collection of data for the qualitative approach of this study.

All but one study to date, pertaining to the effects of nonmaternal care on preschoolers, have been quantitative in nature. Stith and Davis (1984) did a qualitative study on the nature and quality of maternal and nonmaternal infant care in own-home situations with maternal care and in unregulated family day care homes. It seems, however, that no qualitative study to date has been undertaken to examine the effects of two different types of nonmaternal care as observed at the kindergarten level.

Description of Research Methodology or Approach

In the review of the literature, a need was determined to examine the effects of institutionalized day care, and to compare these to the same effects of the family day care situation at the kindergarten level. As Belsky and Eggebeen (1991) and Volling (1990) have both indicated, these questions should be considered in the context of the family, the child and the caregiver. Bogdan and Biklen, cited in Fraenkel and Wallen (1990), have indicated that this type of interest in the specific context in which events take place is best investigated through a qualitative approach. They stated that "qualitative researchers go to the particular setting of interest because they are concerned with context--they feel that activities can best be understood in the actual settings in which they occur" (Bogdan & Biklen, cited in Fraenkel & Wallen, 1990, p.368).

Because this study attempts to describe in detail all of what goes on in these situations, a naturalistic

qualitative approach seemed most appropriate. It is this wholistic, descriptive perspective that captures not only the human aspect, but also all of the detail of what goes on in these milieu, and this was precisely what was examined in this research study. As is the case in most ethnographic studies, the data collection was completed through observation and interviews.

Research Design

Because it was not known, figuratively speaking, what was around the next corner until arriving there, the observations were begun, as is typical of this type of research, "without a specific hypothesis to confirm or deny" (Fraenkel & Wallen, 1990, p. 376). Although the intent was not to generalize beyond the scope of this study, it was hoped that, through the informal observation of preschoolers and caregivers in their natural surroundings and the formal meetings with both types of caregivers and kindergarten teachers, nuances that other types of methodologies might have missed have been discovered.

Pilot Studies

In order to develop interview skills, and to pilot the questions below for this study, three pilot interviews were conducted: one with a centre day care provider, one with an in-home caregiver, and one with two kindergarten teachers. The subjects or informants for these pilot studies were both contacts made through colleagues at work and personal acquaintances.

The pilot questions asked were developed with the intention of critical evaluation and reflection by the caregivers and kindergarten teachers so as to come up with more effective questions for the actual study to be conducted. The preliminary study proved successful in that it served the purpose of acting as an information gathering exercise for the focus of the study.

The interviews with the provider of centre day care and the family home care provider shed some light on what their goals were in working with preschoolers. The kindergarten teachers gave information as to what they felt were some of the obvious differences between children who are in kindergarten for part of the day and in family day care or centre day care for the other part of the day. The questions asked of both types of day care providers and the kindergarten teachers were organized with respect to the categories established from the review of the literature. That is to say that there were specific questions asked related to the development of children at the following three levels: socio-emotional, behavioural and intellectual. The questions asked of the day care providers were intended to help determine their goals for the preschoolers in their care at each of these levels. With respect to the kindergarten teachers, the questions were geared more towards whether they detected differences between students who were in family day care as compared to

institutionalized day care in terms of their socio-emotional, behavioural, and intellectual development.

One of the results of these pilot interviews was the following much shorter list of questions for the actual study conducted:

Questions for in-home caregivers, and providers of day care in centres.

1. What are your goals or objectives when working with the children in your care?

2. What are the values you try to pass on to the children in your care?

Questions for kindergarten teachers.

1. Are you aware of what type of nonmaternal day care your students have for the remainder of the day, prior to or after, your class?

2. What differences, if any, do you notice in the affective development of your students which may be a result of the type of day care they have experienced?

3. What differences, if any, do you notice in the cognitive development of your students which may be a result of the type of day care they have experienced?

4. What differences, if any, do you notice in the physical development of your students which may be a result of the type of day care they have experienced?

5. What other differences, if any, do you notice in the development of your students which may be a result of the type of day care they have experienced?

The other result of the pilot interviews conducted was the realization that it would be more effective to informally observe children in each type of pre-school care, as opposed to interviewing them at the kindergarten level. This became apparent as the kindergarten teachers and day care providers, alike, emphasized that children at this age are more likely to reflect on their experience in day care and kindergarten in terms of what happens on a very short-term basis, as opposed to on a longer term or more profound level. This observation of children in both types of alternative pre-school care settings, combined with interviews with both types of caregivers, provided a complete picture of the differences between the goals or objectives associated with the two types of nonmaternal care at the kindergarten level. Subsequent interviews with kindergarten teachers helped in meeting the goals of this study by filling in what was observed as the resulting differences between the two types of care at the kindergarten level.

The purpose of the observations of preschoolers in their alternative care setting was to discover what actually happens in the field settings, or in the context of their substitute care setting, be it a day care centre or that of an in-home caregiver. These children were observed exactly as outlined in the data collection and recording section below.

Selection of Subjects

With respect to sampling procedures, active solicitation of volunteer participants took place approximately one month prior to the meeting dates with in-home caregivers, providers of day care in centres, and kindergarten teachers. This process involved random preliminary phone calls followed by visits to local day care centres, family day cares, and elementary schools alike. Having a daughter and son of the day care age allowed for the use of some personal networking in order to solicit the participation of in-home caregivers. This may be considered a type of cluster or convenience sampling.

Each potential participant, once contacted by phone, was delivered a package containing a covering letter explaining her/his possible involvement in the study (see Appendix A, Parts 1, 2, and 3 for covering letters to potential participants), Chapter Two of this study, the "Review of Related Literature," and a map of the location of the meeting. Potential participants were then given a week to respond to the invitation to lend their expertise to the study. The result was that fourteen participants in total, made up of four providers of day care in centres, six in-home caregivers, and four kindergarten teachers, initially volunteered their time for the meetings out of a total of twenty-nine initial contacts. Unfortunately, two providers of day care in centres withdrew their participation due to

unforeseen circumstances an hour before the evening session for that particular group.

It should also be noted that the covering letters to potential participants in Appendix A, Parts 1, 2, and 3, suggest that there could have been a second meeting with two participants from each group. Because of the difficulty in arranging a convenient time for these six people, it was decided to include every participant in this verification stage of the study. This was done by delivering each participant a verification package (see Appendix B, Parts 1, 2, and 3 for the verification packages for each group of participants), and by speaking with each on the phone after one week. This process is explained in more detail in the "Verification" section below.

As was mentioned previously, the pilot study involved interviews with one day care provider, one in-home caregiver, and two kindergarten teachers. These four initial participants volunteered their involvement in the second step, or the final study. It was felt that they would be especially important to include in the meetings as they had had some extra time to consider the subject at hand.

Pre-school children were also informally observed in their alternative care setting. The purpose of these observations was to simply witness what goes on in both day care settings being considered for this investigation: the

institutionalized day care centre, and the in-home family
day care.

Instrumentation

As is the case in most ethnographic research, the
researcher was the instrument. Interview skills were
developed by using the pilot questions discussed above. The
pilot questions were then revised in order to get at the
very heart of the issue.

Verification

Once the interviews and observations for the actual
study had taken place and the field notes had been
transcribed, the maps generated by "The Concept System" were
first labeled and then interpreted prior to making follow-up
phone calls and revisitations to each of the participants.
This allowed for the verification of the initial
interpretation of events with the participation of the
informants (see Appendix B, Parts 1, 2, and 3 for
verification packages delivered to participants).

After a brief meeting wherein the basics of the steps
leading to the final map interpretations were explained,
they were asked to look it over for several days before
being called to make any comments. A section in the initial
explanatory pages of the package asked them to react to the
interpretation of their data by adding something,
reinterpreting something, or confirming something. They
were asked to explain why they thought it was important if
they agreed with the analysis, and if they disagreed, they

were to explain why and to give their interpretation of the maps.

This use of follow-up questions to verify initial interpretations enhanced the authenticity of the study. The purpose of these informal follow-up meetings and phone calls was simply to discuss any questions, first, about the interpretation of the data and how that interpretation was made and then to discuss any commonalities or differences expressed by the participants.

One other means commonly used in ethnographic studies to add to the authenticity of the study was also used here: "the reviewing of data with colleagues to 'establish intersubjective consensus'; and 'paying attention to data that [seem] to challenge original conceptualizations'" (Fraenkel & Wallen, 1990, p. 404). A number of participants shared the interpretation with colleagues and friends, discussing its validity. These methods of verification were particularly important to the authenticity of this investigation, as there was no way of using triangulation. That is to say that there was, in fact, no one to go to to verify events about which the informants spoke.

Field Procedures

A field log, field diary and field jottings (Bernard cited in Fraenkel & Wallen, 1990) were kept in order to complement the field notes, thus ensuring that the latter were as high a quality as possible. This, in turn, added to the authenticity of the observations and interviews. The

actual field notes took two forms: descriptive, and reflective (Bogdan & Biklen, cited in Fraenkel & Wallen, 1990). While descriptive field notes outline in detail what the researcher observes, reflective field notes are especially important in ethnographic studies for it is here that the researcher continuously evaluates and judges the process of doing the study, thus controlling for observer effect and keeping the study on track (Fraenkel & Wallen, 1990).

As was previously mentioned, participants were fully informed, both verbally and in writing, of the nature of the study as was the case with the participants of the pilot study. They were told that if, at any time throughout the course of this study, they should wish to withdraw, they were to do so. In the section below detailing the limitations of the study, an outline is given as to how two participants in the group of providers of day care in centres withdrew their participation at the last minute.

The Halton Board of Education, with whom the kindergarten teachers for this study were employed, explained that the need to apply to the Research Advisory Committee would exist if any staff and/or students were to be used as informants or if any board materials were going to be used during the course of this study. The Research Advisory Coimmittee was sent a copy of the research proposal. They met in December, 1994 and approved the study

and thus allowed the involvement of the four kindergarten
teachers who volunteered their expertise.

Data Collection and Recording

As the participants did not object, a hand-held pocket
tape recorder was used to tape all interviews conducted
throughout this study. This was shown to the participants
and then placed as inconspicuously as possible without
interfering with its efficiency. The recordings were used
while processing the data when ambiguities arose.

The process outlined below for data collection was
derived once it was decided upon to use "The Concept System"
for data collection, processing, and analysis. "The Concept
System" is a computer program which generates a picture or
map from the ideas a group generates. It was felt that this
particular program would be ideal for this study in that it
allowed for full participation of the experts, in this case,
day care providers and kindergarten teachers, from its
outset. Using "The Concept System" also had the distinct
advantage of organizing the initial data into concept maps,
then reviewed by the participants; this added more validity
to the study, as opposed to leaving the interpretation of
the data entirely up to the researcher.

Prior to each of the three sessions, the participants
were given the focus of the evening meeting. The foci were
developed directly from the results of the pilot studies
outlined above. In the covering letters (see Appendix A,
Parts 1, 2, and 3) delivered to participants three weeks

prior to the date of their meetings, day care providers were told that they would be asked to focus on the goals or values they work on with the children in their care. Kindergarten teachers were asked to consider any differences they note in the children in centre care, and those in in-home care.

At the actual meetings, participants were first given a schedule for the evening outlining the activities to follow (see Appendix C, Parts 1, 2, and 3 for the evening schedules). Participants then brainstormed a large number of statements relevant to the focus. When the participants' statements were beginning to wane, they were asked if there were any other ideas that came to mind with respect to the social, emotional, cognitive, or physical aspects of the children's development as related to the group's focus. This probing was based on the results of the pilot study interviews and questions derived from them as outlined in the "Pilot Studies" section above. This intervention ensured not only the exhaustion of the group's expertise, but also allowed for reflection and input on the areas so prominent in the review of the literature during the data collection process.

The participants were then given the statements in the format of labels (see Appendix D for the sample sorting labels for each participant group). At this point, they sorted the statements they had generated into similar piles, labeling each pile upon completion of the sorting.

Following the sorting, the day care participants were given a rating sheet (see Appendix E for the sample rating sheets for each of the participant groups) and asked to rate each statement in terms of its level of importance: 1 = relatively unimportant; 2 = somewhat important; 3 = somewhat important; 4 = very important; and, 5 = extremely important. The kindergarten teachers rated their statements on a similar scale, but in terms of the level of meaningfulness. The information gathering sessions were then complete and the data processing and analysis began.

Data Processing and Analysis

The actual processing and analysis of the data generated by the participants in this study began after the brainstorming session. During this session, each statement was entered into the computer. The sorting labels were then printed along with the rating sheets. After the participants had done the sorting and rating of the statements generated by the group, the initial session was complete, and the sorted data and rated data were then entered into the computer.

Once again, using "The Concept System," the various maps of the statements were computed and then drawn. The maps were then labeled and the major regions were identified. Finally, the maps were interpreted and a "Triangle Interpretation" was made. Each individual participant was then distributed a verification package with the initial analysis and an explanation, asking for his/her

comments as per the "Verification" section outlined above
(see Appendix B, Parts 1, 2, and 3 for the verification
packages for each participant group). Chapter four includes
both the maps and analysis generated from the initial data.

The informal observation of children in day care
situations was done at the time of delivery of the initial
covering letters to solicit participation of both in-home
day care providers and providers of day care in centres and
again when the verification packages were delivered to the
participants in the study. Field notes were taken as to the
types of activities taking place in each of the two day care
environments under consideration in this study.

Methodological Assumptions

Just as is the case in any type of educational
research, all aspects of the methodology could not be
controlled. The main assumption made for the purposes of
this qualitative study was that the means of obtaining a
sample was indeed representative of the larger population.
Although from the outset of this study there was no
intention to generalize the results to the larger
population, it was hoped that there would be a range of
participants in terms of socio-economic status. As the
study unfolded, it seemed that most children being described
by their day care providers and kindergarten teachers were
from middle class families. Because the meetings were being
held in Burlington, the participants, merely out of
convenience, were all teachers and day care workers in

Halton. The section below on the limitations of this study details some disadvantages of this convenience sampling. The kindergarten teachers all taught in what they described as middle class areas; the in-home day care providers and the providers of day care in centres all seemed to work with children who were largely middle class as well. Because of the very nature of the selection of the volunteer participants in this qualitative study, no efforts were made to control socio-economic status. It was assumed that the wholistic, qualitative methodology would in itself describe these differences as they were observed.

Another reasonable assumption made in this study relates to verification and authenticity. The assumption that this study is both verifiable and authentic is based on the efforts made and outlined above in the "Field Procedures" and "Verification" sections to ensure that what was seen and heard in both observations and interviews is, in fact, what was taking place. Because of the procedures detailed for checking on or enhancing verification and authenticity, it can be confidently assumed that observer bias has been eliminated, at least to the greatest extent possible.

Limitations

As was stated in the "Importance of the Study" section of chapter one, no intent has ever existed to generalize beyond this particular study. This was largely due to the small and unrepresentative nature of the sample. What was

intended instead, was a search for a more complete understanding of the effects of nonmaternal day care as they were observed at the kindergarten level. As is often the case in ethnoghaphic research, "the applicability of [the] findings can best be determined by replication of [the] work in other settings or situations by other researchers" (Fraenkel & Wallen, 1990, p. 379).

It should also be noted that only two providers of day care in centres attended the brainstorming session. Although four had confirmed their involvement in the study, one hour prior to the start of the session, two people pulled out due to unforeseen circumstances. Of equal importance, however, is the fact that the two participants in this part of the study who did attend the evening session were able to generate a significant number of statements, fifty-one in total, related to the objectives and values they work on with the children in their care.

Also worthy of noting is the fact that two of the kindergarten teachers came from the same school and the other two came form a middle class area. Suffice it to say that it would have been interesting to have teachers who represented a wider range of socio-economic differences in order to determine if this would have generated a somewhat different viewpoint.

Another possible limitation of the study is that during the evening session with in-home caregivers, there was a word processing error made that created difficulties in

printing the sorting labels. Consequently, the participants were dismissed after rating their statements. Once the error had been found, an entire week had gone by. Each participant among the in-home day care providers was then sent a covering letter (see Appendix F for sorting letter to in-home day care participants) explaining both the sorting process and that some statements had been slightly revised where necessary and according to the audiotape of the initial meeting, in order to clarify any statements which might not be as clear as they initially were due to the time lapse. They were also given the statements in the form of sorting labels. The sorting, therefore, for the labels generated by the in-home caregivers was done at their homes, and collected two weeks after the initial evening session.

Restatement of Problem Statement

Once again, the problem being considered in this study is the comparison of the effects of two types of day care at the kindergarten level.

Summary of Chapter

It was decided that a qualitative, descriptive approach would be the most appropriate methodology for the nature of this study. Pilot studies were conducted in order to polish interviewing skills. The remaining three groups of participants made up of institutionalized day care providers, in-home caregivers, and kindergarten teachers were actively solicited through phone calls and personal delivery of information packages containing the review of

the literature and a covering letter explaining their possible role within the study and the study itself (see Appendix A, Parts 1, 2, and 3 for covering letters to potential participants).

As is typical of most ethnographic research, the data collection, processing and analysis were closely intertwined. After the careful processes of interviewing, sorting, rating, entering the sorted and rated data, observing, and taking field notes had taken place, the map computation was done using "The Concept System." Chapter four includes the tables of information used for the data analysis, the resulting concept maps, and the interpretation of these maps, all generated from the three information gathering sessions. Attempts will then be made to compare the varying effects of the two day care types as they are observed at the kindergarten level.

Although the efforts made and outlined above attempted to render this investigation verifiable and authentic, there was, once again, no intention from the outset of this study to generalize the findings beyond the realm of the study and its participants. Because of this, this study is retroactive by nature rather than predictive. This, however, takes nothing away from the study for, as Polkinghorne (1988) stated, it is a retrospective gathering of events into an account that makes the ending reasonable and believable.

CHAPTER FOUR: FINDINGS

Overview

This chapter describes the results of the research
conducted. It is, therefore, divided into four major
sections: the findings, the interpretation of the findings,
the discussion, and the summary of the chapter. Factual
information or raw data are outlined in the "Factual
Findings" section, while the second part of this chapter
deals with the interpretation of the findings; the third
part discusses both the participant verification and the
relationship of the findings to Chapter Two, the "Review of
Related Literature"; and, the last part gives a brief, but
comprehensive, summary of the findings.

The section entitled "Factual Findings" represents the
factual information collected while conducting the
interviews with day care providers and kindergarten teachers
alike. Although the explanations of the various maps and
figures are presented together, the results from the
meetings with each group of participants will be presented
separately. The "Interpretation of the Findings" section
below represents a look at the results from a broader
perspective prior to relating them to the review of the
literature in Chapter Two under the heading "Discussion."

Factual Findings

This section presents the factual findings or raw data
from each of the three meetings with providers of day care

in centres, kindergarten teachers, and in-home caregivers.
Once the types of maps and figures have been explained in a
general way, the findings from each of the three information
gathering sessions is presented below under separate
headings.

<u>Brainstormed Statements</u>

Each group of participants brainstormed statements
based on the focus described below for each of the three
evening sessions conducted.

<u>In-home caregivers</u>. The six providers of in-home day
care brainstormed ninety-three statements listed in Table 1,
the majority of which were based on their focus, namely
their goals or values when working with the children in
their care. It should be noted, however, that during this
session in particular, the group was also interested in
discussing other issues as related to their work. An
example of this divergence from the focus was some
discussion based on the differences between in-home day care
and centre care. The brainstorming, for example, of
statement 64, "children tend to be less aggressive in in-
home environment than in day care centres," can be at least
partly explained by the fact that two of the participants in
this group had had previous experience working in day care
centres, prior to working in their homes as day care
providers.

<u>Providers of day care in centres</u>. The two providers of
day care in centres generated fifty-one statements related

Table 1

Brainstormed Statements, Phrases, Words of In-Home

Caregivers

 1) cooperation
 2) respect
 3) to provide a safe environment
 4) to provide a loving environment
 5) to provide an educational environment
 6) to help provide the children with emotional security
 7) to provide them with some value of nutrition
 8) to have fun
 9) to enjoy humour
10) to provide more one-on-one; a family environment
11) in-home day care is a more flexible or unregimented
    environment as compared to centre care
12) to provide a spontaneous environment
13) to give children self-respect
14) to teach children to have respect for property
15) to help children build self-esteem or self-confidence
16) fostering independence
17) comraderie; companionship; friendship amongst children
    in the in-home day care
18) sharing
19) caring
20) life skills are more visual or natural than in a day
    care centre environment
21) doing daily chores is more common than in a day care
    centre
22) to provide more of a family environment than a
    scholastic one
23) to teach patience amongst the other children
24) to teach patience with the caregivers
25) safety
26) to distinguish between needs and wants
27) to provide a home away from home
28) to establish a strong emotional attachment to caregiver
29) to provide physical stability
30) to provide emotional stability
31) to provide warm emotional surroundings
32) to provide mental stability
33) to provide a realistic teaching approach of everyday
    life
34) to keep a balance between the children who live in the
    in-home day care provider's home and those who are coming
    in for care
35) to be clear with the children on your role as
    caregiver or mother
36) fairness in terms of division of time between own
    children and children in care
37) to provide opportunities for cognitive skill
    development

                                              (table continues)

38) to teach children abc's/1,2,3's
39) to provide opportunities for children to learn gross
    motor/fine motor skills
40) to provide an environment where children can be
    creative
41) to help children develop their imaginations
42) to expose children to music
43) concentration: greater in home, less distractions
    than in centre care
44) more one-on-one time in in-home care than in centre
    care
45) in-home day care much more relaxed than centre care
46) in-home day care less institutional than centre care
47) to teach children trust and loyalty between other
    children and the caregiver
48) to provide children with discipline (i.e., letting
    them know the consequences of their inappropriate behaviour)
49) more time is able to be spent taking care of
    children's health than in a day care centre
50) more freedom to do what you want to do when you want
    to do it than in day care centres
51) to provide an extended family environment
52) more chances to build self-esteem in in-home care
    perhaps because of the lower caregiver to child ratio
53) there are benefits from the extended family
    environment of an in-home day care
54) kids play on parental guilt
55) want kids to be socially acceptable to other kids
56) power struggle in terms of who's in control in
    caregiver's home, specifically at drop-off and pick-up
    times (i.e., parent or caregiver)
57) difference in mentality between kids in in-home care
    and day care centres (i.e., day care kids have been hanging
    around kids the same age, and there is an apparent lack of
    adult involvement)
58) too structured in day care centres/ so much like
    school that they will rebel against authority later
59) potential of future boredom in school due to
    one-on-one contact of in-home care
60) children in in-home care are more worldly than in
    centre care
61) in in-home care, you can expand or elaborate on one
    thing more than in day care centres due to the fact that
    it's not "time to move on" to the next activity
62) kids in day care centres get labelled
63) kids in day care don't have any more challenges when
    they get to school
64) children tend to be less aggressive in in-home
    environment than in day care centres
65) children are always in competition in a day care and
    this can lead to frustration

(table continues)

66) easier for the child emotionally to have less
    structure and less pressure or less stress as is the case
    in in-home care
67) could be more assistance from in-home caregiver than
    from providers of day care in centres, thus sometimes
    impeding development of independence
68) may not have the equipment available in in-home care
    that is available in day care centres
69) may have less toys in in-home care than in day care
    centres
70) possibility of more outings in in-home care
71) in a centre you can have a break as a caregiver
72) parents feel that they can be more meticulous or
    demanding when they bring their children to in-home care
73) more relaxed relationship between the in-home
    caregivers and the parents than in a day care centre
74) parents feel they can control more the caregivers than
    the day care centre providers
75) providers of day care in centres considered more
    professional by parents than in-home caregivers
76) parents may feel jealous of caregiver and therefore
    need to "take" a little bit from the caregiver
77) in-home caregivers are sometimes considered a
    glorified "babysitter"
78) in-home caregivers would appreciate more trust/respect
    from the parents
79) day care centre has rules or regulations that may give
    them more respect than in-home caregivers get
80) parents may feel "good" giving instructions to in-home
    caregivers (relief of guilt)
81) very important to have good relationship with parents
82) in-home caregivers have more control over whom they
    look after than providers of day care in centres
83) kids in in-home care have more opportunity to learn to
    share with others than those in centre care
84) children in in-home care have more privacy than those
    in centre care
85) in-home caregivers set their own business
    limitations/rules
86) support or reinforcement from parents
87) how you say no
88) it's what you make it
89) you set the limitations for the home and the children
    who will be in your care
90) more time for affection than in centre care
91) child more able to be himself/herself than in centre
    care
92) could have favorites in day care centres
93) to show children respect for the evironment, nature,
    and family pets

to their goals or values when working with the children in their care. These brainstormed statements are found in Table 2.

Kindergarten teachers. The four kindergarten teachers involved in this study generated the fifty-eight statements shown in Table 3. These brainstormed statements were based on their focus which was the differences they see, if any, in children who attend in-home day care as compared to those who are in day care centres.

Rating Data

Appendix E, Parts 1, 2, and 3 show a sample of the blank rating sheets used by all of the participants in each of the three groups. The statements on these sheets are the original brainstormed ideas generated by the participants. As was explained in chapter three, the participants were asked to rate the statements in terms of their importance or meaningfulness. Day care providers, both in-home and in centres, used the following scale: 1 = relatively unimportant; 2 = somewhat important; 3 = moderately important; 4 = very important; 5 = extremely important. Kindergarten teachers used the same scale except that they were asked to rate the statements in terms of their level of meaningfulness. It should be noted that it is assumed with both of these scales that each statement has some degree of importance or meaningfulness because otherwise the group would not have generated the idea.

Table 2

Brainstormed Statements, Phrases, Words of Providers of Day

Care in Centres

 1) to think for themselves
 2) to recognize their own behaviour
 3) to do their own problem solving
 4) age appropriate independence
 5) to try things on their own
 6) overcome fears of learning
 7) to create a safe/invulnerable environment
 8) cooperation with peers and adults
 9) an awareness of others
10) sharing
11) language skills that are socially acceptable
12) body awareness
13) to dress themselves
14) to eat with acceptable manners at the table
15) consideration of others at all times of day (i.e.,
    washroom/nap time)
16) respect of other children's space
17) teaching all children to respect other children's
    feelings
18) teaching older preschoolers to respect adults' space
19) teaching them that they do hurt other people's
    feelings by what they say and do
20) talking through emotionally harmful situations
21) teaching them to fit into everyone's world
22) teach to recognize and deal with their emotions, both
    positive and negative
23) faciltating/guiding children through group dynamics
24) understanding the family context
25) to earn their trust
26) teaching them to appreciate differences in others
27) social acceptance of varying cultures
28) teaching them that other people's values are different
29) individuality: teaching them that it's okay to be
    different
30) awareness of body movement
31) awareness of rhythm
32) awareness of different types of music
33) to teach them to think for themselves
34) to build their self-esteem
35) to make them comfortable with themselves
36) to potty train
37) to put on their coat
38) walking
39) talking
40) slide for first time
41) fine and gross motor skills
42) to teach them to write their name
43) teaching them that they can

(table continues)

44) teaching them that being wrong is okay, and that
   trying is what's important
45) attention on process or doing, and not product
46) encouraging creativity
47) respect for other people's property
48) to teach them to clean up
49) to teach them that winning isn't everything
50) to teach them that being the best isn't always what's
   important
51) racial tolerance

Table 3

Brainstormed Statements, Phrases, Words of Kindergarten

Teachers

1) day care centres: need food before 10:00 a.m.
2) day care kids tired in afternoon
3) some day care kids have less stamina (i.e., phys. ed.)
4) messy cubby holes for kids in day care
5) kids in day care centres carry many extras
6) day care center kids come from vehicles provided by
day care (i.e., they don't necessarily have the chance to
walk together to school)
7) some day care children are chronically late, and
therefore disrupt the class
8) day care children have to accept more responsibility
than the other kids
9) day care children have to fend for themselves more
than others (i.e., they are forced to)
10) day care children need more direction
11) day care children have an opportunity to socialize
while waiting for bus
12) day care children have an opportunity to experience
older friendships through children in the school
13) children in day care could be more aggressive
14) children in day care tend to seek more attention
15) children in day care centers tend to be more contrary
16) children in day care tend to stick together (i.e.,
family grouping in the class)
17) children in day care tend to stand up for one another
18) children in day care centers tend to take care of one
another
19) day care children are more poorly behaved at circle
time
20) day care children tend to blurt out
21) children in day care have a hard time sitting
22) children in day care have a hard time listening
23) children from in-home care tend to be more willing to
cooperate
24) children in day care choose to be less involved in the
program because of similar experiences in day care
25) children in in-home care tend to be more excited in
school in general because of the new environment
26) children in day care centers tend to look at the
elementary school as the "real" or "big" school
27) socio-economic status is a factor
28) education
29) parenting skills
30) only child
31) position in family
32) housing: single-family vs. apartment
33) family make-up

34) ethnicity
35) religion
36) special needs family (either other member or child
    himself/herself)
37) blended families
38) allergies
39) day care children in September were academically ahead
40) in-home day care children are quickly able to catch up
41) in-home day care children will sometimes surpass day
    care children in the literacy skills
42) hours of parental absence
43) day care center kids tend to ignore instructions from
    teacher
44) children in day care tend to be more anxious
45) children in day care tend to be more disruptive
46) children in day care tend to use inappropriate language
47) children in day care tend to use inappropriate body
    language
48) children in day care tend to come to school sicker
49) children in day care have better attendance because
    they don't have anywhere else to go (i.e., Mom's at work)
50) day care children tend to, depending on socio-economic
    status, be grubbier
51) special needs children have good professional care in
    day care centers (i.e., they get things started to help the
    children out)
52) children in in-home day care are reluctant to voice
    opinions
53) day care centre children tend to share information more
54) more parent involvement from children who are in
    in-home day care
55) parents of in-home day care are more flexible in terms
    of helping out in the classroom
56) children in in-home day care watch too much t.v.
57) children in in-home day care seem to have the same toys
58) children going to a caregiver's home for in-home day
    care are sometimes second fiddle to the children in the
    caregiver's own family

For practical reasons, with the number of participants being twelve, and the total number of statements generated by the three groups being two hundred two, the ratings of the statements have not been included. It should be noted, however, that the ratings were all entered into "The Concept System" and used in computing the maps described below.

Sorting Data

Appendix D, Parts 1, 2, and 3, show the first ten sorting labels for each of the three participant groups. The participants made the labels by cutting along the dotted lines of these sheets. As explained in chapter three, they then placed the sorting labels in piles, grouping them for similarity. This information was then entered into "The Concept System" and used to first compute and then to draw the maps below. Once again, the sorting information is not shown here simply due to the volume of these data.

Initial Point Maps

The initial point maps explained below represent each of the original brainstormed statements as a dot on the map with its identification number printed immediately to the right. It is difficult to identify several statements because they fall so closely together on the map that they overlap.

What is clear from these initial point maps is that there are statements that are in clusters or groups of statements. The location of a statement on the map is determined entirely by the sorted data. If participants

sorted two statements together in the same pile, those statements are likely to appear near each other on the map. Because this is obviously not always the case, "The Concept System" program does not know where to place a statement which is placed in different piles and it is, therefore, put somewhere between the two types of items.

These items are, therefore, considered "bridging" items because they bridge between two or more areas to which they are related. The bridging index, explained in the next section, is a number between zero and one. The closer the number is to one, the more likely it is that it is a "bridge" item. The lower the number, the more likely it is that the statement was sorted primarily with statements which are close to it on the map and, therefore, it is not a bridging item.

In-home caregivers. The initial point map for providers of in-home day care found in Figure 1 shows that there are once again clearly some groups of statements that have been grouped together. The most prominent clusters seem to be to the west, northeast, and southeast of the map. On the other hand, Statement 59 with a bridging index of 1.00 is clearly a statement that is a bridging item as it was placed in several different piles by the participants of this session. Statement 59 is, therefore, found on its own in the southwest corner of the map.

Providers of day care in centres. Figure 2 below shows the initial point map for the evening session with providers

Figure 1.   Initial point map for in-home caregivers.

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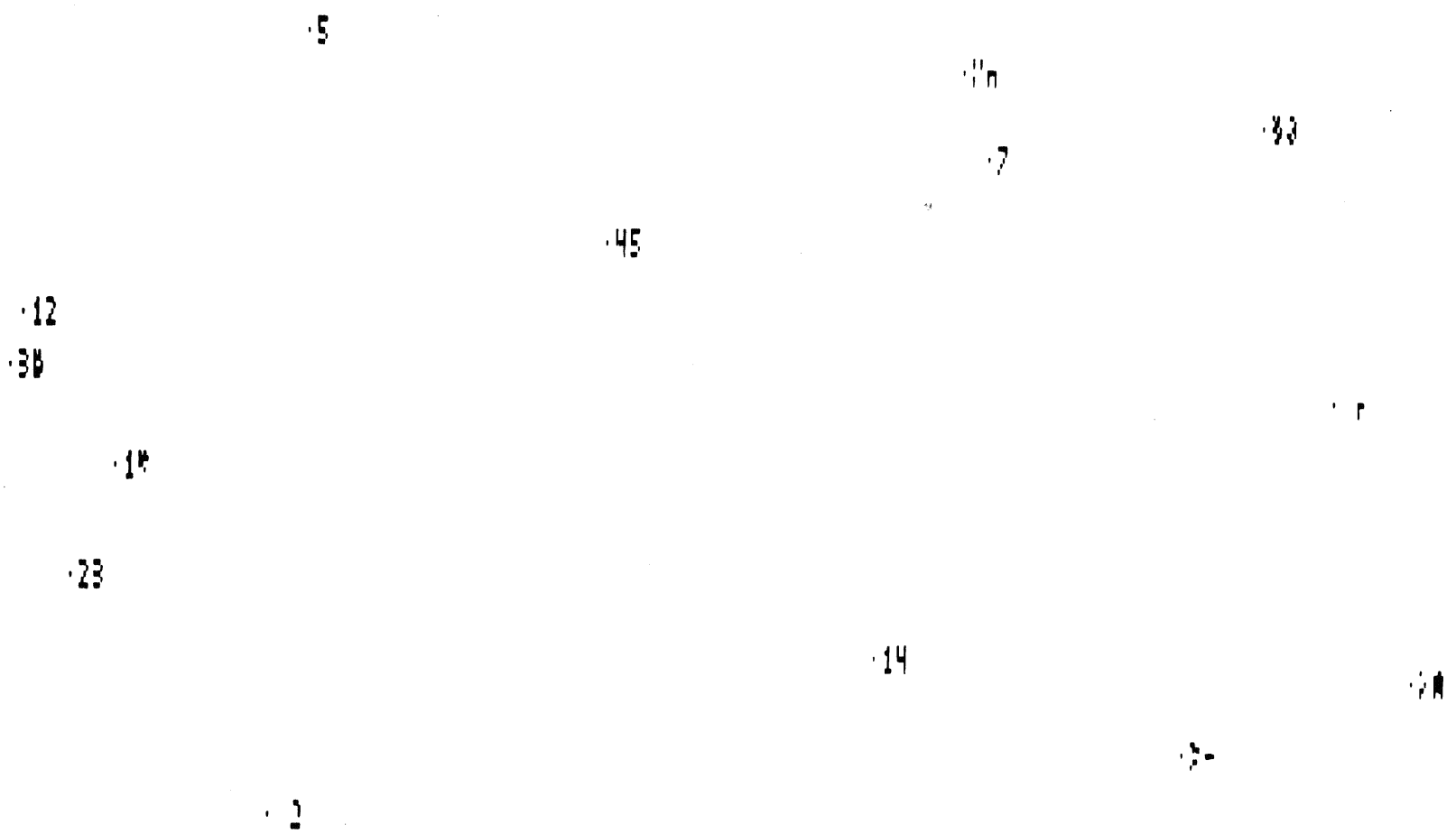
Figure 2. Initial point map for providers of day care in

centres.

of day care in centres. The statements grouped together in the upper right hand corner of the map are among the most difficult to read due to the fact that they overlap, and were, therefore, placed in similar piles during the sorting of the data by the participants.

On the other hand, Statements 45 and 14 are among the most legible statements, with bridging indexes, explained below of 1.00 and 0.94 respectively. These statements are considered bridging items because they were not placed in similar piles by the participants, thus explaining their location alone and in the middle of the map. It is, therefore, clear from this initial map that there are some statements that are clustered or grouped together, while there are others that are not.

Kindergarten teachers. Figure 3 shows the initial point map for the evening session with the four kindergarten teacher participants. While Statements 51 and 55 appear to be bridging items, with bridging indexes of 0.99 and 1.00 respectively, and thus stand alone in the west of the map, once again it is apparent from this map that there are clusters of statements that have been formed because of the participants having sorted statements into the same piles.

Bridging Indexes

"The Bridging Index Value Point Maps for Each Statement" in the three participant groups are explained below, and show the bridging index for all of the statements from each of the three groups of participants. Each
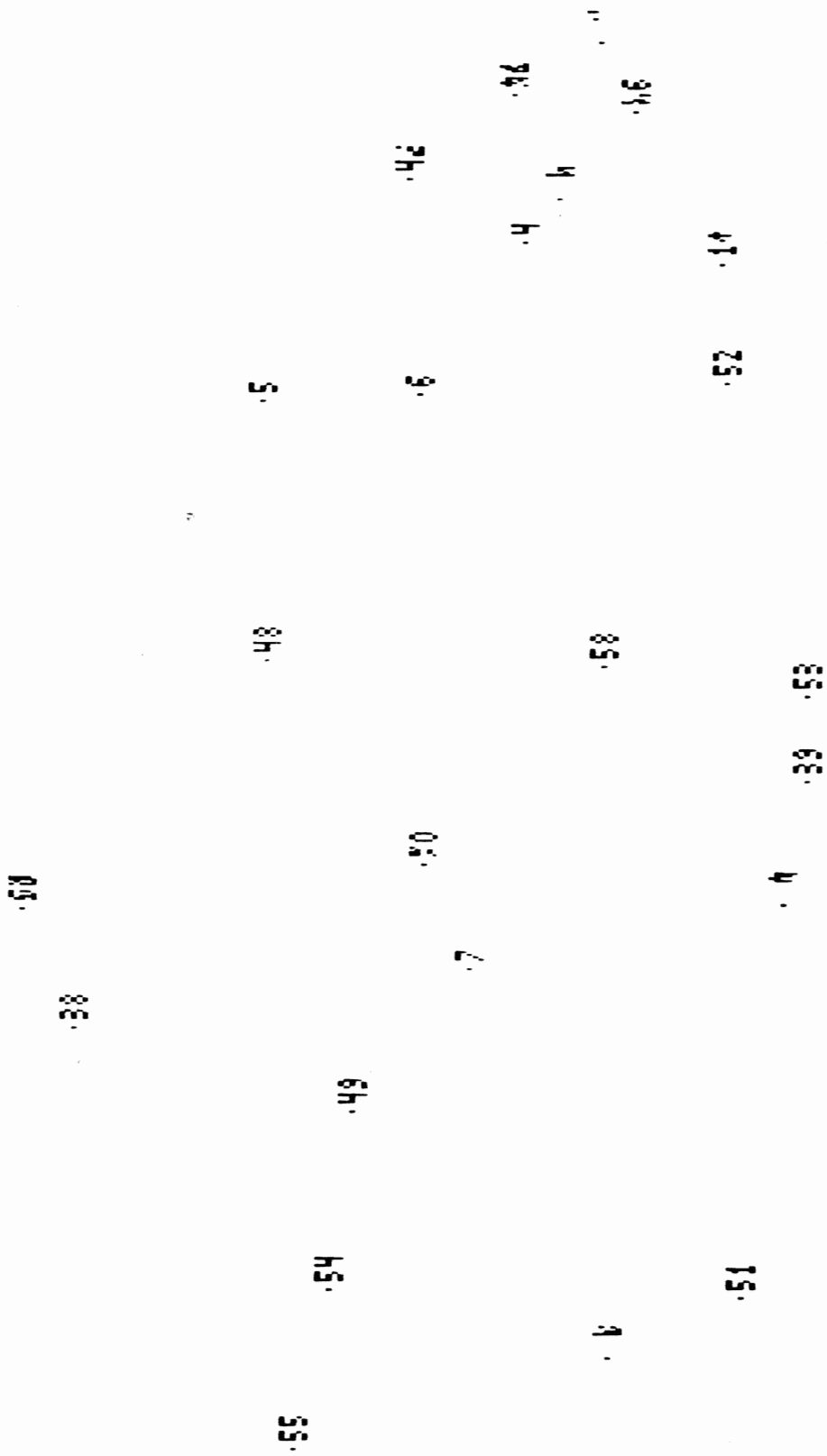
Figure 3. Initial point map for kindergarten teachers.

statement is shown with columns having between one and five blocks. Statements with higher columns are more likely to be bridging items. Items on the maps with high bridging indexes usually reflect several concepts, the cause of which is their placement in several different piles by the participants. Those statements with lower columns have a lower bridging index meaning that they were more likely grouped together by the participants in the same pile.

In-home caregivers. Figure 4 shows the bridging index value for each statement generated by the group of in-home day care providers. While Statement 59 in the southwest corner of the map has five columns and, therefore, a high bridging index, there are many statements with low bridging indexes in the southwest corner of the map. Once again, it is clear that a good number of statements have been placed in similar sort piles.

Providers of day care in centres. In Figure 5, it can be seen that Statements 14, 45, and 5 all clearly have high bridging indexes because of the fact that they have colunmns five blocks high. There are also some statements with very short columns, particularly in the extreme west and east of the map. Once again, statements with very high bridging indexes that are placed in between clusters, such as Statements 14 and 45 in Figure 4, usually reflect several concepts. On the other hand, a statement with a low bridging index value provides the best clue about the general concept in that area of the map.
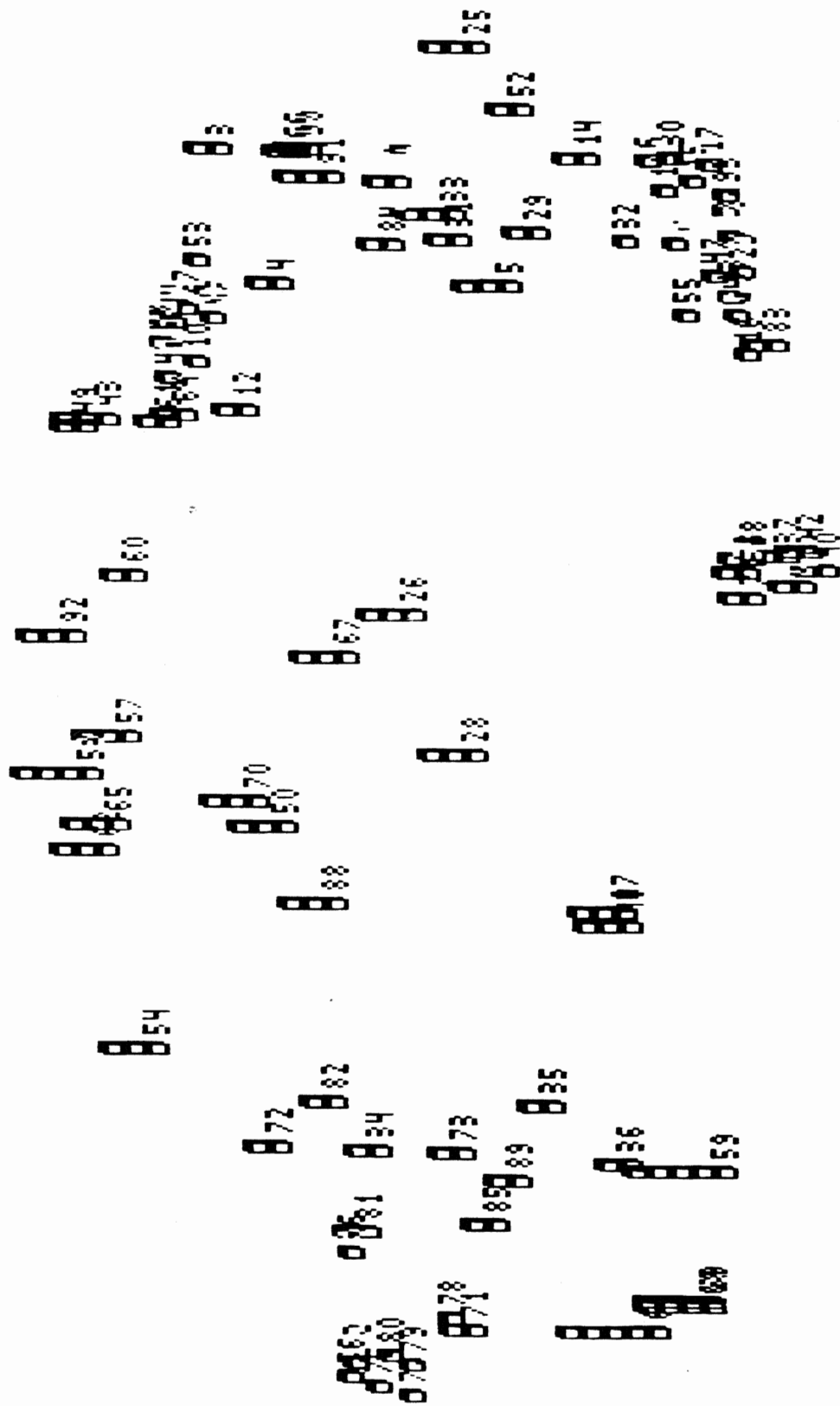
Figure 4. Bridging index value point map for in-home caregivers.
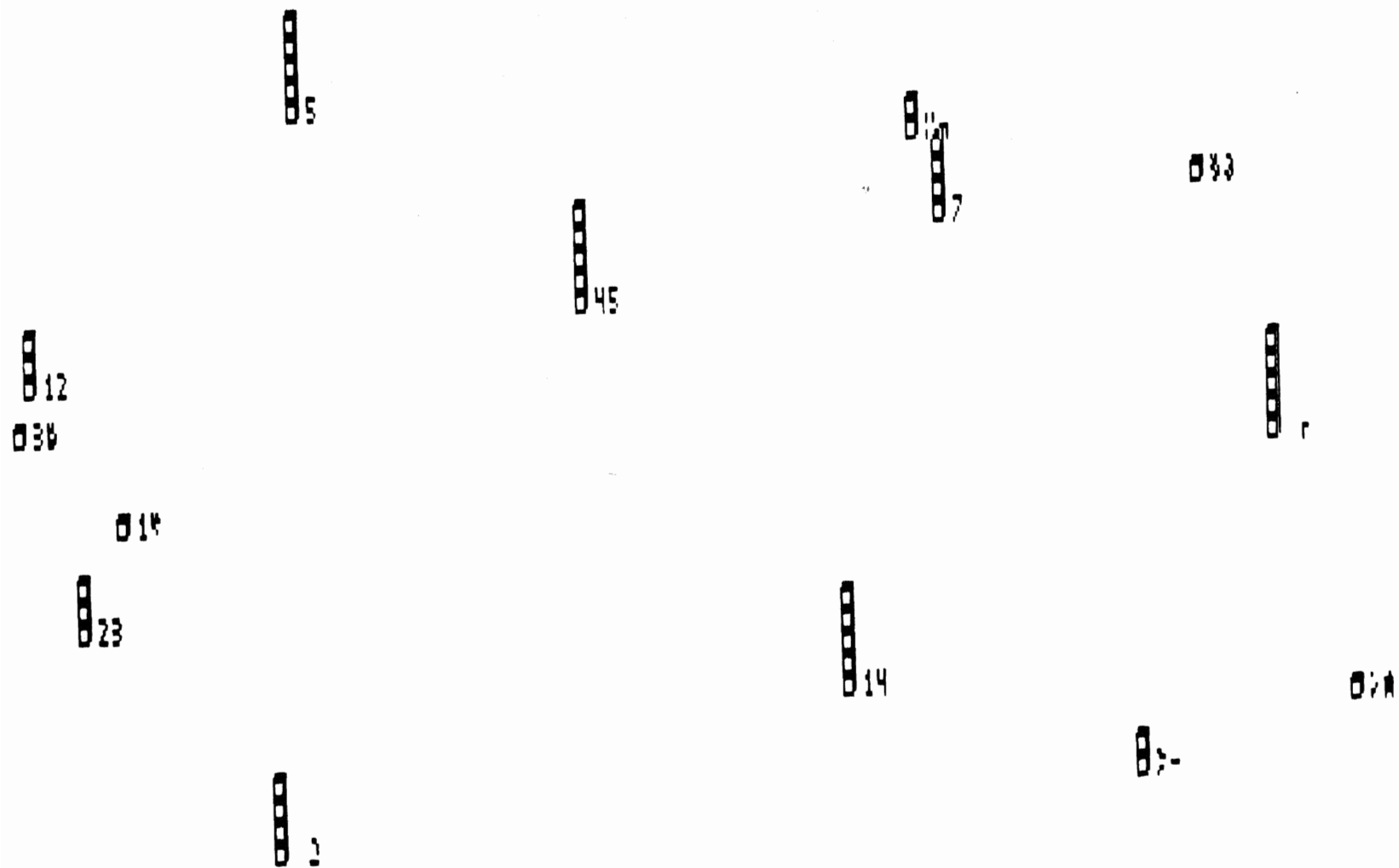
Figure 5. Bridging index value point map for providers of
day care in centres.

Kindergarten teachers. Figure 6 shows the bridging

index for the data collected from the kindergarten teachers.

While Statement 51 has a column five blocks high and,

therefore, a high bridging index, some groups of statements,

particularly in the east end of the map, have low bridging

indexes and are, therefore, well located in relation to

their neighbours, thus forming a cluster.

Initial Cluster Solutions

"The Concept System" program "clustered" the statements

on the maps for each of the three participant groups

according to the rating and sorting information provided.

Automatically, the initial number of clusters is set at

about one-fifth the number of statements. Clusters are

shown with large identification numbers; statements are

represented by smaller numbers. Once again, because some

clusters include many statements, some of the statement

numbers are very difficult to read in the initial cluster

solution maps below. That is why a listing of the

statements in each cluster is particularly useful.

Statements by Cluster

The statements in each cluster are also listed by "The

Concept System" program for the initial cluster solutions

explained above. Each statement is followed by its exact

bridging index in parentheses. The average bridging index

value for all of the items in the cluster is shown at the

end of each cluster.
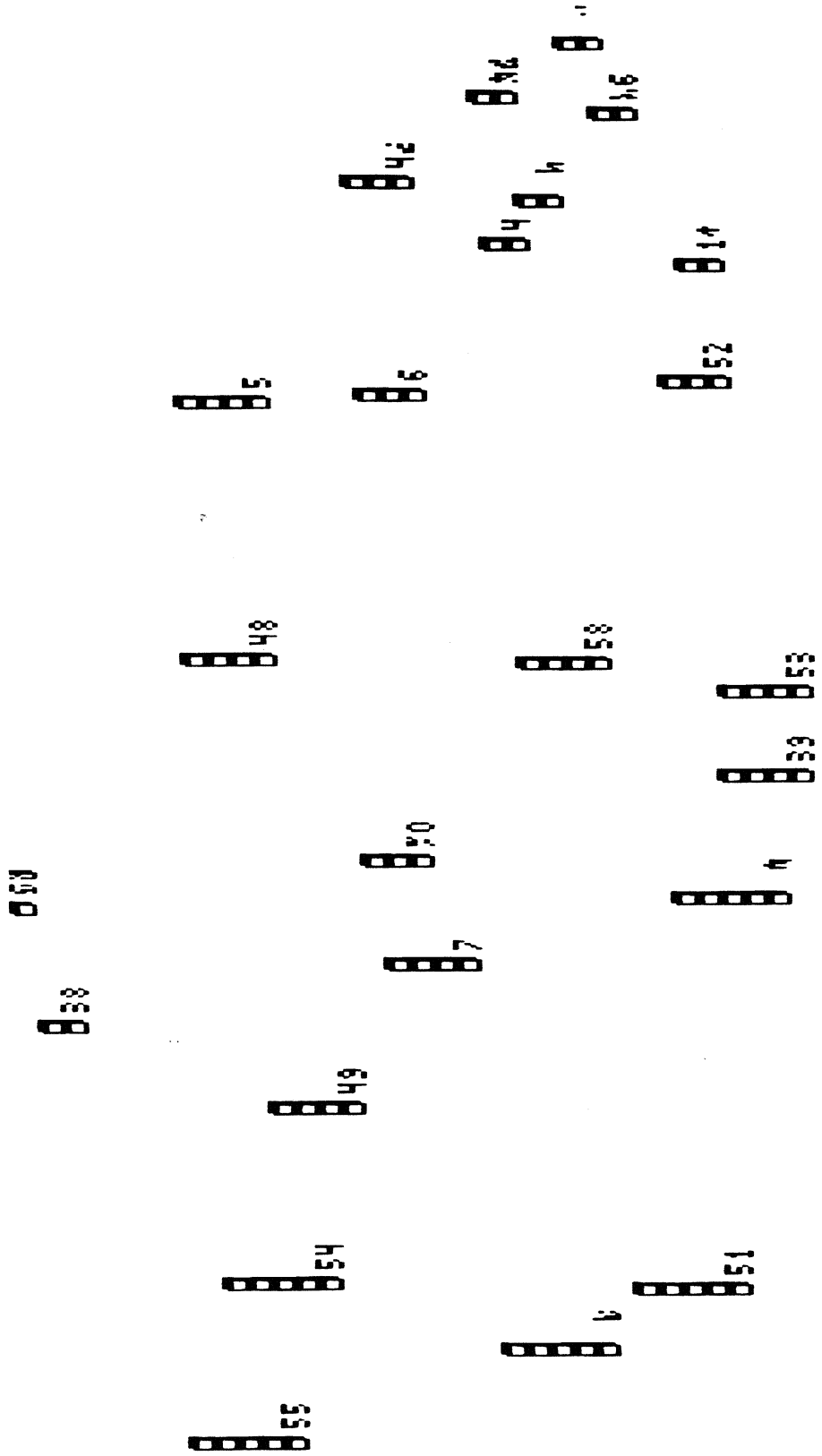
Figure 6. Bridging index value point map for kindergarten teachers.

This information is extremely helpful in deciding on the number of clusters for the final map. The objective is to decide upon a number of clusters wherein the items seem to fit well together. The clusters then represent general concepts that hopefully make sense.

If the average bridging index is high, the clusters will be made up of less homogeneous statements which are consequently harder to interpret. The subsections below explain how the number of clusters was decided upon for the final maps for each of the three participant groups.

Choosing the Number of Clusters

In-home caregivers. The ninety-three statements brainstormed by the six in-home day care providers were initially divided into eighteen clusters, as shown in Figure 7. Four of these groupings were removed from the initial listing because the statements in these four clusters did not seem to fit together well, as shown in Table 4, and they also had relatively high average bridging indexes. Clusters 7, 10, 17, and 18 were the groupings removed from the initial cluster analysis, and they had average bridging indexes of 0.44, 0.57, 0.46 and 0.83 respectively. In Cluster 17, for example, it is harder to interpret why Statement 36, "fairness in terms of division of time between own children and children in care," is found together in a grouping with Statement 48, "to provide children with discipline (i.e., letting them know the consequences of their inappropriate behaviour)." This difficulty is due to
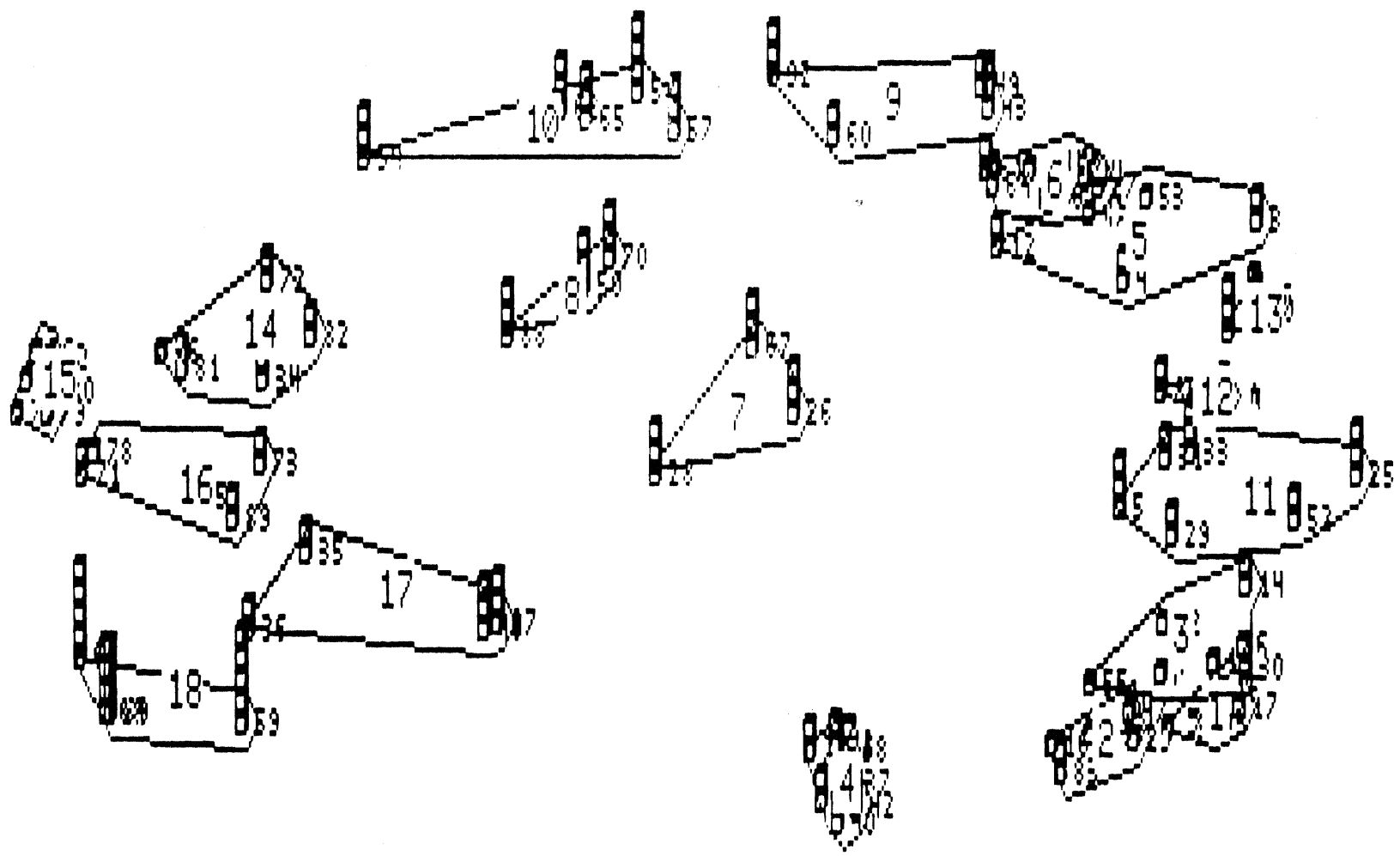
Figure 7. Initial eighteen-cluster solution for in-home caregivers.

Table 4

<u>Initial Cluster Listing With Bridging Index Values for In-</u>

<u>Home Caregivers</u>

<u>Cluster 1</u>

```
 1. cooperation  ( 0.04)
18. sharing ( 0.04)
 2. respect ( 0.04)
93. to show children respect for the evironment, nature, an... ( 0.05)
15. to help children build self-esteem or self-confidence ( 0.09)
17. comraderie; companionship; friendship amongst children ... ( 0.06)
```

Cluster Average = 0.05

<u>Cluster 2</u>

```
13. to give children self-respect ( 0.07)
24. to teach patience with the caregivers ( 0.07)
23. to teach patience amongst the other children ( 0.07)
47. to teach children trust and loyalty between other child... ( 0.06)
16. fostering independence ( 0.16)
83. kids in in-home care have more opportunity to learn to ... ( 0.21)
```

Cluster Average = 0.11

<u>Cluster 3</u>

```
 6. to help provide the children with emotional security ( 0.17)
19. caring ( 0.12)
30. to provide emotional stability ( 0.13)
14. to teach children to have respect for property ( 0.28)
32. to provide mental stability ( 0.19)
 8. to have fun ( 0.09)
 9. to enjoy humour ( 0.09)
55. want kids to be socially acceptable to other kids ( 0.13)
```

Cluster Average = 0.15

<u>Cluster 4</u>

```
 7. to provide them with some value of nutrition ( 0.37)
38. to teach children abc's/1,2,3's ( 0.27)
39. to provide opportunities for children to learn gross mo... ( 0.28)
37. to provide opportunities for cognitive skill developmen... ( 0.29)
42. to expose children to music ( 0.30)
41. to help children develop their imaginations ( 0.29)
40. to provide an environment where children can be creativ... ( 0.31)
```

Cluster Average = 0.30   <u>(table continues</u>)

Cluster 5

3. to provide a safe environment (0.35)
4. to provide a loving environment (0.31)
12. to provide a spontaneous environment (0.26)
22. to provide more of a family environment than a scholast... (0.16)
51. to provide an extended family environment (0.16)
53. there are benefits from the extended family environment... (0.17)

Cluster Average = 0.23

Cluster 6

10. to provide more one-on-one; a family environment (0.14)
27. to provide a home away from home (0.14)
44. more one-on-one time in in-home care than in centre car... (0.13)
11. in-home day care is a more flexible or unregimented env... (0.15)
45. in-home day care much more relaxed than centre care (0.15)
46. in-home day care less institutional than centre care (0.20)
61. in in-home care, you can expand or elaborate on one thi... (0.21)
64. children tend to be less aggressive in in-home environm... (0.22)

Cluster Average = 0.17

Cluster 7

26. to distinguish between needs and wants (0.49)
67. could be more assistance from in-home caregiver than fr... (0.52)
28. to establish a strong emotional attachment to caregiver (0.55)

Cluster Average = 0.52

Cluster 8

50. more freedom to do what you want to do when you want to... (0.44)
70. possibility of more outings in in-home care (0.44)
88. it's what you make it (0.45)

Cluster Average = 0.44

Cluster 9

43. concentration: greater in home, less distractions than... (0.41)
49. more time is able to be spent taking care of children's... (0.35)
60. children in in-home care are more worldly than in centr... (0.36)
92. could have favorites in day care centres (0.50)

Cluster Average = 0.41

Cluster 10

54. kids play on parental guilt (0.56)
57. difference in mentality between kids in in-home care an... (0.59)
58. too structured in day care centres/ so much like school... (0.66)
62. kids in day care centres get labelled (0.53)
65. children are always in competition in a day care and th... (0.51)

Cluster Average = 0.57

Cluster 11

5. to provide an educational environment (0.40)
29. to provide physical stability (0.36)
31. to provide warm emotional surroundings (0.38)
33. to provide a realistic teaching approach of everyday li... (0.40)
25. safety (0.45)
52. more chances to build self-esteem in in-home care perha... (0.39)

Cluster Average = 0.40

Cluster 12

20. life skills are more visual or natural than in a day ca... (0.38)
21. doing daily chores is more common than in a day care ce... (0.38)
84. children in in-home care have more privacy than those i... (0.39)

Cluster Average = 0.38

Cluster 13

66. easier for the child emotionally to have less structure... (0.38)
90. more time for affection than in centre care (0.39)
91. child more able to be himself/herself than in centre ca... (0.42)

Cluster Average = 0.40

Cluster 14

34. to keep a balance between the children who live in the ... (0.30)
82. in-home caregivers have more control over whom they loo... (0.32)
72. parents feel that they can be more meticulous or demand... (0.39)
81. very important to have good relationship with parents (0.20)
86. support or reinforcement from parents (0.17)

Cluster Average = 0.28

Cluster 15

56. power struggle in terms of who's in control in caregive... (0.04)
74. parents feel they can control more the caregivers than ... (0.00)
76. parents may feel jealous of caregiver and therefore nee... (0.00)
75. providers of day care in centres considered more profes... (0.01)
80. parents may feel "good" giving instructions to in-home ... (0.04)
77. in-home caregivers are sometimes considered a glorified... (0.06)
79. day care centre has rules or regulations that may give ... (0.10)

Cluster Average = 0.04

Cluster 16

71. in a centre you can have a break as a caregiver (0.27)
78. in-home caregivers would appreciate more trust/respect ... (0.18)
73. more relaxed relationship between the in-home caregiver... (0.30)
85. in-home caregivers set their own business limitations/r... (0.25)
89. you set the limitations for the home and the children w... (0.35)

Cluster Average = 0.27

Cluster 17

35. to be clear with the children on your role as caregiver... (0.39)
36. fairness in terms of division of time between own child... (0.40)
48. to provide children with discipline (i.e., letting them... (0.55)
87. how you say no (0.52)

Cluster Average = 0.46

Cluster 18

59. potential of future boredom in school due to one-on-one... (1.00)
63. kids in day care don't have any more challenges when th... (0.97)
68. may not have the equipment available in in-home care th... (0.66)
69. may have less toys in in-home care than in day care cen... (0.67)

Cluster Average = 0.83

the lack of homogeneity in these statements as a group, which is reflected in the higher average bridging index of 0.46.

After having tried twelve-, nine-, and eight-cluster solutions, it seemed that the fourteen-cluster solution, with the above four clusters removed, made the most sense. Cluster 14 was then made up of Statements 59, 63, 68, and 69, and had an average bridging index of 0.83. Statement 59, "potential of future boredom in school due to one-on-one contact of in-home care" has a bridging index of 1.00, and does not seem to fit well with Statements 63, 68, and 69 which seem related to the equipment in in-home day cares.

It was, therefore, decided that Cluster 14 should be subdivided into two sub-clusters, giving the final fifteen-cluster solution found in Table 5. Once again, the number in parentheses beside each statement is its bridging index, with the average bridging index for each cluster found following the whole cluster. The information in Table 5 is represented by the map in Figure 8 showing the bridging index values for the final fifteen-cluster solution for in-home care.

Providers of day care in centres. The initial ten cluster solution for providers of day care in centres is shown in Figure 9. The initial cluster listing with bridging index values for the data from the day care centre group is shown in Table 6. The statements in Clusters 1, 2, 3, 4, 7, 8, 9, and 10 all seem to fit well together in their

Table 5

Bridging Index Values for Final Fifteen-Cluster Solution of

In-Home Caregivers

Cluster 1

 1. cooperation (0.04)
18. sharing (0.04)
 2. respect (0.04)
93. to show children respect for the evironment, nature, an... (0.05)
15. to help children build self-esteem or self-confidence (0.09)
17. comraderie; companionship; friendship amongst children ... (0.06)
13. to give children self-respect (0.07)
24. to teach patience with the caregivers (0.07)
23. to teach patience amongst the other children (0.07)
47. to teach children trust and loyalty between other child... (0.06)
16. fostering independence (0.16)
83. kids in in-home care have more opportunity to learn to ... (0.21)

Cluster Average = 0.08

Cluster 2

 6. to help provide the children with emotional security (0.17)
19. caring (0.12)
30. to provide emotional stability (0.13)
14. to teach children to have respect for property (0.28)
32. to provide mental stability (0.19)
 8. to have fun (0.09)
 9. to enjoy humour (0.09)
55. want kids to be socially acceptable to other kids (0.13)

Cluster Average = 0.15

Cluster 3

 7. to provide them with some value of nutrition (0.37)
38. to teach children abc's/1,2,3's (0.27)
39. to provide opportunities for children to learn gross mo... (0.28)
37. to provide opportunities for cognitive skill developmen... (0.29)
42. to expose children to music (0.30)
41. to help children develop their imaginations (0.29)
40. to provide an environment where children can be creativ... (0.31)

Cluster Average = 0.30

Cluster 4

   3. to provide a safe environment (0.35)
   4. to provide a loving environment (0.31)
  12. to provide a spontaneous environment (0.26)
  22. to provide more of a family environment than a scholast... (0.16)
  51. to provide an extended family environment (0.16)
  53. there are benefits from the extended family environment... (0.17)
  10. to provide more one-on-one; a family environment (0.14)
  27. to provide a home away from home (0.14)
  44. more one-on-one time in in-home care than in centre car... (0.13)
  11. in-home day care is a more flexible or unregimented env... (0.15)
  45. in-home day care much more relaxed than centre care (0.15)
  46. in-home day care less institutional than centre care (0.20)
  61. in in-home care, you can expand or elaborate on one thi... (0.21)
  64. children tend to be less aggressive in in-home environm... (0.22)

Cluster Average = 0.20

Cluster 5

  26. to distinguish between needs and wants (0.49)
  67. could be more assistance from in-home caregiver than fr... (0.52)
  28. to establish a strong emotional attachment to caregiver (0.55)
  50. more freedom to do what you want to do when you want to... (0.44)
  70. possibility of more outings in in-home care (0.44)
  88. it's what you make it (0.45)

Cluster Average = 0.48

Cluster 6

  43. concentration: greater in home, less distractions than... (0.41)
  49. more time is able to be spent taking care of children's... (0.35)
  60. children in in-home care are more worldly than in centr... (0.36)
  92. could have favorites in day care centres (0.50)

Cluster Average = 0.41

Cluster 7

  54. kids play on parental guilt (0.56)
  57. difference in mentality between kids in in-home care an... (0.59)
  58. too structured in day care centres/ so much like school... (0.66)
  62. kids in day care centres get labelled (0.53)
  65. children are always in competition in a day care and th... (0.51)

Cluster Average = 0.57

Cluster 8

 5. to provide an educational environment (0.40)
29. to provide physical stability (0.36)
31. to provide warm emotional surroundings (0.38)
33. to provide a realistic teaching approach of everyday li... (0.40)
25. safety (0.45)
52. more chances to build self-esteem in in-home care perha... (0.39)

Cluster Average = 0.40

Cluster 9

20. life skills are more visual or natural than in a day ca... (0.38)
21. doing daily chores is more common than in a day care ce... (0.38)
84. children in in-home care have more privacy than those i... (0.39)
66. easier for the child emotionally to have less structure... (0.38)
90. more time for affection than in centre care (0.39)
91. child more able to be himself/herself than in centre ca... (0.42)

Cluster Average = 0.39

Cluster 10

34. to keep a balance between the children who live in the ... (0.30)
82. in-home caregivers have more control over whom they loo... (0.32)
72. parents feel that they can be more meticulous or demand... (0.39)
81. very important to have good relationship with parents (0.20)
86. support or reinforcement from parents (0.17)

Cluster Average = 0.28

Cluster 11

56. power struggle in terms of who's in control in caregive... (0.04)
74. parents feel they can control more the caregivers than ... (0.00)
76. parents may feel jealous of caregiver and therefore nee... (0.00)
75. providers of day care in centres considered more profes... (0.01)
80. parents may feel "good" giving instructions to in-home ... (0.04)
77. in-home caregivers are sometimes considered a glorified... (0.06)
79. day care centre has rules or regulations that may give ... (0.10)

Cluster Average = 0.04

Cluster 12

71. in a centre you can have a break as a caregiver (0.27)
78. in-home caregivers would appreciate more trust/respect ... (0.18)
73. more relaxed relationship between the in-home caregiver... (0.30)
85. in-home caregivers set their own business limitations/r... (0.25)
89. you set the limitations for the home and the children w... (0.35)

Cluster Average = 0.27

Cluster 13

35. to be clear with the children on your role as caregiver... (0.39)
36. fairness in terms of division of time between own child... (0.40)
48. to provide children with discipline (i.e., letting them... (0.55)
87. how you say no (0.52)

Cluster Average = 0.46

Cluster 14

59. potential of future boredom in school due to one-on-one... (1.00)

Cluster Average = 1.00

Cluster 15

63. kids in day care don't have any more challenges when th... (0.97)
68. may not have the equipment available in in-home care th... (0.66)
69. may have less toys in in-home care than in day care cen... (0.67)

Cluster Average = 0.77
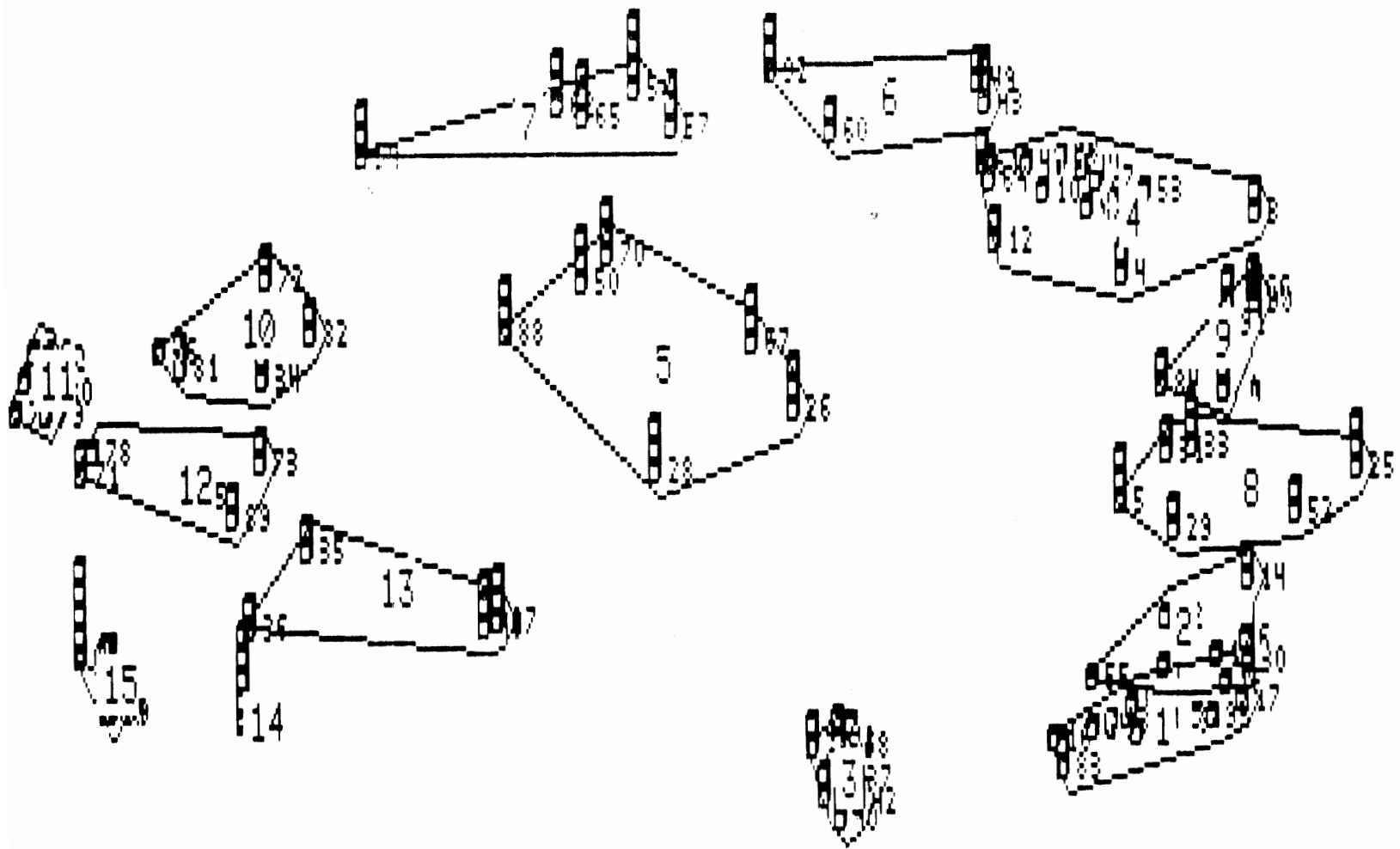
Figure 8. Final fifteen-cluster solution with bridging index values for in-home caregivers.
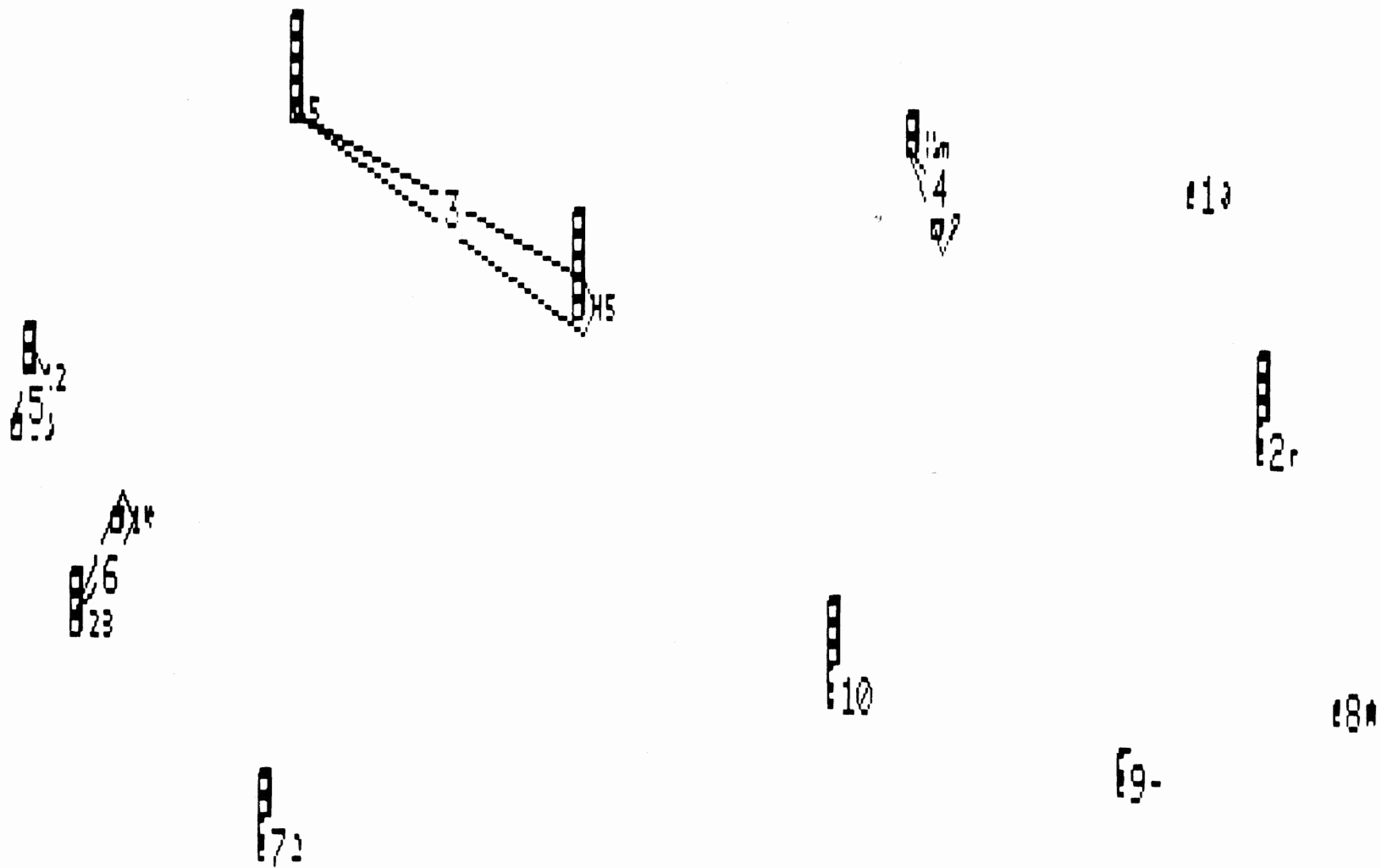
Figure 9. Initial ten-cluster solution for providers of day care in centres.

Table 6

Initial Cluster Listing With Bridging Index Values for

Providers of Day Care in Centres

Cluster 1

1. to think for themselves (0.05)
49. to teach them that winning isn't everything (0.05)
50. to teach them that being the best isn't always what's i... (0.05)
35. to make them comfortable with themselves (0.05)
43. teaching them that they can (0.05)
22. teach to recognize and deal with their emotions, both p... (0.05)
34. to build their self-esteem (0.05)
3. to do their own problem solving (0.05)
4. age appropriate independence (0.05)
2. to recognize their own behaviour (0.05)

Cluster Average = 0.05

Cluster 2

20. talking through emotionally harmful situations (0.91)
29. individuality: teaching them that it's okay to be diffe... (0.91)

Cluster Average = 0.91

Cluster 3

5. to try things on their own (0.98)
45. attention on process or doing, and not product (1.00)

Cluster Average = 0.99

Cluster 4

6. overcome fears of learning (0.33)
44. teaching them that being wrong is okay, and that trying... (0.33)
46. encouraging creativity (0.33)
33. to teach them to think for themselves (0.33)
7. to create a safe/invulnerable environment (0.60)

Cluster Average = 0.38

Cluster 5

12. body awareness (0.43)
30. awareness of body movement (0.19)
31. awareness of rhythm (0.19)
32. awareness of different types of music (0.19)

Cluster Average = 0.25

Cluster 6

13. to dress themselves (0.03)
42. to teach them to write their name (0.03)
48. to teach them to clean up (0.03)
40. slide for first time (0.03)
41. fine and gross motor skills (0.03)
38. walking (0.03)
39. talking (0.03)
36. to potty train (0.03)
37. to put on their coat (0.03)
23. faciltating/guiding children through group dynamics (0.49)

Cluster Average = 0.08

Cluster 7

24. understanding the family context (0.77)
25. to earn their trust (0.77)

Cluster Average = 0.77

Cluster 8

 8. cooperation with peers and adults (0.00)
47. respect for other people's property (0.00)
51. racial tolerance (0.00)
27. social acceptance of varying cultures (0.00)
28. teaching them that other people's values are different (0.00)
19. teaching them that they do hurt other people's feelings... (0.00)
26. teaching them to appreciate differences in others (0.00)
16. respect of other children's space (0.00)
17. teaching all children to respect other children's feeli... (0.00)
 9. an awareness of others (0.00)
15. consideration of others at all times of day (i.e., wash... (0.00)

Cluster Average = 0.00

Cluster 9

10. sharing (0.26)
18. teaching older preschoolers to respect adults' space (0.26)
21. teaching them to fit into everyone's world (0.26)
11. language skills that are socially acceptable (0.26)

Cluster Average = 0.26

Cluster 10

14. to eat with acceptable manners at the table (0.94)

Cluster Average = 0.94

respective clusters. This is reflected in the similar
bridging indexes for the statements within these clusters.
There is an exception to this similarity in the bridging
indexes in Cluster 4. Statements 6, 44, 46, and 33 each
have a bridging index of 0.33. Statement 7, still in
Cluster 4, has a bridging index of 0.60. When reading the
statements with the same briging indexes of 0.33 in this
cluster, they all seem to relate to cognitive risk-taking.
This cluster was not divided because, although Statement 7
has a much higher bridging index of 0.60, it is still
closely related to this notion of cognitive risk-taking.
Statement 7 reads as follows: "to create a
safe/invulnerable environment." Because it is this very
environment that is conducive to cognitive-risk taking, it
was felt that this statement was in fact well situated in
Cluster 4. This was, however, not the case with two other
statements, one found in Cluster 5, and the other in the
original Cluster 6.

In Cluster 5, there is one statement that does not seem
to relate well to the others. While Statements 30, 31, and
32 all seem to relate to music and movement and each has a
bridging index of 0.19, Statement 12, "body awareness" has a
bridging index of 0.43 and does not seem to fit well with
the others. It is because of this lack of similarity that
Cluster 5 was divided into two subclusters. In so doing,
Cluster 5 now consists of Statement 12, "body awareness,"
which stands alone. Cluster 6 now consists of Statements

30, 31, and 32, all related to music and movement and each holding a bridging index of 0.19.

Referring once again to Table 6, with the original 10 clusters and their bridging indexes, it can be seen that Cluster 6 has nine statements: Statements 13, 42, 48, 40, 41, 38, 39, 36, and 37 with the same bridging index of 0.03. Each of these statements seems to be related to the topic of physical successes. The last statement listed in this cluster, # 23, "facilitating/guiding children through group dynamics," has a vastly different bridging index of 0.49, suggesting that it does not relate well to the other statements in this cluster. For this reason Cluster 7 was divided into two sub-clusters. The result was that Cluster 7 is now made up of the original nine statements related to physical successes and each having a bridging index of 0.03. Statement 23, "facilitating/guiding children through group dynamics" with a bridging index of 0.49, now stands alone and makes up Cluster 8.

Table 7 shows the bridging index values for the final twelve-cluster solution for the data collected from providers of day care in centres. The number in parentheses beside each statement is its bridging index; the average bridging index for the cluster can be found at the end of each cluster listing. Figure 10 represents the information in Table 7 in a map format, showing the final twelve-cluster solution for day care centres with their bridging indexes represented in columns.

Table 7

<u>Bridging Index Values for Final Twelve-Cluster Solution of</u>

<u>Providers of Day Care in Centres</u>

<u>Cluster 1</u>

1. to think for themselves (0.05)
49. to teach them that winning isn't everything (0.05)
50. to teach them that being the best isn't always what's i... (0.05)
35. to make them comfortable with themselves (0.05)
43. teaching them that they can (0.05)
22. teach to recognize and deal with their emotions, both p... (0.05)
34. to build their self-esteem (0.05)
3. to do their own problem solving (0.05)
4. age appropriate independence (0.05)
2. to recognize their own behaviour (0.05)

Cluster Average = 0.05

<u>Cluster 2</u>

20. talking through emotionally harmful situations (0.91)
29. individuality: teaching them that it's okay to be diffe... (0.91)

Cluster Average = 0.91

<u>Cluster 3</u>

5. to try things on their own (0.98)
45. attention on process or doing, and not product (1.00)

Cluster Average = 0.99

<u>Cluster 4</u>

6. overcome fears of learning (0.33)
44. teaching them that being wrong is okay, and that trying... (0.33)
46. encouraging creativity (0.33)
33. to teach them to think for themselves (0.33)
7. to create a safe/invulnerable environment (0.60)

Cluster Average = 0.38

<u>Cluster 5</u>

12. body awareness (0.43)

Cluster Average = 0.43

Cluster 6

30. awareness of body movement (0.19)
31. awareness of rhythm (0.19)
32. awareness of different types of music (0.19)

Cluster Average = 0.19

Cluster 7

13. to dress themselves (0.03)
42. to teach them to write their name (0.03)
48. to teach them to clean up (0.03)
40. slide for first time (0.03)
41. fine and gross motor skills (0.03)
38. walking (0.03)
39. talking (0.03)
36. to potty train (0.03)
37. to put on their coat (0.03)

Cluster Average = 0.03

Cluster 8

23. faciltating/guiding children through group dynamics (0.49)

Cluster Average = 0.49

Cluster 9

24. understanding the family context (0.77)
25. to earn their trust (0.77)

Cluster Average = 0.77

Cluster 10

8. cooperation with peers and adults (0.00)
47. respect for other people's property (0.00)
51. racial tolerance (0.00)
27. social acceptance of varying cultures (0.00)
28. teaching them that other people's values are different (0.00)
19. teaching them that they do hurt other people's feelings... (0.00)
26. teaching them to appreciate differences in others (0.00)
16. respect of other children's space (0.00)
17. teaching all children to respect other children's feeli... (0.00)
9. an awareness of others (0.00)
15. consideration of others at all times of day (i.e., wash... (0.00)

Cluster Average = 0.00   (table continues)

Cluster 11

10. sharing (0.26)
18. teaching older preschoolers to respect adults' space (0.26)
21. teaching them to fit into everyone's world (0.26)
11. language skills that are socially acceptable (0.26)

Cluster Average = 0.26

Cluster 12

14. to eat with acceptable manners at the table (0.94)

Cluster Average = 0.94
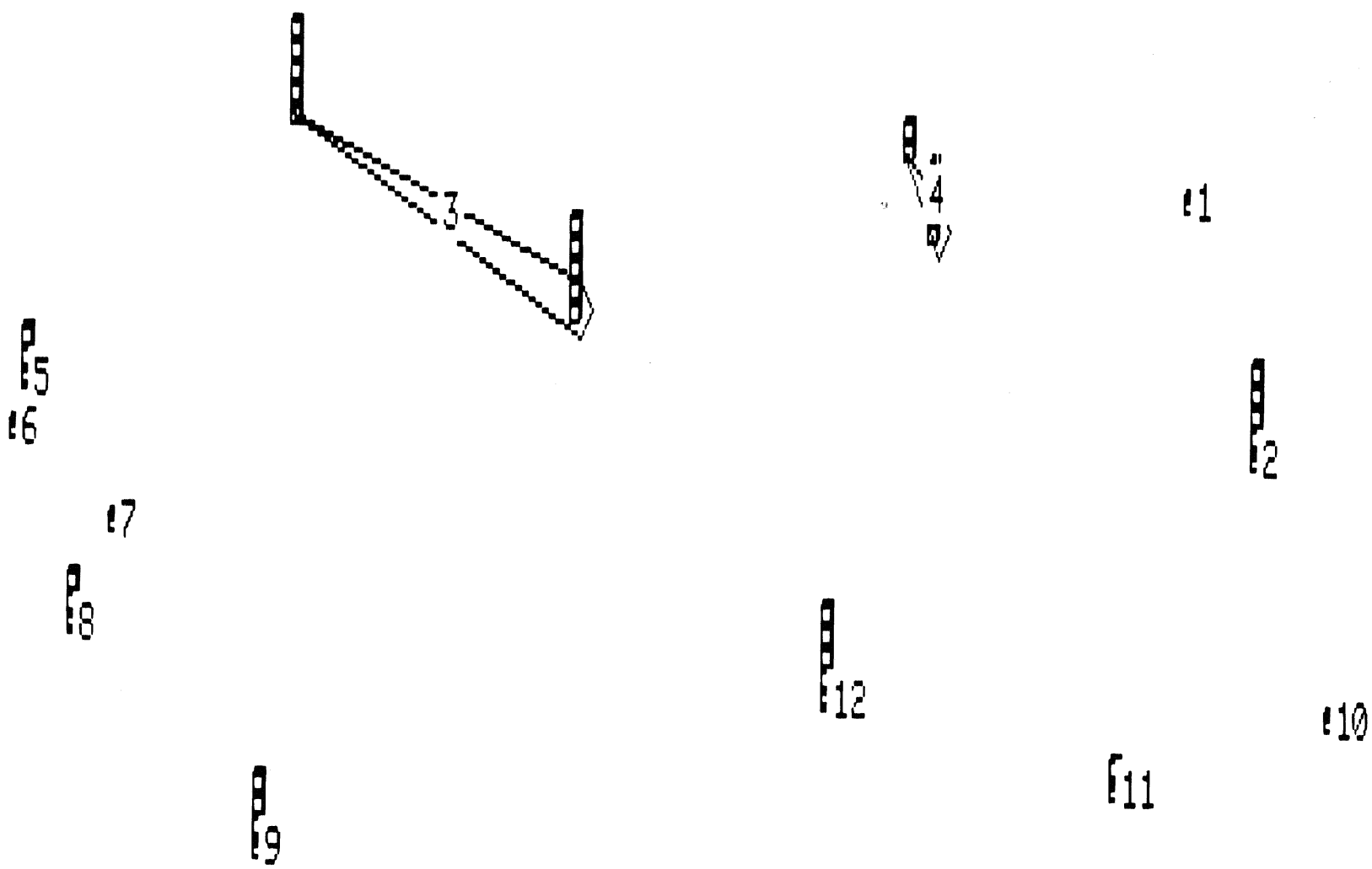
Figure 10. Final twelve-cluster solution with bridging index values for providers of day care in centres.

Kindergarten teachers. The initial eleven-cluster
solution for the data provided by the kindergarten teacher
participants is shown in Figure 11. The cluster listing for
the statements generated by the four kindergarten teacher
participants is shown in Table 8. There were initially
eleven clusters. It made sense to eliminate Cluster 4 from
the original eleven-cluster listing because it was made up
of only one statement, fifty-eight, "children going to a
caregiver's home for in-home day care are sometimes second
fiddle to the children in the caregiver's own family," and
this statement has a fairly high bridging index of 0.68.

Although Cluster 3 has a bridging index average of
0.78, higher than two of the clusters eliminated (namely
Clusters 4 and 8 which both had average bridging indexes of
0.68), it seemed that the statements in Cluster 3 belonged
together. Each of the statements in this cluster related to
the cognitive development of children in in-home day care
and those attending centre care. Cluster 3 was, therefore,
not removed from the eleven initial groups.

Once the ten cluster solution had been derived from the
initial eleven-cluster solution, it seemed that Cluster 6,
made up of Statements 4, 20, 22, 8, 26, 23, and 25 should be
subdivided into two clusters. Statements 4, 20, and 22 all
seemed to go together and fit under the label of "Social
Skills"; Statements 8, 26, 23, and 25 seemed to be more
related to the perceptions and attitudes of the children
towards kindergarten.
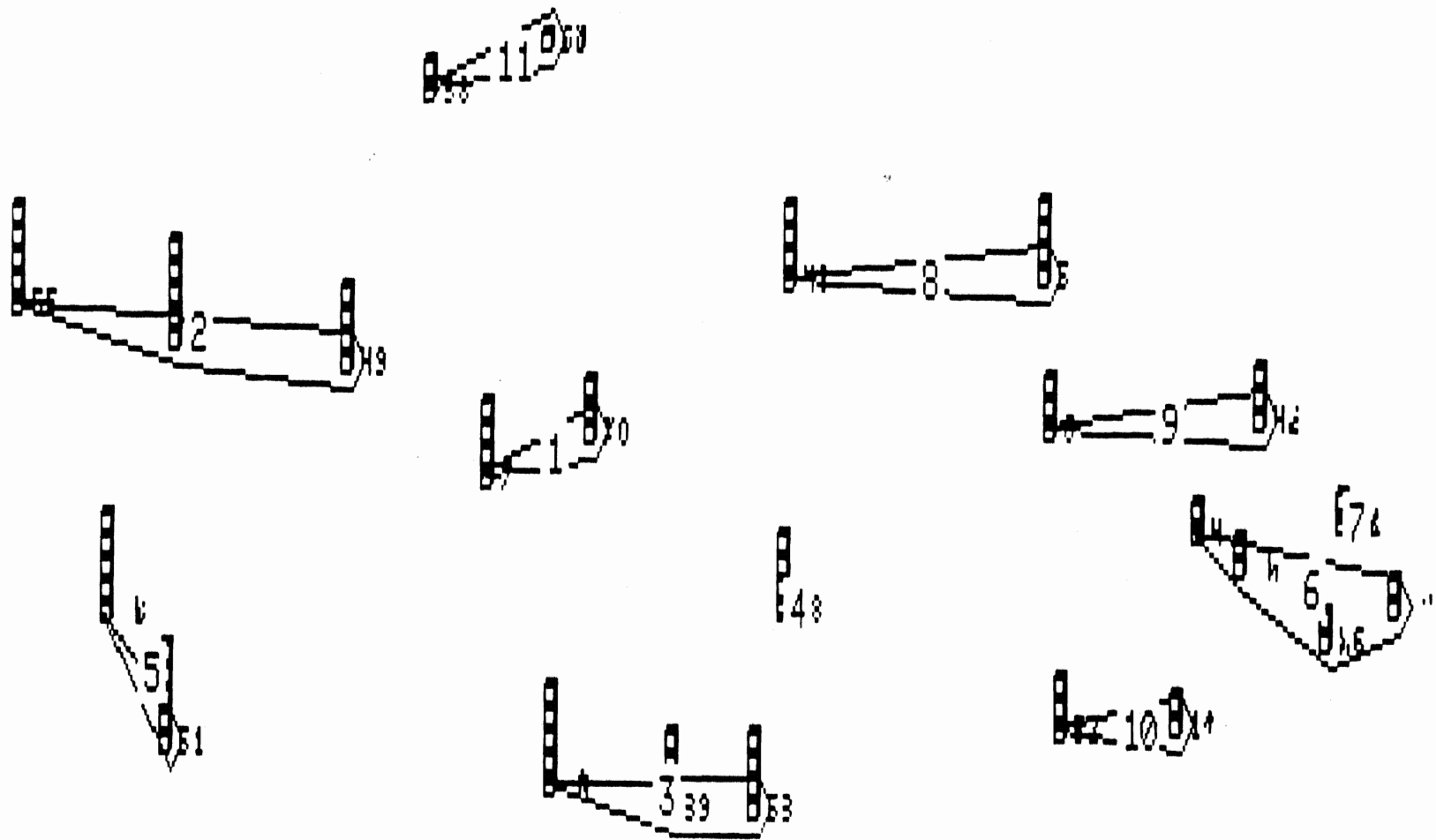
Figure 11. Initial eleven-cluster solution for kindergarten teachers.

Table 8

Initial Cluster Listing With Bridging Index Values for

Kindergarten Teachers

Cluster 1

  1. day care centres: need food before 10:00 a.m. (0.54)
  3. some day care kids have less stamina (i.e., phys. ed.) (0.54)
50. day care children tend to, depending on socio-economic ... (0.54)
  2. day care kids tired in afternoon (0.54)
  7. some day care children are chronically late, and theref... (0.69)

Cluster Average = 0.57

Cluster 2

49. children in day care have better attendance because the... (0.80)
54. more parent involvement from children who are in in-hom... (0.88)
55. parents of in-home day care are more flexible in terms ... (1.00)

Cluster Average = 0.89

Cluster 3

39. day care children in September were academically ahead (0.74)
53. day care centre children tend to share information more (0.72)
40. in-home day care children are quickly able to catch up (0.84)
41. in-home day care children will sometimes surpass day ca... (0.84)

Cluster Average = 0.78

Cluster 4

58. children going to a caregiver's home for in-home day ca... (0.68)

Cluster Average = 0.68

Cluster 5

51. special needs children have good professional care in d... (0.99)
56. children in in-home day care watch too much t.v. (0.81)
57. children in in-home day care seem to have the same toys (0.81)

Cluster Average = 0.87

(table continues)

Cluster 6

 4. messy cubby holes for kids in day care (0.33)
20. day care children tend to blurt out (0.28)
22. children in day care have a hard time listening (0.28)
 8. day care children have to accept more responsibility th... (0.31)
26. children in day care centers tend to look at the elemen... (0.31)
23. children from in-home care tend to be more willing to c... (0.33)
25. children in in-home care tend to be more excited in sch... (0.33)

Cluster Average = 0.31

Cluster 7

 9. day care children have to fend for themselves more than... (0.22)
43. day care center kids tend to ignore instructions from t... (0.22)
45. children in day care tend to be more disruptive (0.22)
21. children in day care have a hard time sitting (0.22)
24. children in day care choose to be less involved in the ... (0.22)
15. children in day care centers tend to be more contrary (0.22)
19. day care children are more poorly behaved at circle tim... (0.22)
13. children in day care could be more aggressive (0.22)
14. children in day care tend to seek more attention (0.22)
10. day care children need more direction (0.22)

Cluster Average = 0.22

Cluster 8

 5. kids in day care centres carry many extras (0.71)
48. children in day care tend to come to school sicker (0.65)

Cluster Average = 0.68

Cluster 9

 6. day care center kids come from vehicles provided by day... (0.51)
44. children in day care tend to be more anxious (0.42)
46. children in day care tend to use inappropriate language (0.42)
47. children in day care tend to use inappropriate body lan... (0.42)

Cluster Average = 0.44

Cluster 10

11. day care children have an opportunity to socialize whil... (0.35)
17. children in day care tend to stand up for one another (0.35)
18. children in day care centers tend to take care of one a... (0.35)
12. day care children have an opportunity to experience old... (0.35)
16. children in day care tend to stick together (i.e., fami... (0.35)
52. children in in-home day care are reluctant to voice opi... (0.48)

Cluster Average = 0.37

Cluster 11

27. socio-economic status is a factor (0.00)
37. blended families (0.00)
42. hours of parental absence (0.00)
35. religion (0.00)
36. special needs family (either other member or child hims... (0.00)
33. family make-up (0.00)
34. ethnicity (0.00)
31. position in family (0.00)
32. housing: single-family vs. apartment (0.00)
29. parenting skills (0.00)
30. only child (0.00)
28. education (0.00)
38. allergies (0.22)

Cluster Average = 0.02

This division of Cluster 6 resulted in Cluster 5 being made up of Statements 4, 20, and 22; Cluster 6 then consisted of Statements 8, 26, 23, and 25 as shown in the final eleven-cluster solution with the bridging index values in Table 9. Once again, the bridging index follows each statement in parentheses, and the average bridging index for the cluster is found following the listing of the entire cluster. Figure 12 represents a mapping of the bridging index values for the final eleven-cluster solution for the data collected from kindergarten teachers.

Final Cluster Maps

Figures 13, 14, and 15 show the final cluster solutions for each of the participant groups. Prior to interpretation and labeling, each of these figures was examined carefully not only as to the location of clusters on the maps, but also in conjunction with their bridging index values shown in Figures 8, 10, and 12. The ratings of each statement and cluster, explained below, were also considered carefully prior to interpreting the final map for each group of participants.

Examining the Ratings

Once the final cluster solutions had been decided upon, the rating data gathered from the participants became the focus. For the providers of day care, both in centres and in homes, each participant rated each statement on a one to five scale where one indicated that the statement was relatively unimportant and five indicated that it was

Table 9

Bridging Index Values for Final Eleven-Cluster Solution of

Kindergarten Teachers

Cluster 1

  1. day care centres: need food before 10:00 a.m. (0.54)
  3. some day care kids have less stamina (i.e., phys. ed.) (0.54)
50. day care children tend to, depending on socio-economic ... (0.54)
  2. day care kids tired in afternoon (0.54)
  7. some day care children are chronically late, and theref... (0.69)

Cluster Average = 0.57

Cluster 2

49. children in day care have better attendance because the... (0.80)
54. more parent involvement from children who are in in-hom... (0.88)
55. parents of in-home day care are more flexible in terms ... (1.00)

Cluster Average = 0.89

Cluster 3

39. day care children in September were academically ahead (0.74)
53. day care centre children tend to share information more (0.72)
40. in-home day care children are quickly able to catch up (0.84)
41. in-home day care children will sometimes surpass day ca... (0.84)
58. children going to a caregiver's home for in-home day ca... (0.68)

Cluster Average = 0.76

Cluster 4

51. special needs children have good professional care in d... (0.99)
56. children in in-home day care watch too much t.v. (0.81)
57. children in in-home day care seem to have the same toys (0.81)

Cluster Average = 0.87

Cluster 5

  4. messy cubby holes for kids in day care (0.33)
20. day care children tend to blurt out (0.28)
22. children in day care have a hard time listening (0.28)

Cluster Average = 0.29

Cluster 6

  8. day care children have to accept more responsibility th... (0.31)
26. children in day care centers tend to look at the elemen... (0.31)
23. children from in-home care tend to be more willing to c... (0.33)
25. children in in-home care tend to be more excited in sch... (0.33)

Cluster Average = 0.32

Cluster 7

  9. day care children have to fend for themselves more than... (0.22)
43. day care center kids tend to ignore instructions from t... (0.22)
45. children in day care tend to be more disruptive (0.22)
21. children in day care have a hard time sitting (0.22)
24. children in day care choose to be less involved in the ... (0.22)
15. children in day care centers tend to be more contrary (0.22)
19. day care children are more poorly behaved at circle tim... (0.22)
13. children in day care could be more aggressive (0.22)
14. children in day care tend to seek more attention (0.22)
10. day care children need more direction (0.22)

Cluster Average = 0.22

Cluster 8

  5. kids in day care centres carry many extras (0.71)
48. children in day care tend to come to school sicker (0.65)

Cluster Average = 0.68

Cluster 9

  6. day care center kids come from vehicles provided by day... (0.51)
44. children in day care tend to be more anxious (0.42)
46. children in day care tend to use inappropriate language (0.42)
47. children in day care tend to use inappropriate body lan... (0.42)

Cluster Average = 0.44

Cluster 10

11. day care children have an opportunity to socialize whil... (0.35)
17. children in day care tend to stand up for one another (0.35)
18. children in day care centers tend to take care of one a... (0.35)
12. day care children have an opportunity to experience old... (0.35)
16. children in day care tend to stick together (i.e., fami... (0.35)
52. children in in-home day care are reluctant to voice opi... (0.48)

Cluster Average = 0.37

Cluster 11

27. socio-economic status is a factor (0.00)
37. blended families (0.00)
42. hours of parental absence (0.00)
35. religion (0.00)
36. special needs family (either other member or child hims... (0.00)
33. family make-up (0.00)
34. ethnicity (0.00)
31. position in family (0.00)
32. housing: single-family vs. apartment (0.00)
29. parenting skills (0.00)
30. only child (0.00)
28. education (0.00)
38. allergies (0.22)

Cluster Average = 0.02

Figure 12. Final eleven-cluster solution with bridging index values for kindergarten teachers.
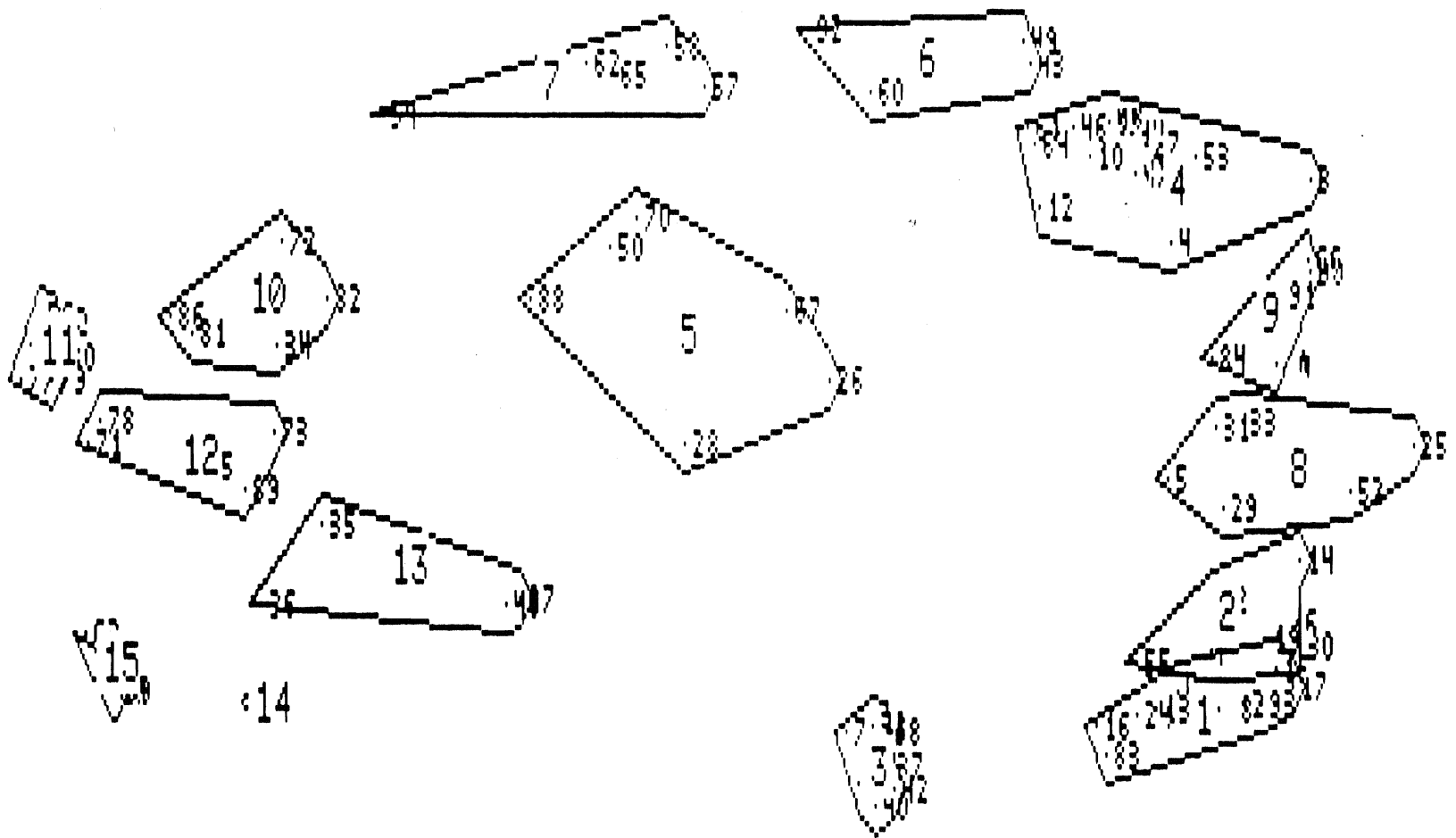
Figure 13. Final fifteen-cluster solution for in-home caregivers.
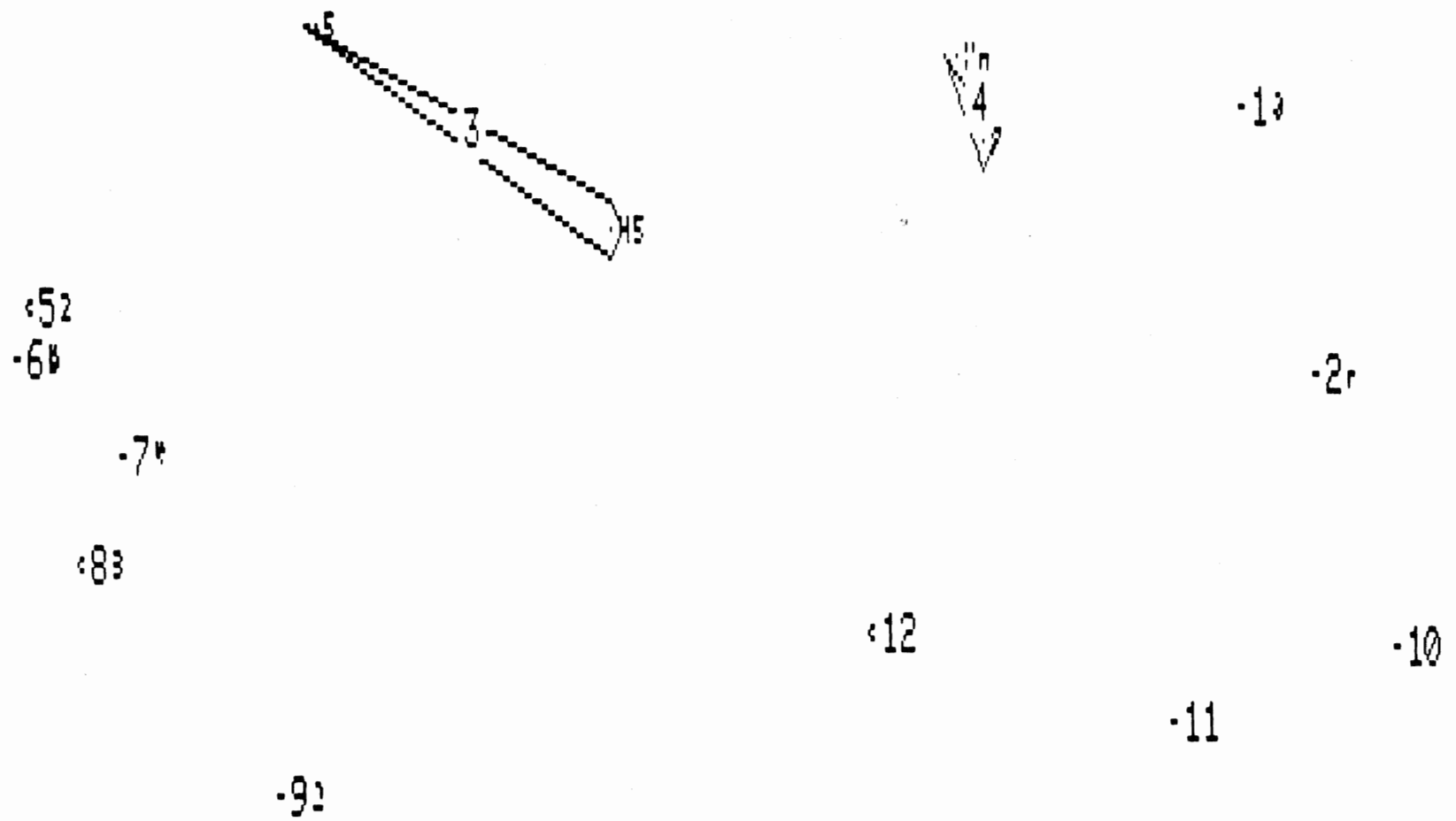
Figure 14. Final twelve-cluster solution for providers of day care in centres.
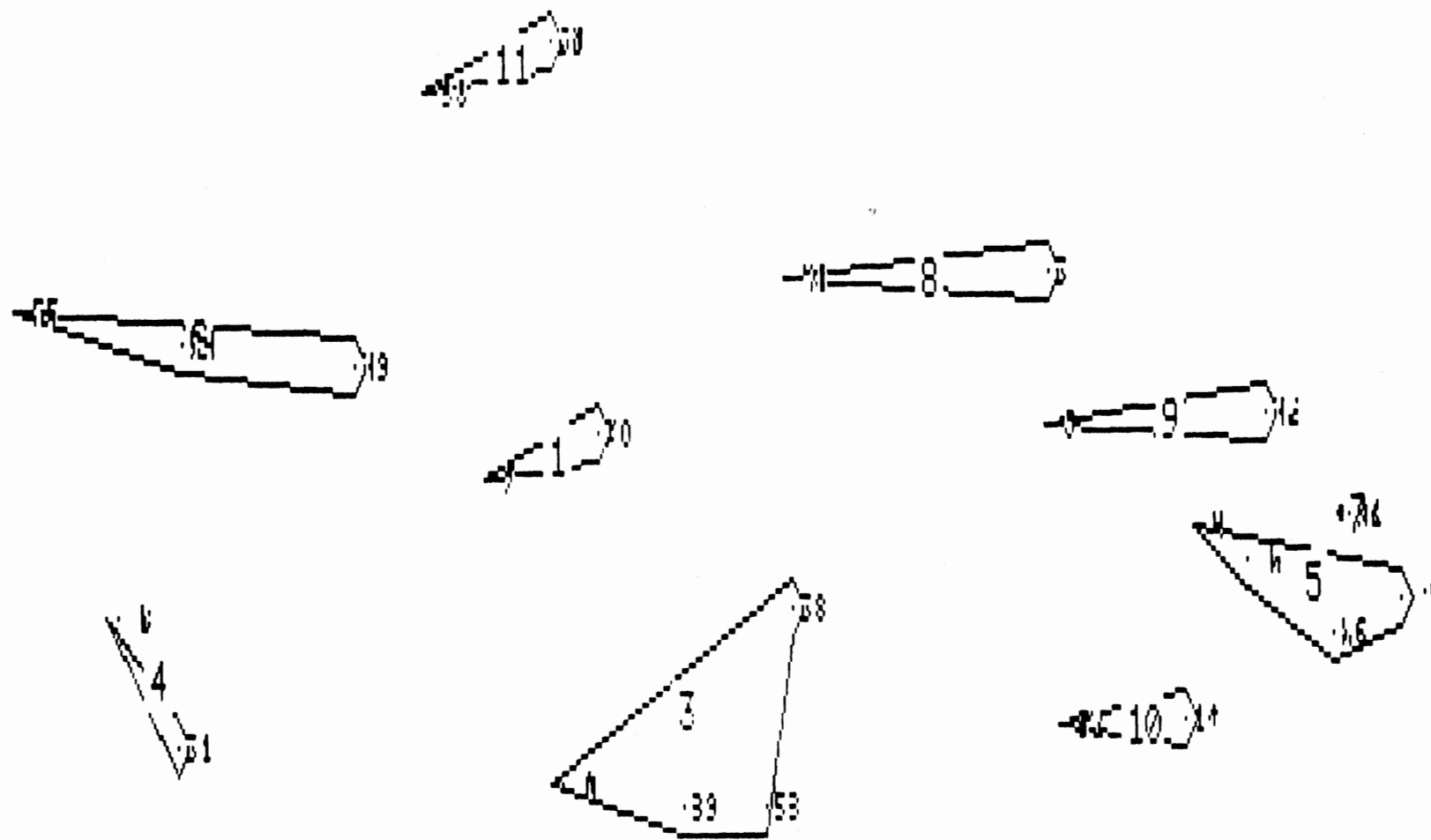
Figure 15. Final eleven-cluster solution for kindergarten
teachers.

extremely important. The kindergarten teachers rated their statements on a similar scale, but in terms of meaningfulness. Although the statement rating plots explained below for each group of participants are very similar in appearance to the bridging index plots in Figures 8, 10, and 12, the information is completely different. In these plots, the high block columns are indicative that an item has a high average rating, whereas low block columns indicate a low average for the statement. In Figures 8, 10, and 12 showing the bridging index values for the final cluster solutions for each group of participants, the higher columns mean that the cluster is more likely a bridging or heterogeneous cluster.

In-home caregivers. Figure 16 is a plot showing the average importance of each statement for providers of in-home care. It seems that the statements to the upper, lower and centre right of the plot are of the greatest importance, as it is in these locations that the highest rating columns are found. The statements to the lower left have much lower rating columns and are, therefore, of lesser importance.

Table 10 gives the legend for the average rating values of the statements generated by the in-home caregiver participants. Table 11 shows the ratings of the final fifteen-cluster solution for the providers of in-home day care. Both of these tools confirm that the clusters to the right of the plot are of the greatest importance: namely, Clusters 1, 2, 4, and 8.
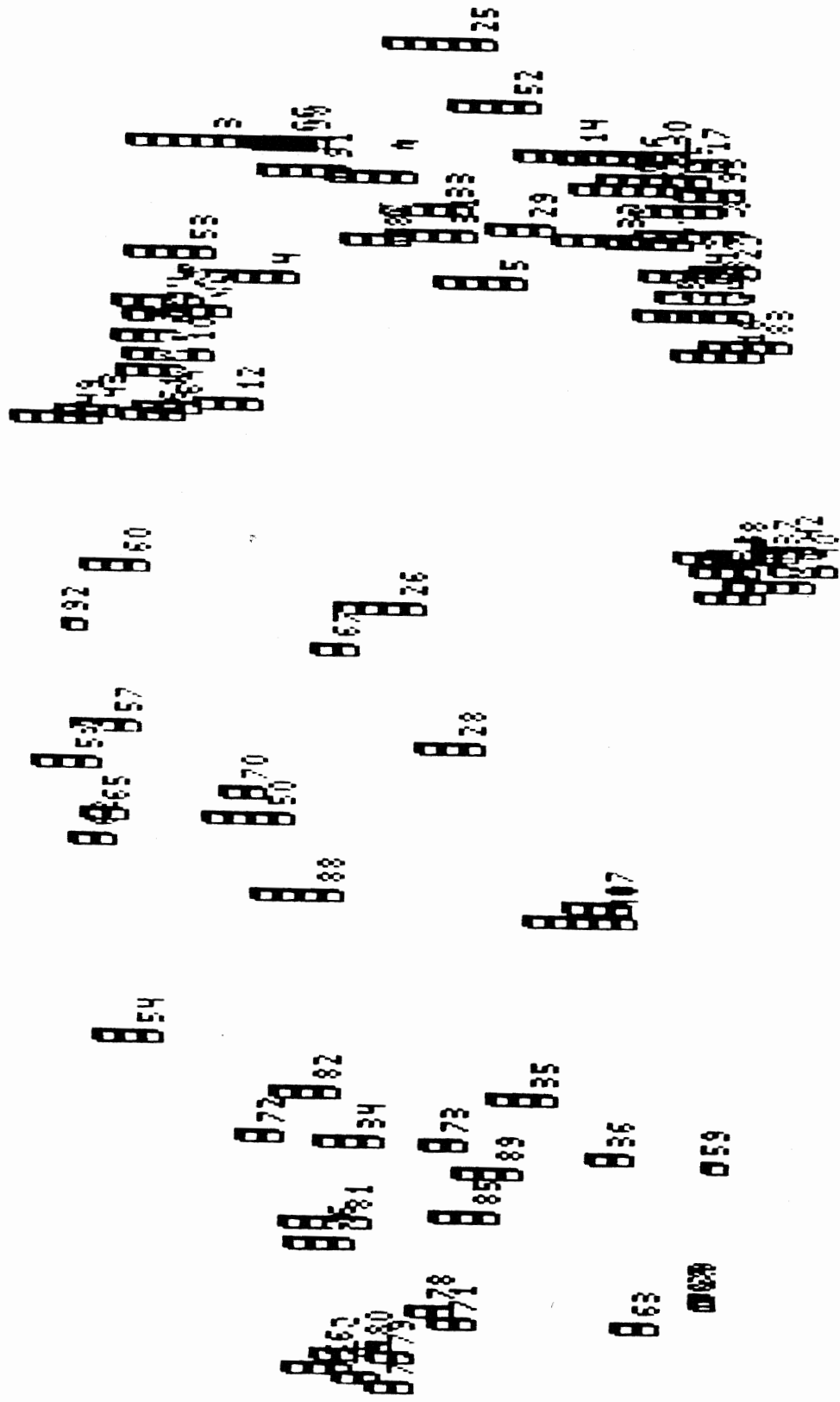
Figure 16. Statement rating plot for in-home caregivers.

Table 10

Legend for Average Rating Values of Statements Generated by In-Home Caregivers

Level	Value
1	1.33 to 2.07
2	2.07 to 2.80
3	2.80 to 3.53
4	3.53 to 4.27
5	4.27 to 5.00

Table 11

Ratings for Final Fifteen-Cluster Solution of In-Home

Caregivers

Cluster 1

 1. cooperation (4.17)
18. sharing (4.33)
 2. respect (4.50)
93. to show children respect for the evironment, nature, an... (3.17)
15. to help children build self-esteem or self-confidence (4.33)
17. comraderie; companionship; friendship amongst children ... (3.67)
13. to give children self-respect (4.00)
24. to teach patience with the caregivers (3.83)
23. to teach patience amongst the other children (3.50)
47. to teach children trust and loyalty between other child... (3.83)
16. fostering independence (4.00)
83. kids in in-home care have more opportunity to learn to ... (3.83)

Cluster 2

 6. to help provide the children with emotional security (4.67)
19. caring (4.50)
30. to provide emotional stability (4.33)
14. to teach children to have respect for property (4.00)
32. to provide mental stability (4.00)
 8. to have fun (4.17)
 9. to enjoy humour (3.50)
55. want kids to be socially acceptable to other kids (3.33)

Cluster Average = 4.06

Cluster 3

 7. to provide them with some value of nutrition (3.33)
38. to teach children abc's/1,2,3's (3.67)
39. to provide opportunities for children to learn gross mo... (3.50)
37. to provide opportunities for cognitive skill developmen... (3.67)
42. to expose children to music (3.17)
41. to help children develop their imaginations (3.67)
40. to provide an environment where children can be creativ... (3.50)

Cluster Average = 3.50

Cluster 4

3. to provide a safe environment (5.00)
4. to provide a loving environment (4.67)
12. to provide a spontaneous environment (3.33)
22. to provide more of a family environment than a scholast... (3.17)
51. to provide an extended family environment (3.50)
53. there are benefits from the extended family environment... (3.67)
10. to provide more one-on-one; a family environment (3.67)
27. to provide a home away from home (4.00)
44. more one-on-one time in in-home care than in centre car... (3.33)
11. in-home day care is a more flexible or unregimented env... (3.50)
45. in-home day care much more relaxed than centre care (3.00)
46. in-home day care less institutional than centre care (3.50)
61. in in-home care, you can expand or elaborate on one thi... (3.17)
64. children tend to be less aggressive in in-home environm... (3.17)

Cluster Average = 3.62

Cluster 5

26. to distinguish between needs and wants (3.83)
67. could be more assistance from in-home caregiver than fr... (2.33)
28. to establish a strong emotional attachment to caregiver (3.33)
50. more freedom to do what you want to do when you want to... (3.67)
70. possibility of more outings in in-home care (2.67)
88. it's what you make it (3.67)

Cluster Average = 3.25

Cluster 6

43. concentration: greater in home, less distractions than... (3.17)
49. more time is able to be spent taking care of children's... (4.00)
60. children in in-home care are more worldly than in centr... (2.83)
92. could have favorites in day care centres (1.33)

Cluster Average = 2.83

Cluster 7

54. kids play on parental guilt (2.83)
57. difference in mentality between kids in in-home care an... (3.50)
58. too structured in day care centres/ so much like school... (3.33)
62. kids in day care centres get labelled (2.17)
65. children are always in competition in a day care and th... (2.67)

Cluster Average = 2.90

Cluster 8

5. to provide an educational environment (3.83)
29. to provide physical stability (3.50)
31. to provide warm emotional surroundings (4.00)
33. to provide a realistic teaching approach of everyday li... (4.00)
25. safety (5.00)
52. more chances to build self-esteem in in-home care perha... (3.67)

Cluster Average = 4.00

Cluster 9

20. life skills are more visual or natural than in a day ca... (3.67)
21. doing daily chores is more common than in a day care ce... (2.50)
84. children in in-home care have more privacy than those i... (3.33)
66. easier for the child emotionally to have less structure... (3.33)
90. more time for affection than in centre care (4.17)
91. child more able to be himself/herself than in centre ca... (3.83)

Cluster Average = 3.47

Cluster 10

34. to keep a balance between the children who live in the ... (2.80)
82. in-home caregivers have more control over whom they loo... (3.50)
72. parents feel that they can be more meticulous or demand... (2.50)
81. very important to have good relationship with parents (3.67)
86. support or reinforcement from parents (3.17)

Cluster Average = 3.13

Cluster 11

56. power struggle in terms of who's in control in caregive... (3.00)
74. parents feel they can control more the caregivers than ... (2.50)
76. parents may feel jealous of caregiver and therefore nee... (2.17)
75. providers of day care in centres considered more profes... (2.33)
80. parents may feel "good" giving instructions to in-home ... (2.00)
77. in-home caregivers are sometimes considered a glorified... (2.33)
79. day care centre has rules or regulations that may give ... (2.33)

Cluster Average = 2.38

Cluster 12

71. in a centre you can have a break as a caregiver (2.67)
78. in-home caregivers would appreciate more trust/respect ... (2.67)
73. more relaxed relationship between the in-home caregiver... (2.67)
85. in-home caregivers set their own business limitations/r... (3.33)
89. you set the limitations for the home and the children w... (3.50)

Cluster Average = 2.97

Cluster 13

35. to be clear with the children on your role as caregiver... (3.17)
36. fairness in terms of division of time between own child... (2.40)
48. to provide children with discipline (i.e., letting them... (4.50)
87. how you say no (3.50)

Cluster Average = 3.39

Cluster 14

59. potential of future boredom in school due to one-on-one... (1.83)

Cluster Average = 1.83

Cluster 15

63. kids in day care don't have any more challenges when th... (2.50)
68. may not have the equipment available in in-home care th... (2.00)
69. may have less toys in in-home care than in day care cen... (1.50)

Cluster Average = 2.00

Providers of day care in centres. Figure 17 is a plot
showing the average importance of each statement for
providers of day care in centres. It is quite obvious from
this statement rating plot that the statements in the centre
and to the right of the plot are all of high importance in
terms of their ratings. On the other hand, it seems that
the statements to the far left of the plot are of lesser
importance, having an average rating value mainly of three,
and sometimes of one.

Table 12 shows the legend for the average rating values
of the statements generated by providers of day care in
centres. Table 13 shows the rating of each statement
individually and the average rating of each cluster. These
tools help confirm what was earlier stated about the high
importance of the statements to the right and in the centre
of the plot as shown in Figure 17.

Kindergarten teachers. Figure 18 is a plot showing the
average importance for each statement generated by
kindergarten teacher participants. It seems that the
statements to the far right, upper middle, and lower left
are of the greatest meaningfulness on this plot. On the
other hand, the statements in the centre and to the right of
centre seem to be of the lowest meaningfulness on the plot.

Table 14 gives the legend for the average rating values
of the statements generated by the kindergarten teacher
participants. Table 15 shows the ratings for the final
eleven-cluster solution for kindergarten teachers. Once
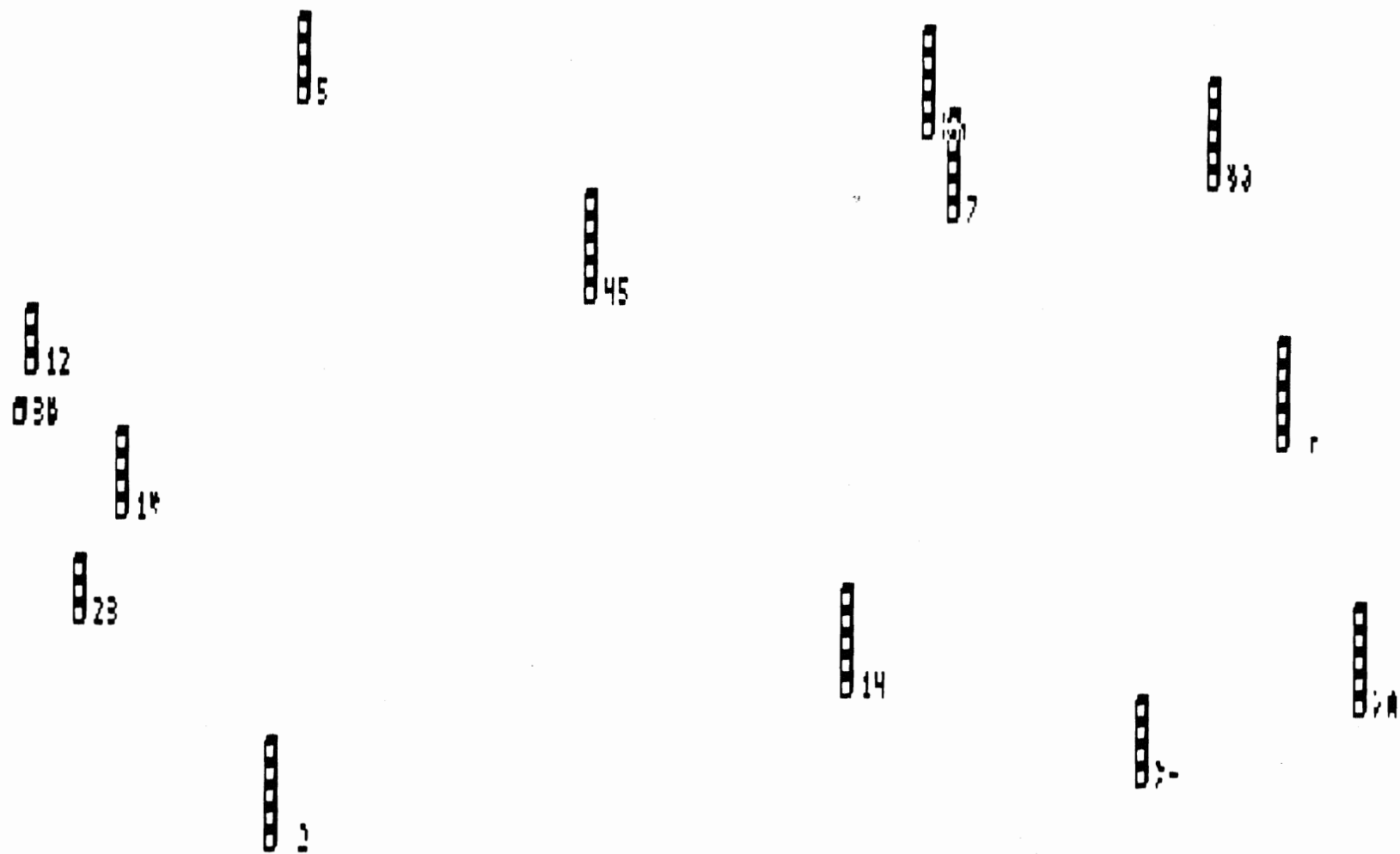
Figure 17. Statement rating plot for providers of day care in centres.

Table 12

Legend for Average Rating Values of Statements Generated by
Providers of Day Care in Centres

Level	Value
1	1.00 to 1.80
2	1.80 to 2.60
3	2.60 to 3.40
4	3.40 to 4.20
5	4.20 to 5.00

Table 13

Ratings for Final Twelve-Cluster Solution of Providers of

Day Care in Centres

Cluster 1

 1. to think for themselves (5.00)
49. to teach them that winning isn't everything (3.50)
50. to teach them that being the best isn't always what's i... (2.50)
35. to make them comfortable with themselves (4.50)
43. teaching them that they can (5.00)
22. teach to recognize and deal with their emotions, both p... (3.00)
34. to build their self-esteem (5.00)
 3. to do their own problem solving (4.50)
 4. age appropriate independence (4.00)
 2. to recognize their own behaviour (4.00)

Cluster Average = 4.10

Cluster 2

20. talking through emotionally harmful situations (3.50)
29. individuality: teaching them that it's okay to be diffe... (4.50)

Cluster Average = 4.00

Cluster 3

 5. to try things on their own (3.50)
45. attention on process or doing, and not product (4.50)

Cluster Average = 4.00

Cluster 4

 6. overcome fears of learning (4.00)
44. teaching them that being wrong is okay, and that trying... (4.50)
46. encouraging creativity (3.00)
33. to teach them to think for themselves (5.00)
 7. to create a safe/invulnerable environment (4.50)

Cluster Average = 4.20

Cluster 5

12. body awareness (3.00)

Cluster Average = 3.00

Cluster 6

30. awareness of body movement (1.50)
31. awareness of rhythm (1.00)
32. awareness of different types of music (1.00)

Cluster Average = 1.17

Cluster 7

13. to dress themselves (4.00)
42. to teach them to write their name (2.50)
48. to teach them to clean up (2.50)
40. slide for first time (1.00)
41. fine and gross motor skills (3.00)
38. walking (2.50)
39. talking (4.00)
36. to potty train (2.00)
37. to put on their coat (2.50)

Cluster Average = 2.67

Cluster 8

23. faciltating/guiding children through group dynamics (3.00)

Cluster Average = 3.00

Cluster 9

24. understanding the family context (2.00)
25. to earn their trust (5.00)

Cluster Average = 3.50

Cluster 10

 8. cooperation with peers and adults (3.50)
47. respect for other people's property (4.00)
51. racial tolerance (5.00)
27. social acceptance of varying cultures (4.00)
28. teaching them that other people's values are different (4.00)
19. teaching them that they do hurt other people's feelings... (2.50)
26. teaching them to appreciate differences in others (4.00)
16. respect of other children's space (4.00)
17. teaching all children to respect other children's feeli... (4.00)
 9. an awareness of others (4.00)
15. consideration of others at all times of day (i.e., wash... (4.50)

Cluster Average = 3.95

Cluster 11

10. sharing (3.50)
18. teaching older preschoolers to respect adults' space (2.50)
21. teaching them to fit into everyone's world (2.50)
11. language skills that are socially acceptable (4.00)

Cluster Average = 3.13

Cluster 12

14. to eat with acceptable manners at the table (4.50)

Cluster Average = 4.50
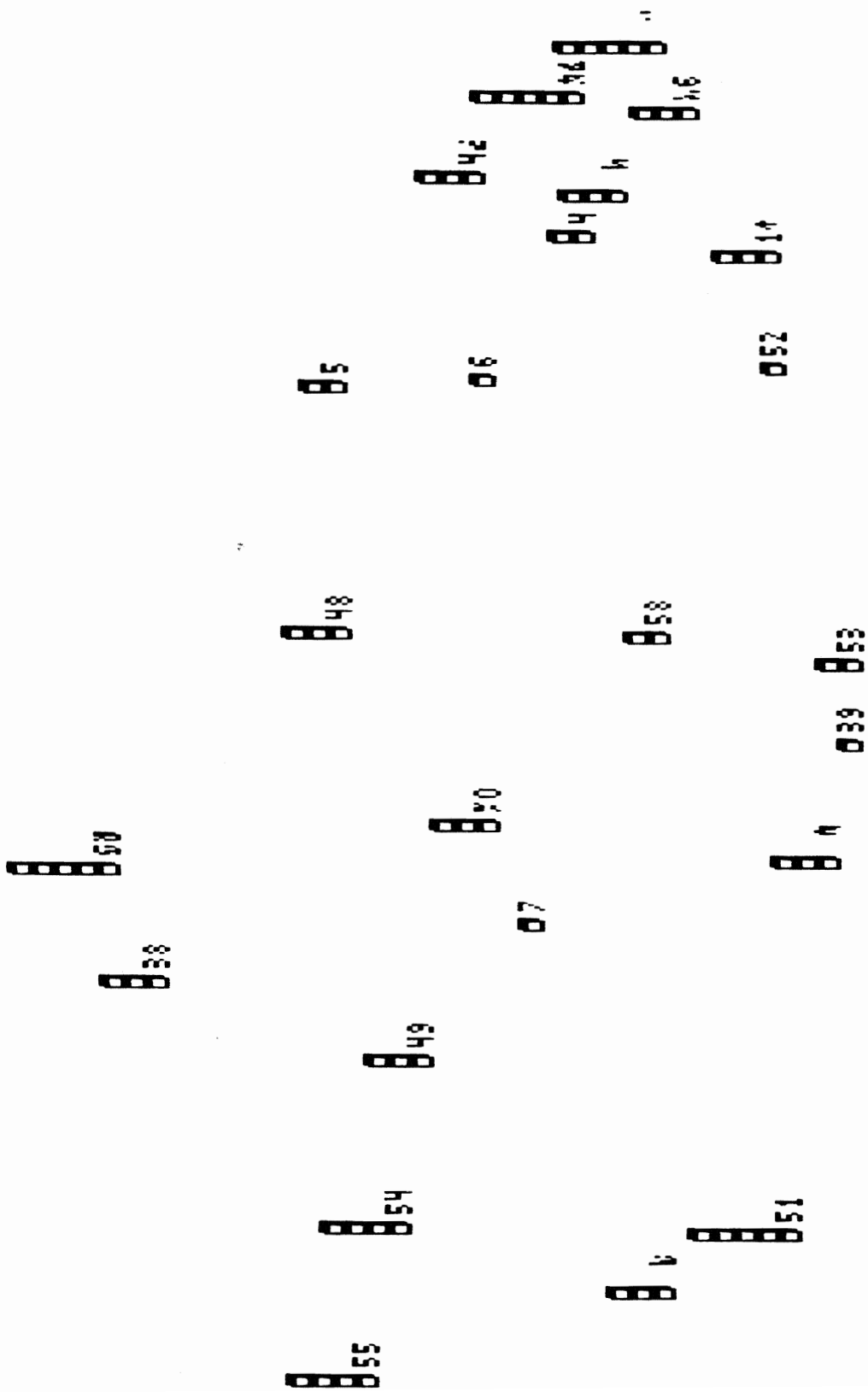
Figure 18. Statement rating plot for kindergarten teachers.

Table 14

Legend for Average Rating Values of Statements Generated by Kindergarten Teachers

Level	Value
1	2.00 to 2.60
2	2.60 to 3.20
3	3.20 to 3.80
4	3.80 to 4.40
5	4.40 to 5.00

Table 15

Ratings for Final Eleven-Cluster Solution of Kindergarten

Teachers

Cluster 1

1. day care centres: need food before 10:00 a.m. (2.00)
3. some day care kids have less stamina (i.e., phys. ed.) (3.00)
50. day care children tend to, depending on socio-economic ... (2.25)
2. day care kids tired in afternoon (3.50)
7. some day care children are chronically late, and theref... (2.00)

Cluster Average = 2.55

Cluster 2

49. children in day care have better attendance because the... (3.75)
54. more parent involvement from children who are in in-hom... (4.25)
55. parents of in-home day care are more flexible in terms ... (4.25)

Cluster Average = 4.08

Cluster 3

39. day care children in September were academically ahead (2.50)
53. day care centre children tend to share information more (2.75)
40. in-home day care children are quickly able to catch up (3.25)
41. in-home day care children will sometimes surpass day ca... (3.75)
58. children going to a caregiver's home for in-home day ca... (2.75)

Cluster Average = 3.00

Cluster 4

51. special needs children have good professional care in d... (5.00)
56. children in in-home day care watch too much t.v. (3.75)
57. children in in-home day care seem to have the same toys (3.00)

Cluster Average = 3.92

Cluster 5

4. messy cubby holes for kids in day care (3.00)
20. day care children tend to blurt out (3.25)
22. children in day care have a hard time listening (3.75)

Cluster Average = 3.33

Cluster 6

  8. day care children have to accept more responsibility th... (3.25
26. children in day care centers tend to look at the elemen... (3.50
23. children from in-home care tend to be more willing to c... (4.00
25. children in in-home care tend to be more excited in sch... (4.50

Cluster Average = 3.81

Cluster 7

  9. day care children have to fend for themselves more than... (4.00)
43. day care center kids tend to ignore instructions from t... (4.25)
45. children in day care tend to be more disruptive (4.50)
21. children in day care have a hard time sitting (3.75)
24. children in day care choose to be less involved in the ... (4.00)
15. children in day care centers tend to be more contrary (4.25)
19. day care children are more poorly behaved at circle tim... (4.75)
13. children in day care could be more aggressive (4.25)
14. children in day care tend to seek more attention (4.25)
10. day care children need more direction (3.25)

Cluster Average = 4.13

Cluster 8

  5. kids in day care centres carry many extras (3.00)
48. children in day care tend to come to school sicker (3.50)

Cluster Average = 3.25

Cluster 9

  6. day care center kids come from vehicles provided by day... (2.00)
44. children in day care tend to be more anxious (3.50)
46. children in day care tend to use inappropriate language (3.50)
47. children in day care tend to use inappropriate body lan... (2.25)

Cluster Average = 2.81

Cluster 10

11. day care children have an opportunity to socialize whil... (2.25)
17. children in day care tend to stand up for one another (2.75)
18. children in day care centers tend to take care of one a... (3.25)
12. day care children have an opportunity to experience old... (2.25)
16. children in day care tend to stick together (i.e., fami... (3.50)
52. children in in-home day care are reluctant to voice opi... (2.25)

Cluster Average = 2.71

Cluster 11

27. socio-economic status is a factor (4.75)
37. blended families (3.25)
42. hours of parental absence (5.00)
35. religion (2.00)
36. special needs family (either other member or child hims... (3.25)
33. family make-up (3.00)
34. ethnicity (2.75)
31. position in family (2.00)
32. housing: single-family vs. apartment (2.75)
29. parenting skills (4.75)
30. only child (2.00)
28. education (4.25)
38. allergies (3.25)

Cluster Average = 3.31

again, these tools are extremely useful in confirming what was previously mentioned about the statements to the far right, upper middle, and lower left being the most meaningful.

Cluster Rating Maps

The ratings can also be shown by cluster instead of by individual statement. This helps to provide a clear picture of the general areas of the maps which are relatively high and low in ratings. Each of these maps is discussed in terms of the specific participant groups below.

In-home caregivers. Figure 19 is the cluster rating map for the in-home caregiver participants. This map clearly shows that the following clusters tended to dominate the higher importance ratings: Clusters 1, 2, 4, and 8. According to Table 11, showing the ratings for the final fifteen-cluster solution for in-home caregivers, these four clusters have average ratings ranging from 3.93 to 4.06. The legend of average rating values of the statements generated by in-home caregivers shown in Table 10 above indicates that each of these four clusters has an average rating of four or "very important." This corresponds with our impression from the "Statement Rating Plot for In-Home Caregivers" shown in Figure 16.

Providers of day care in centres. In the final twelve-cluster rating map for the providers of day care in centres shown in Figure 20, it is clear that Clusters 1, 2, 3, 4, and 12, are of the highest importance in terms of average
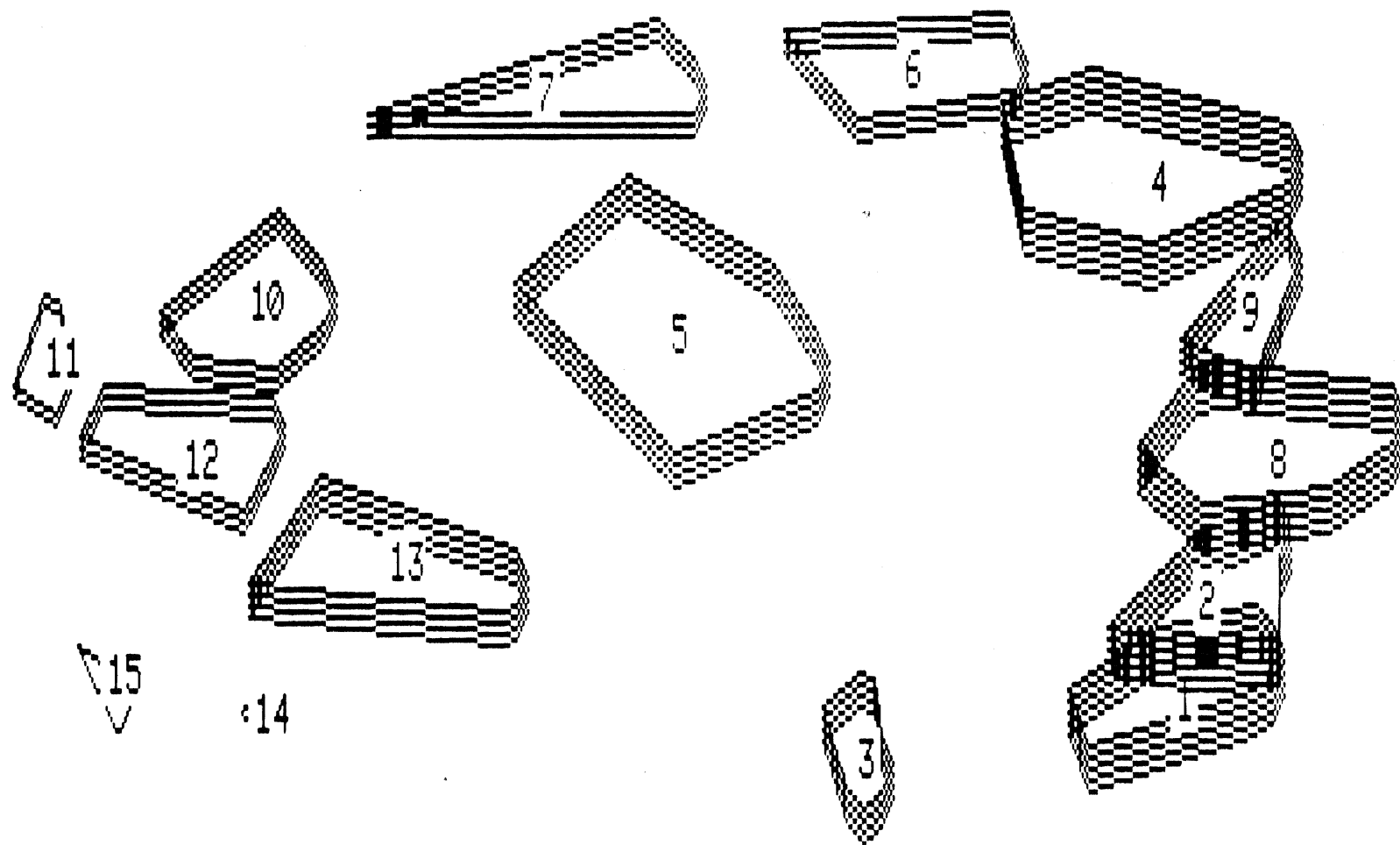
Figure 19. Cluster rating map for in-home caregivers.
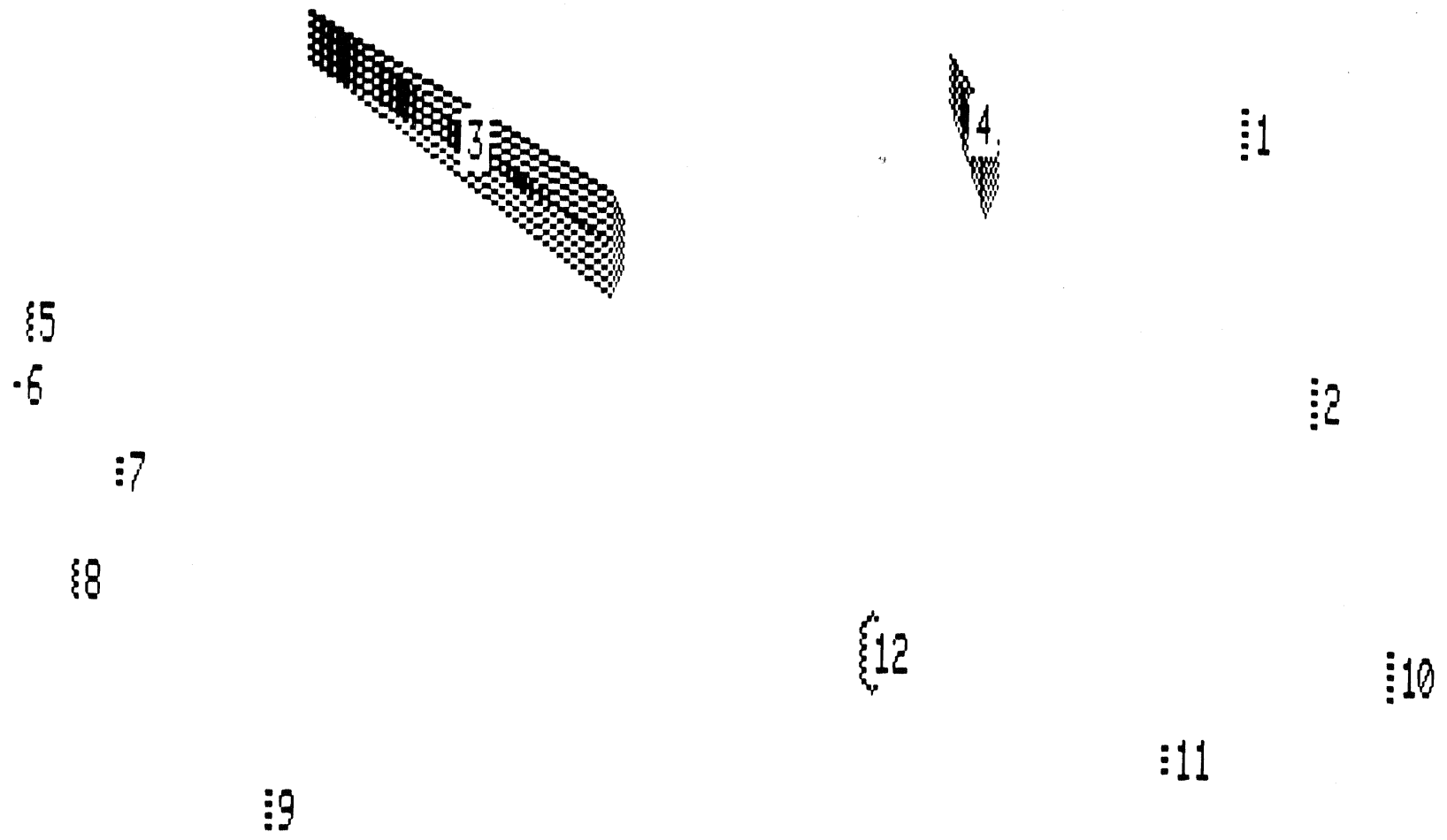
Figure 20. Cluster rating map for providers of day care in centres.

ratings ranging from 4.10 to 4.50. Referring to the legend of average rating values in Table 12 each of these clusters has a rating level of five, or extremely important. This also corresponds with the impression given by the "Statement Rating Plot for Providers of Day Care in Centres" shown in Figure 17 above.

Kindergarten teachers. Figure 21 is the cluster rating map for the kindergarten teacher participants. This map clearly illustrates the high degree of meaningfulness of Clusters 2 and 4, to the far west of the map, and Clusters 6, and 7 to the far east of the map. As shown in Table 15, these four clusters have high average rating values ranging from 3.81 to 4.13. According to Table 14, the legend of the average rating values of statements generated by kindergarten teachers, this gives each of thes clusters a rating of four or "very meaningful." This corresponds with the columnar plot in Figure 18 showing the rating for each statement.

Interpretation of Findings

As was outlined in chapter three, in the section entitled "Verification," the maps were labeled and interpreted prior to giving the participants their verification packages and seeking their comments, and recommendations (see Appendix B, Parts 1, 2, and 3 for the entire verification package for each group of participants). Each group of participants was given a covering letter explaining the intent of the verification package delivered.
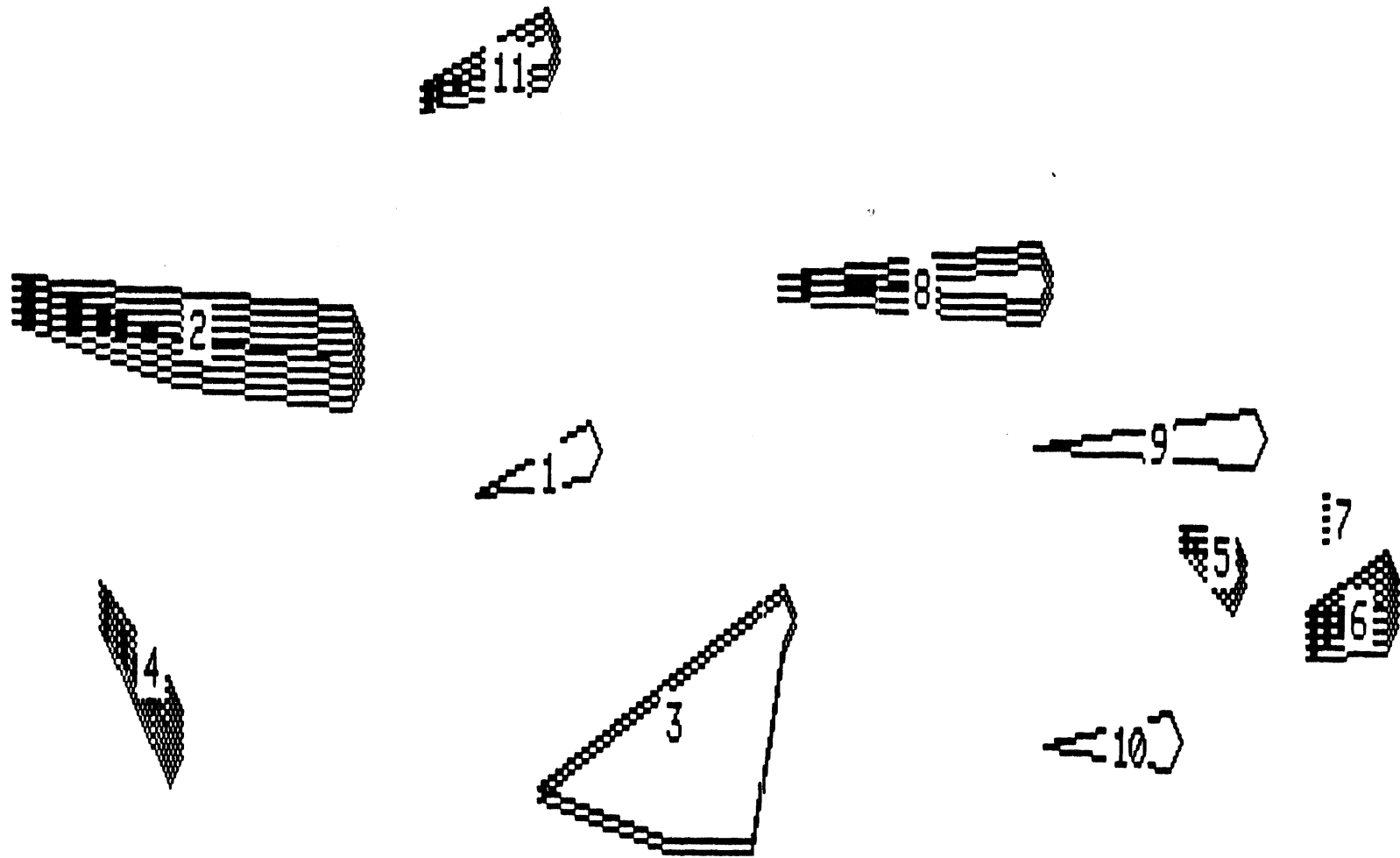
Figure 21. Cluster rating map for kindergarten teachers.

The following five or six pages in the package, depending on the participant group, gave a page-by-page description of the Tables and Figures appearing in the package. The explanations of tables and figures, and the final triangle interpretations given to each participant also appear in Appendix B, Parts 1, 2, and 3 for in-home caregivers, providers of day care in centres, and kindergarten teachers respectively. The remainder of the interpretation of the findings section found below explains how the clusters were named for each group of participants, the resulting maps, and how the final triangle interpretations were made. Following this explanation, the "Discussion" section provides comments from the participants themselves as to the interpretations made, and relates the interpretations to the "Review of Related Literature" in chapter two of this study.

Naming the Clusters

The statements shown in clusters in Tables 5, 7, and 9 were examined according to their bridging indexes. The statements in each group were read from the statement with the lowest bridging index to the statement with the highest bridging index. More importance or weight was given to the statements with the lower bridging indexes. This was because a statement with a low bridging index value provided the best clue about the general concept for that particular cluster. A word or short phrase describing the statements as a set was then generated.

Sometimes there were statements which did not seem to fit the other statements in that same cluster. This can be explained by the fact that clusters were formed entirely by the sorting data. The more that the same statements were placed together in a pile by the participants, the more likely it was that the cluster would appear to be cohesive in its general idea. Obviously, this was not always the case. When statements were placed in different piles, the cluster was heterogeneous in nature, and thus more likely to be a bridging or linking idea between two or more other clusters on the plot. In these cases, the best general name for most of the statements was used.

Labeling the Cluster Map

Once the clusters had been named, the cluster labels or titles were directly placed on the map.

In-home caregivers. Figure 22 is the labeled cluster map for in-home caregivers. As is shown, there are fifteen different clusters in all.

Providers of day care in centres. Figure 23 is the labeled cluster map for providers of day care in centres. There are twelve clusters in all.

Kindergarten teachers. Figure 24 is the labeled cluster map for kindergarten teachers. As is shown, there are eleven clusters in all.

Interpreting the Final Labeled Cluster Maps

Each of the three final labeled cluster maps were interpreted using the corresponding cluster rating maps.

Day Care Centre
Disadvantages

In-Home
Advantages

Family
Environment

Caregiver
Respect

Caregiver/
Family
Rel'p.

Flexible
Env't.

Everyday
Adv.'s

Caregiver
Business

Caregiver/
Child Rel'p.

Gen'l.
Goals

Socio-
Emot'l.

Cognitive Dev't.

In-Home
Equip't.

In-Home/
School

Respect
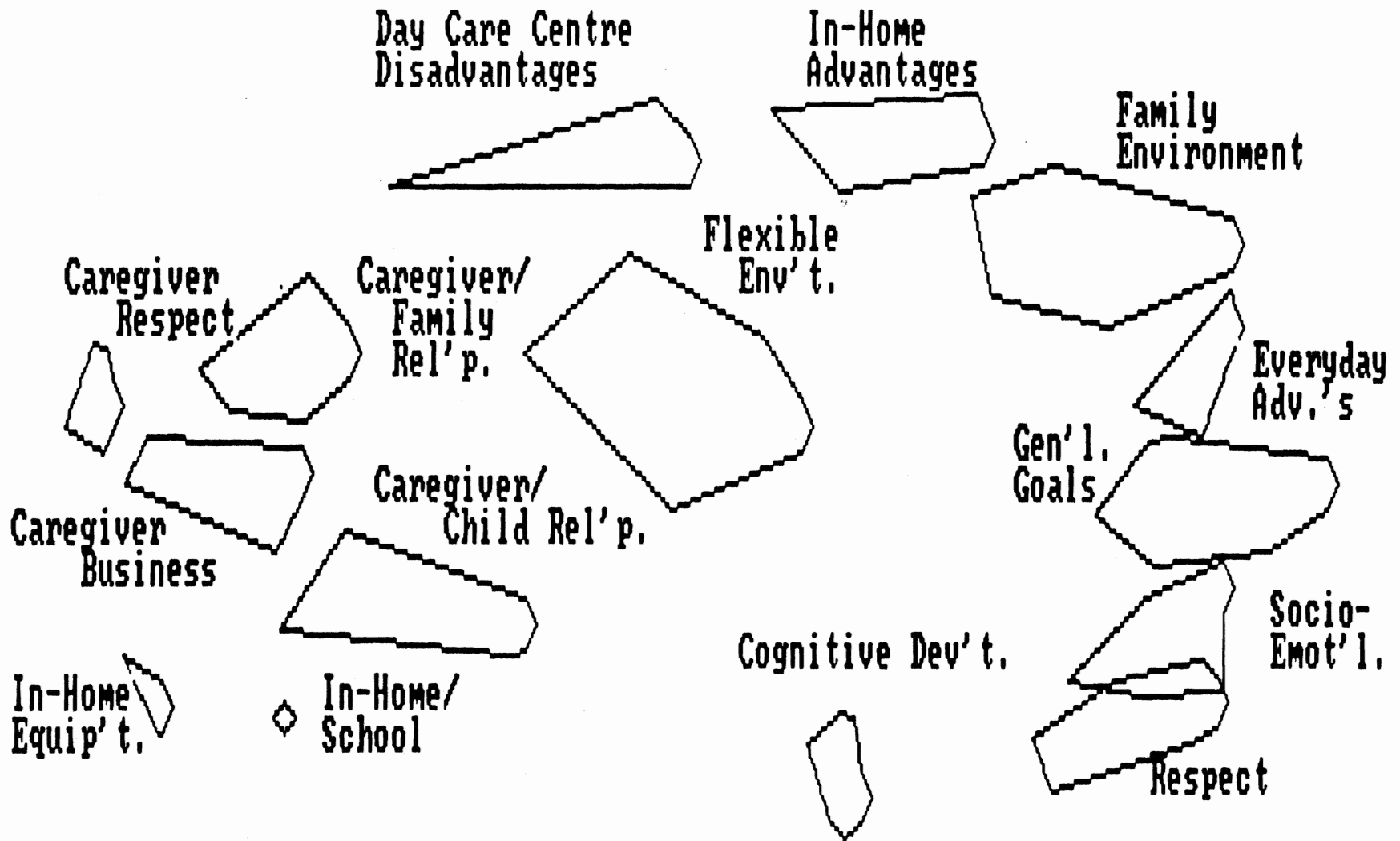
Figure 22. Labeled cluster map for in-home caregivers.

Cognitive
Confidence

Independent
Tasks

Inner Self

—

Body
Awareness
◇ Movement and
— Music
Physical
— Self-Confidence

Emotional
Confidence

—

◇

Social
Respect

Manners

Group Dynamics

◇

—

Cooperation

Family Situation

—

—
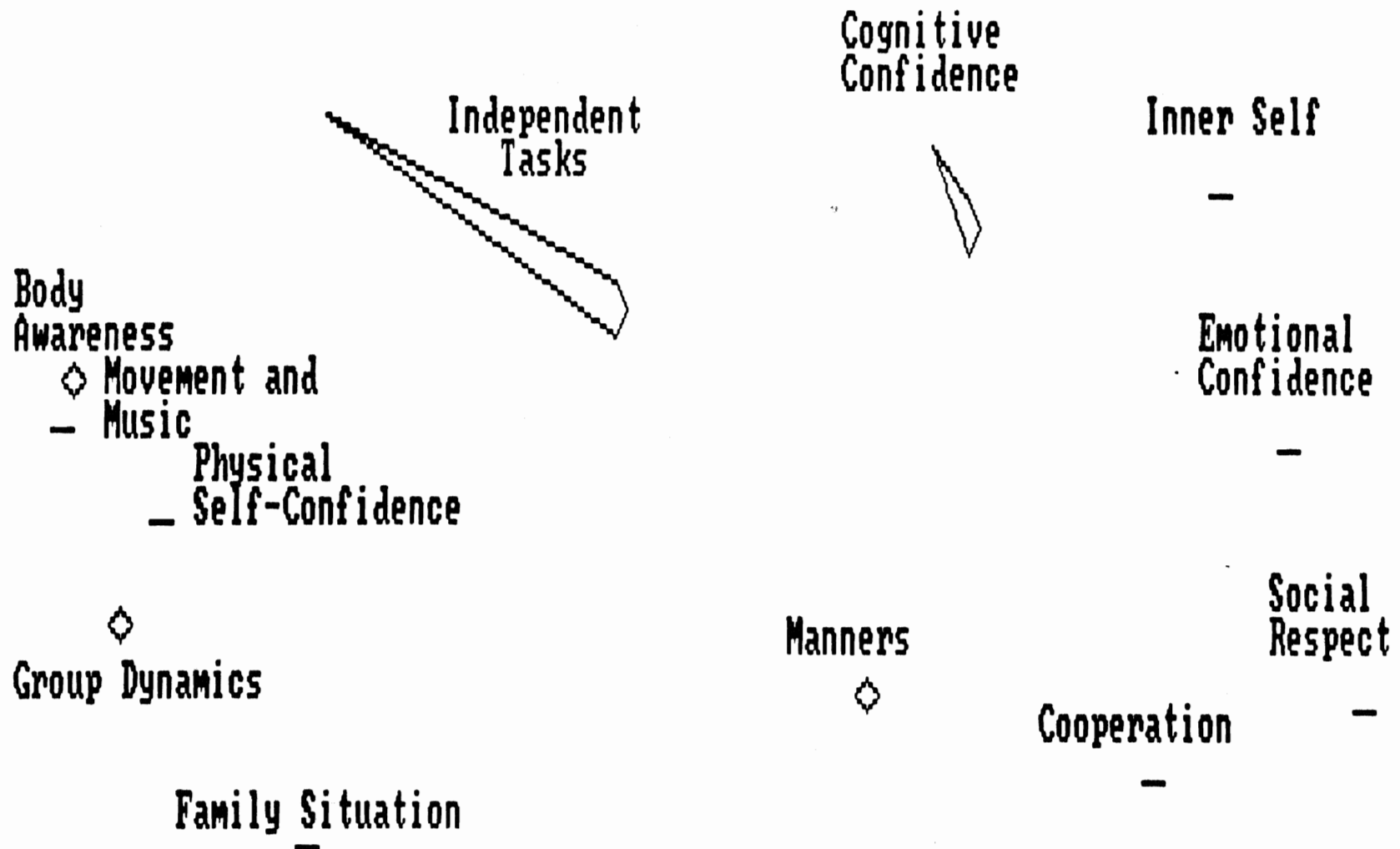
Figure 23.   Labeled cluster map for providers of day care in

centres.

External Factors

Physical Consequences:
Centre Care

Parental Work Situation

Physical

Social
Centre Care

Behaviour

Social
Skills

Institutional
Factors

Cognitive

Perceptions/
Attitudes

Socio-
Emotional
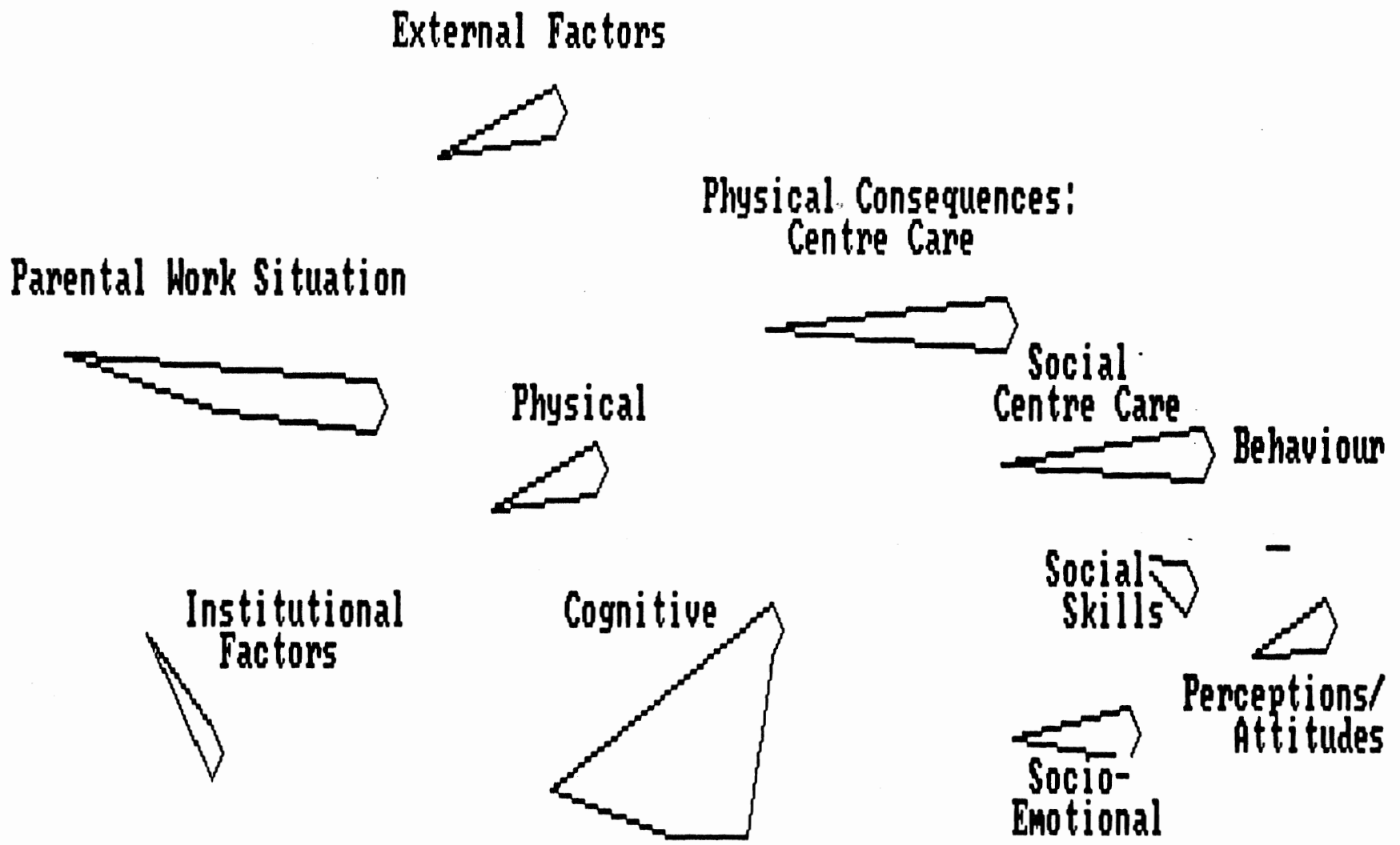
<u>Figure 24</u>.   Labeled cluster map for kindergarten teachers.

Once the regions on the maps were determined, each of the final maps was rotated so as to generate a triangle interpretation of the final labeled cluster maps. This information was shared with each participant as a means of verification. Their comments on the final triangle interpretations are described in the "Discussion" section following the explanations of the triangle interpretations below.

In-home caregivers. An understanding of the cluster rating map in Figure 19 helped in interpreting the final labeled cluster map shown in Figure 25. The clusters in the west of the map, or the region on the map related to the caregiver, are rated lower with ratings of two, three, three, one, one, and three for Clusters 11, 10, 12, 15, 14, and 13 respectively. Moving in an easterly direction across the map, the clusters increase in importance as the goals of the caregivers for the children in their care, and the environment created by the caregiver becomes the focus of the clusters.

Focusing on the final labeled cluster map in Figure 25 for in-home day care, and considering the original focus of the providers of in-home day care, namely the goals or values when working with children in their care, the three regions shown in all uppercase letters, namely "caregiver," "environment," and "child-centred objectives," all seem to make sense. One of the three regions, namely, "child-centred objectives" includes the three major topical areas

Day Care Centre
Disadvantages

In-Home
Advantages

Family
Environment

Flexible
Env't.

Caregiver
Respect

Caregiver/
Family
Rel'p.

Everyday
Adv.'s

Gen'l.
Goals

Caregiver/
Child Rel'p.

Caregiver
Business

Socio-
Emot'l.

In-Home
Equip't.

In-Home/
School

Cognitive Dev't.

Respect
CHILD-CENTRED OBJECTIVES
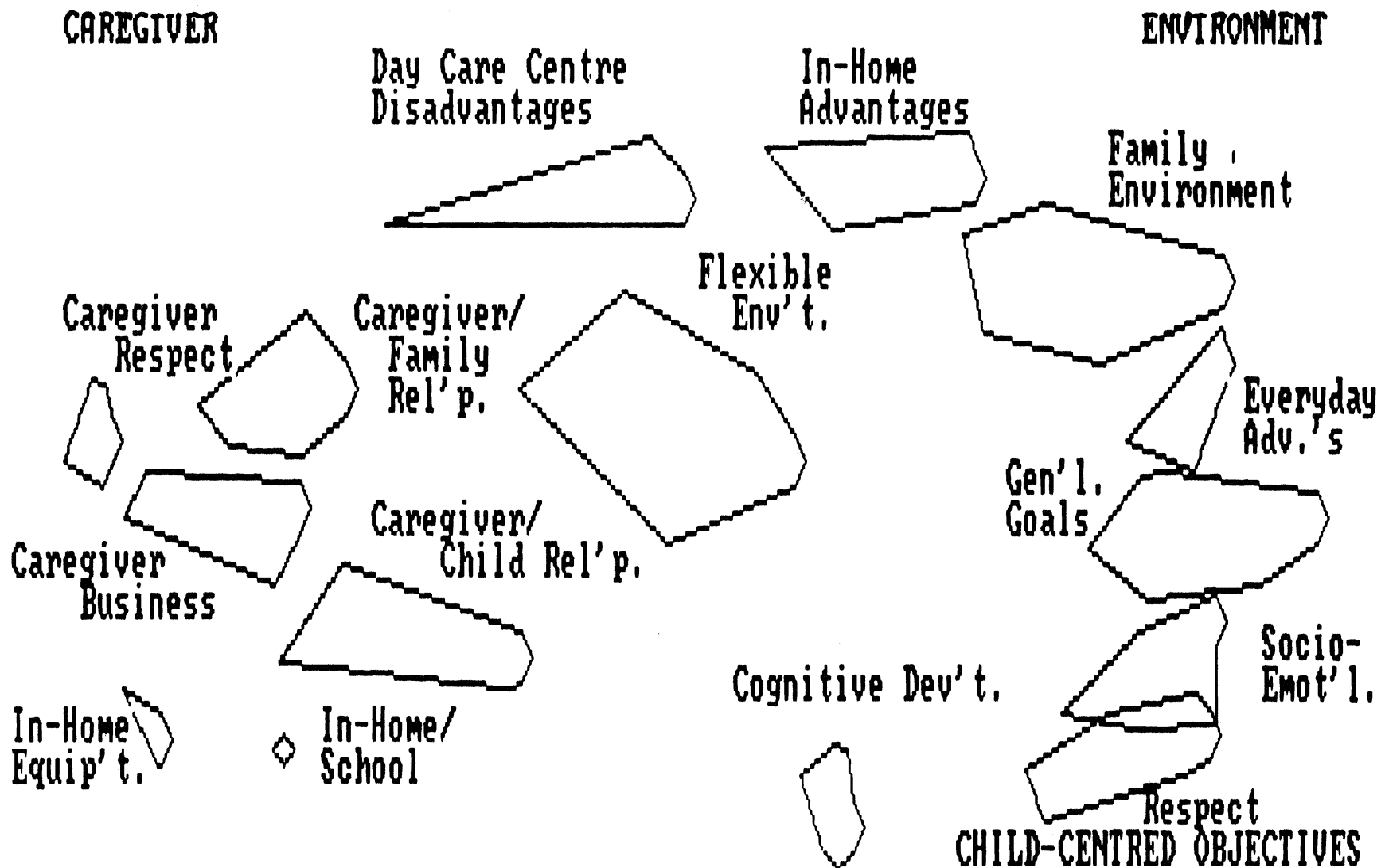
Figure 25. Final labeled cluster map showing regions for
in-home caregivers.

of importance as presented in the review of the literature on the effects of day care on preschoolers, namely their cognitive, socio-emotional, and behavioural development. It is interesting to consider the relationship of the above region, "child-centred objectives," with the other two regions, namely, the "caregiver," and the "family environment."

Some of the cluster placements imply insights about how the goals of in-home day care providers with the children in their care are achieved. The two regions, "caregiver" and the "family environment," seem to suggest the means by which the child-centred objectives are achieved.

The bridging clusters or the clusters linking the regions of the map together are also of interest. The map clearly suggests that the link between the caregivers and the objectives that they have for the children in their care is the relationship the caregivers have not only with the child as shown in Cluster 13, but also with the child's family, represented in Cluster 10. Cluster 9, the "everyday advantages" of in-home care is a linking cluster between the region entitled "environment," referring to the environment in the in-home care situation and the "child-centred objectives" region. There is also a cluster linking the region related to the "caregiver" and the in-home day care "environment." The location of Cluster 5 on the map, entitled "flexible environment," and its bridging index of 0.48 suggest that the caregivers, through their flexiblity,

create a positive environment conducive to meeting their goals with the children in their care. It is, therefore, once again apparent from this final map that the socio-emotional, cognitive, and other general goals for the children in the caregiver's home are achieved through a flexible family environment and the relationship the caregiver has with the child and his or her family.

When the map is rotated, as shown in Figure 26, so that the "child-centred objectives" is the region at the top, a triangle can be made with the goals for the child as the top point, one corner for the in-home care environment, and the caregiver as the other corner. Everyday life experiences act as the link between the in-home day care environment and the goals for the child; the relationship between the caregiver, the child, and the child's family link the caregiver to the objectives for the child. Finally, the creation of a flexible environment bridges the in-home care environment to the caregiver.

Providers of day care in centres. It is important to refer to the cluster rating map in Figure 20 to assist in the interpretation of the labeled cluster map in Figure 23. The clusters in the west of the map, or the part of the map showing physical goals of day care centre providers, are rated lower with ratings of three, one, three, and three for clusters five, six, seven, and eight respectively. Moving across the map to the east, clusters increase in importance

Child-Centred
Objectives

Everyday Life
Experiences

Caregiver/Child
and Family
Relationship

In-Home Care
Environment

Caregiver

Flexibility
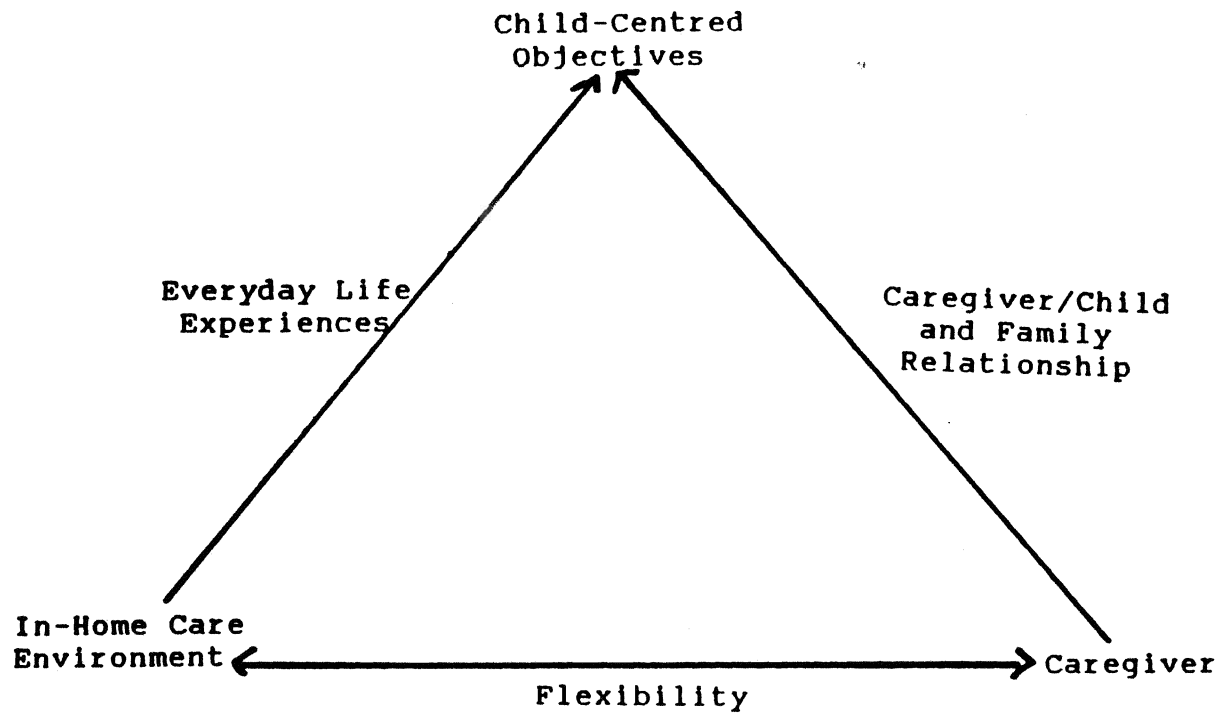
Figure 26. Triangle interpretation of goals of in-home caregivers.

as the goals become more focused on the socio-emotional development of the child.

Focusing next on the final labeled cluster map for centre care shown in Figure 27, and remembering the original focus for this group, namely, the goals or values of providers of day care in centres when working with the children in their care, there are five regions shown in all uppercase letters on the map. The five regions are: the child's "self," or the child as a person; the child's socio-emotional development; other people; the child's family; and the physical and cognitive development of the child. These all seem to make sense. The five regions represent five major topical areas of importance when discussing the effects of day care on preschoolers as presented in the review of the literature in chapter two of this study. Furthermore, the twelve clusters represent the major topical divisions of interest in day cares.

There are some interesting cluster placements which imply insights about how the goals of providers of centre day care are linked. For instance, the map clearly implies that an understanding of the family situation of the child, on the part of the caregiver, is a link between the child's physical self and the child's interaction with others. Cluster 3, "Independent Tasks," was also found to be a major link between the child's physical self and his or her cognitive confidence. Cluster 2, "Emotional Confidence," is

SELF

Cognitive
Confidence

Inner Self

Independent
Tasks

─

COGNITIVE

Body
Awareness
◇ Movement and
─ Music
Physical
Self-Confidence
─

Emotional
Confidence

SOCIO-
EMOTIONAL ─

PHYSICAL

Social
Respect

◇ FAMILY Manners

Group Dynamics ◇

─

Cooperation

Family Situation
─
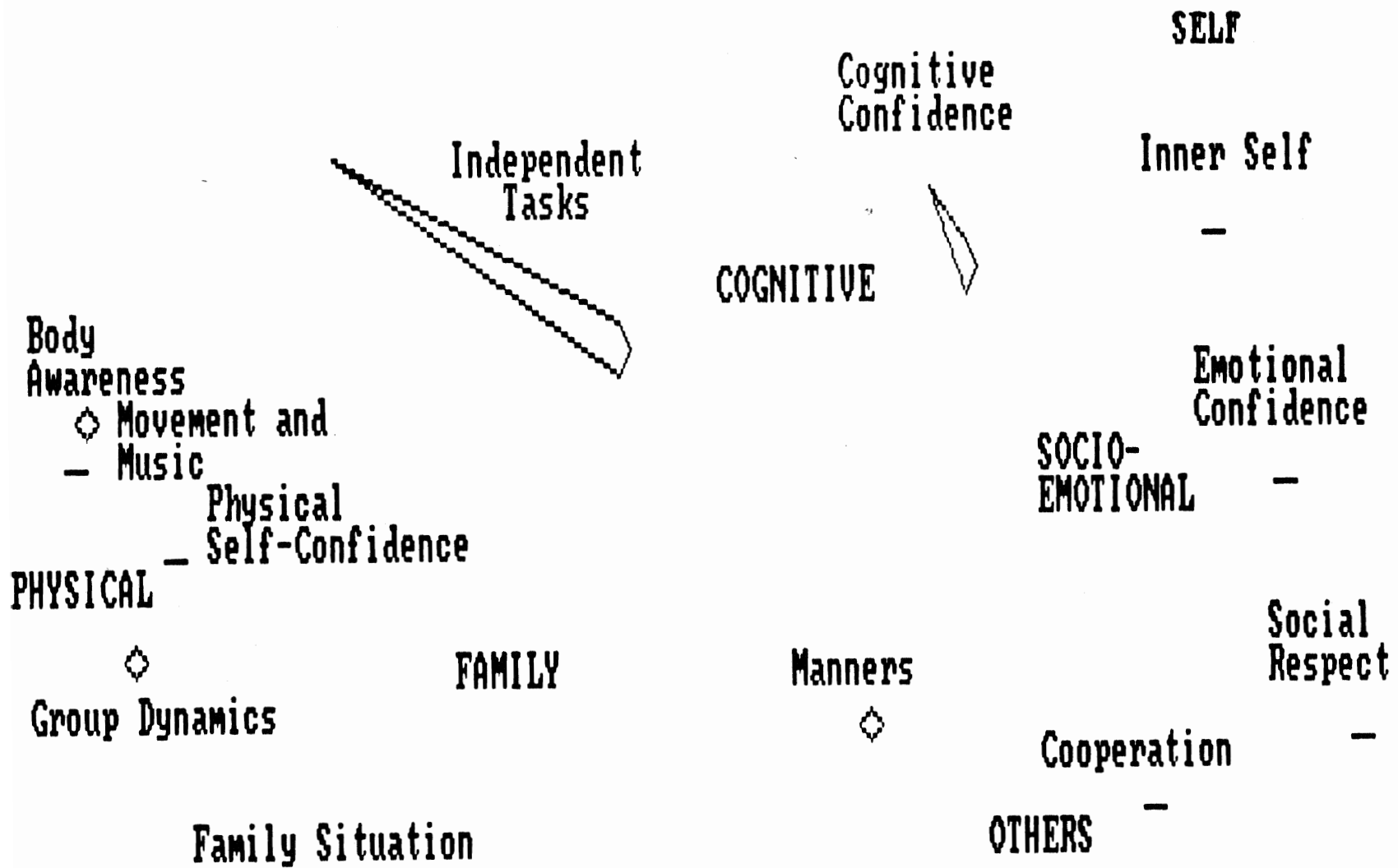
OTHERS ─

Figure 27. Final labeled cluster map showing regions for
providers of day care in centres.

yet another apparent bridging cluster linking the child's inner self to his or her interaction with others.

It is apparent that the goals related to the child's "softer" side, or socio-emotional development, are located to the right of the map, while the "harder" or more physical side of the child is represented to the left of the map. In the middle, there are means of reaching these goals through cognitive development and an understanding of the family.

Finally, an attempt can be made as to what the directions on the map mean. The east-west dimension seems to move from the internal goals with the child to more external ones: from issues related to the child's socio-emotional development to his or her physical development. The north-south dimension seems to move from the intellectual development of the child to his or her interaction with others.

By rotating the map, as in Figure 28, so that the goals related to the child's "inner self" are located at the top, a triangle can be made with the child as the top point, one corner for physical goals with the child, and the child's relationship with others as the other corner. Cognitive goals act as the link between the physical self and the inner self, and socio-emotional goals form the link between the child's inner self and other people. The ultimate goal of developing the child as a person stands at the top of the triangle, and can be achieved through the development of the

Child's Inner
Self

Cognitive
Development

Socio-Emotional
Development

Physical
Development

Other People

Family
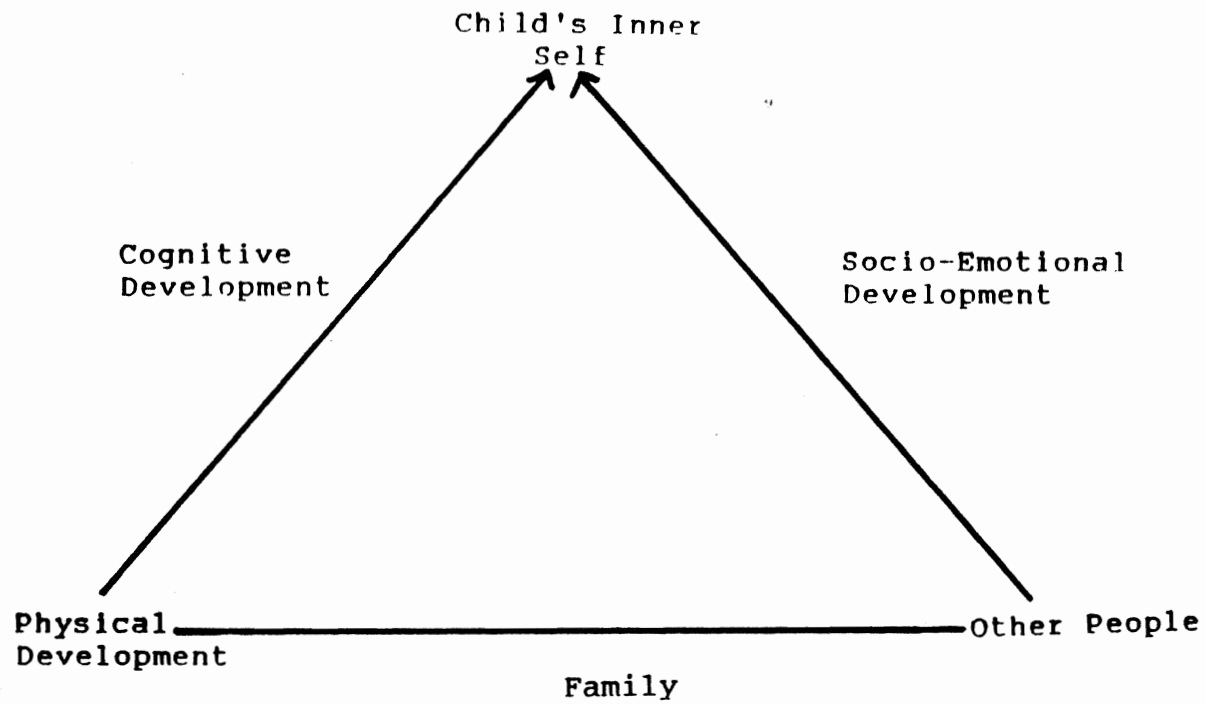
Figure 28.   Triangle interpretation of goals of providers
of day care in centres.

child's physical side and his or her ability to interact with others.

  Kindergarten teachers. Referring to the cluster rating map in Figure 21 helped in the interpretation of the labeled cluster map in Figure 24. The clusters in the west of the map, or the part of the map representing the parental work situation, and institutional factors were rated higher with ratings each of four. Approaching the east of the map, clusters decrease in terms of their level of meaningfulness until the far east clusters are reached where Clusters 6 and 7, perceptions/attitudes, and social behaviour increase in meaningfulness, and each have ratings of four.

  Focusing next on the final labeled cluster map for kindergarten teachers in Figure 29, and considering the original focus, namely the differences, if any, that were noticed between children attending centre care as compared to those from in-home care, there are five regions shown in all uppercase letters: working parents and external factors; institutional influence; physical differences; social behaviour; and, the formal school perceptions of the children. These all seemed to make sense in that two of the five regions represent two major topical areas of importance when discussing the effects of day care on preschoolers as presented in the review of the literature in chapter two: the working situation of the parents, and the social behaviour of children. Furthermore, the eleven clusters represent two other major topical divisions of interest in

External Factors

WORKING PARENTS &
EXTERNAL FACTORS

11

Physical Consequences:
Centre Care

Parental Work Situation

PHYSICAL

2

8

Social
Centre Care

Physical

9

Behaviour

1

SOCIAL BEHAVIOUR

.7

Social 5

Institutional
Factors

Cognitive

Skills

6

4

3

Perceptions/
Attitudes

10

Socio- FORMAL SCHOOL

INSTITUTIONAL INFLUENCE

Emotional PERCEPTIONS
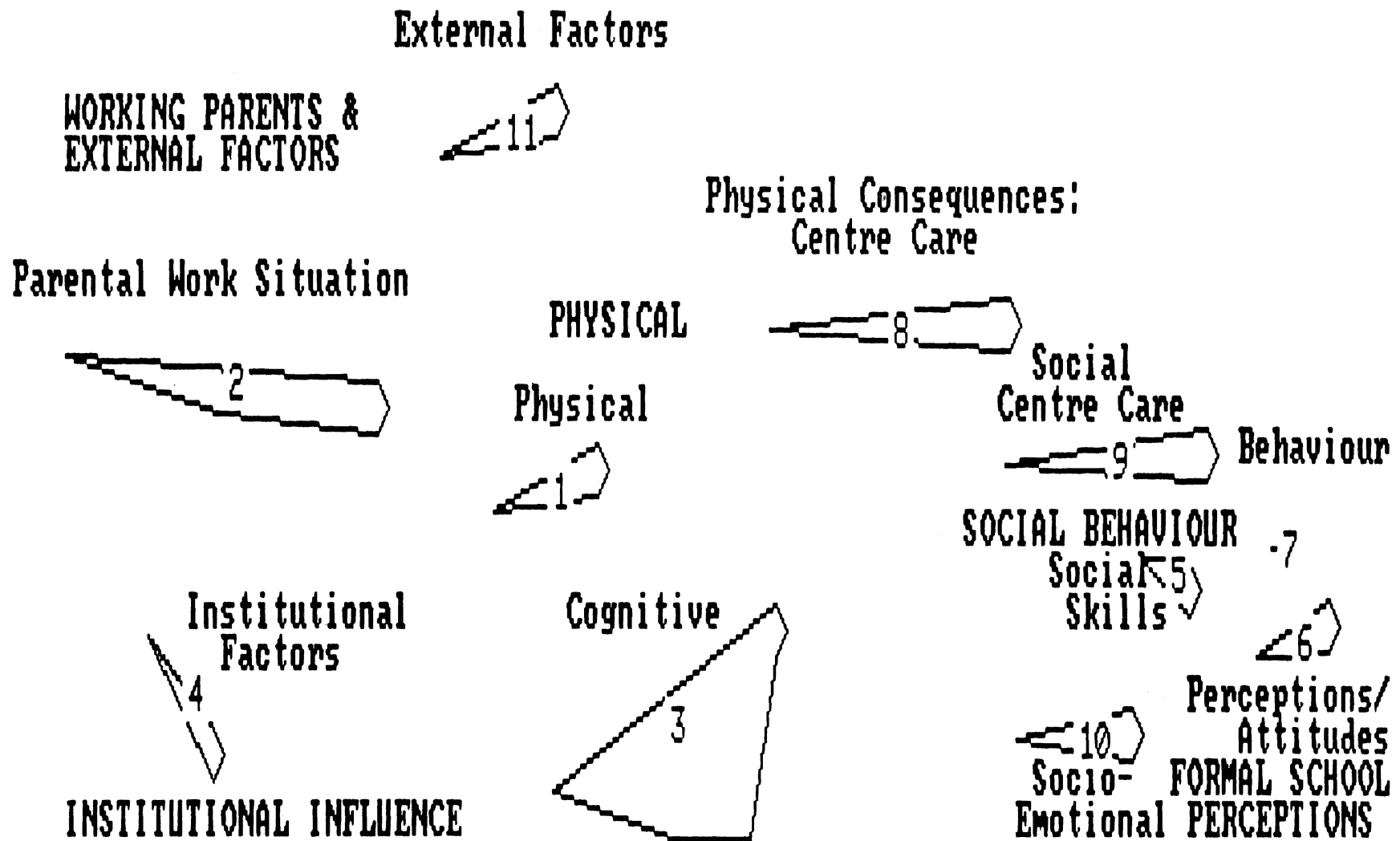
Figure 29. Final labeled cluster map showing regions for

kindergarten teachers.

day cares: the cognitive, and socio-emotional development of the child.

Because there have been few studies conducted which consider the effects of day care at the kindergarten level, it should be remembered that new ground is being broken here. This undoubtedly explains the region to the southeast of the map entitled "formal school perceptions" and the one to the southwest of the map labeled "institutional influence."

Some interesting cluster placements exist which have implications as to how the differences noted in kindergarten children who attend either nonmaternal centre care or in-home care are linked. For instance, the map clearly implies that both the differences physically and in the social behaviour of kindergarten children from the two types of day care are links between the parental work situation and the perceptions of the children towards formal schooling. Cluster 3, "cognitive" differences seen in the kindergarten children, also appears to be a link between the institutional influence of the type of care received and the perceptions and attitudes held by the children about formal schooling.

It appears that the day care choice, combined with the parental work situation and other external factors to the type of day care such as those listed in Cluster 11, have an effect on the perceptions that children hold and their attitude at the kindergarten level (Cluster 6), and their

social behaviour (Clusters 5 and 7). Because Clusters 2, 4, 6, and 7 were rated the highest in terms of meaningfulness, and because of their location at the far west, and far east of the map, it seems that these four clusters constitute the framework within which other less meaningful differences seen in the children at the kindergarten level can fall. These less meaningful differences can be categorized as physical in Cluster 1 and cognitive in Cluster 3. The ratings of Clusters 1 and 3 were one and two respectively.

Finally, an attempt can be made as to what the directions on the map mean. The east-west dimension seems to move from more internal differences seen in the children from the two types of day care under consideration, to what could be categorized as the perceived reasons for these differences. The north-south dimension seems to move from the physical to the intellectual differences noted in the development of children from in-home day care and those from centre care.

If the map is rotated, as is shown in Figure 30, so that the region entitled "formal school perceptions" is at the top, a triangle can be made with the attitudes and perceptions about formal schooling as the top point, one corner for the region, "institutional influence," and the "working parents and external factors" as the other corner. Cognitive differences seem to act as a link between the institutional factors and the attitudes toward formal school; physical differences in the children, combined with

Attitude/Social Behaviour
in Kindergarten

Cognitive
Differences

Physical
Differences

Type/Quality
of Day Care

External
Factors

Parental Work
Situation
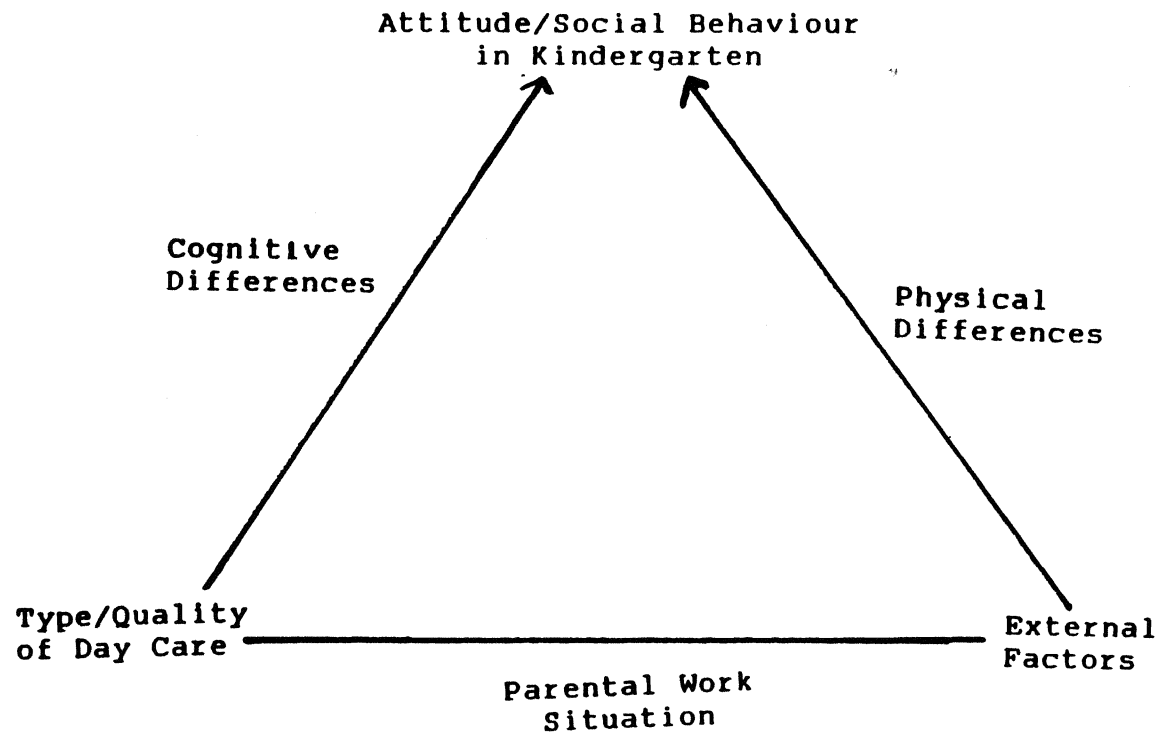
Figure 30. Triangle interpretation of differences perceived

by kindergarten teachers in children from two different

types of nonmaternal day care.

the child's social behaviour appear to be links between the parental work situation and external factors and the child's attitude and perceptions about formal school.

Discussion

This section not only provides the comments from the participants on the interpretation of the findings made above, but it also ties together the above factual findings in relation to the review of the literature in chapter two.

Participant Verification

As was outlined in the "Verification" section in Chapter 3, the participants were each delivered a verification package and asked to add, reinterpret, or confirm the interpretation of the findings (see Appendix B, Parts 1, 2, and 3 for the verification packages for each participant group). They were to explain their comments by stating what they found to be most significant about the interpretation, if they agreed, and what their personal interpretation was if they disagreed. Eleven of the twelve participants gave their comments. The information provided by the participants who commented on the verification package is summarized below as per the participant groups.

In-home caregivers. The participants from the in-home day care group all agreed with the triangle interpretation in Figure 26 of the final labeled cluster map shown in Figure 25. When asked to comment on what they felt was important in the analysis and interpretation of the findings, the most commonly mentioned element was the

significance of the term "flexibility," and its location in the triangle. This label on the triangle interpretation was derived from Cluster 5 with an average bridging index of 0.48, and an average rating of 3.25. One in-home caregiver suggested that the term flexibility should appear in the centre of the triangle as she felt that both the caregiver's flexibility and a flexible in-home care environment help the goals and objectives for the child to be met.

Other in-home caregivers reinforced this same notion of the significance of the label "flexibility" on the final triangle interpretation. Specifically, another participant stated that flexibility was really the base of the triangle, because, with it, she felt that all of the objectives for the child could be met. As she stated, the goals for the child can be achieved through the flexibility of both the caregiver and the in-home environment. The location of the term "flexibility" made sense to her as it meant that it represented the foundation of the triangle, thus highlighting its importance.

One caregiver who had worked previously in centre care felt that the triangle clearly showed how a solid in-home care environment created a stability for the child to be able to be himself/herself without the structural distractions of a day care centre, such as a specific time for lunch, and play time. She also felt that a relaxed yet solid foundation or surrounding in in-home care would ultimately provide the tools to enable the child to conform

to the structure of schools. It was felt that these solid, yet flexible surroundings, allow the child to be more himself/herself, than the sometimes more rigidly structured environment of a day care centre.

Another participant stated that while she felt that the safety of the child and the creation of a caring and stable environment came first, she verified that the flexibility of both the in-home environment and the caregiver allowed the caregiver to meet the specific needs of the individual child because there are fewer children than in a day care centre.

Another caregiver confirmed that it was most important that the child come first as is shown in Figure 26 with the "Child-Centred Objectives" making up the top point in the triangle. She felt that the triangle interpretation clearly showed how the business element of the in-home day care set up was secondary to the child, and the goals for the child. Others commented, too, on this by stating that they were not initially motivated to become in-home caregivers by the money, and that a love of caring for children is necessary or they probably would not take children into their home to care for them.

One provider of in-home day care wanted to add that while the children in in-home care had a relationship with the caregiver as a "surrogate" parent, the children whose parent was the in-home caregiver were more completely connected to the parent still than those who were coming in for care. It was felt that although those coming in for

care benefit from their "surrogate" parent relationship with the caregiver, the children of the caregiver are more relaxed in their own home, and more able to be themselves than those coming in for care.

Providers of day care in centres. Both day care centre participants confirmed their agreement with the triangle interpretation in Figure 28 above of the final labeled cluster map shown in Figure 27. They felt that this clearly represented their goals while working with the children in their care. Although there were only two participants in this group, one participant from the largest day care centre in Burlington showed the triangle interpretation to some of her co-workers and they also felt that it was very accurate in that it represented what they try to do with the children in their centre.

The other participant, the supervisor of another major Burlington day care centre, confirmed the accuracy of the triangle interpretation of the goals of centre care providers with the children in their care. She felt that the outside factors on the triangle were what was most important. As she explained, the cognitive goals, the socio-emotional goals, and the child's family all have very important roles in meeting the developmental goals of the children in centre care. She did not feel that one of these goals was more important than the other, but rather that each of these factors was equally important at the time the child is in kindergarten.

One day care centre participant emphasized how the triangle accurately highlighted the importance of the social interaction between the children in centre care. This was explained as being a result of the fact that the children spend most of their time with children their own age. More specifically, all day cares split the children into their developmental stages for programming purposes, whereas the in-home care environment may have a three-month-old and a six-year-old together. There are crossover times in the day when they are all together in centre care, such as in the play ground, but for the majority of the day they are interacting with their peers. In short, it was felt that the interacting and social development with peers and with others is a key factor in how day care centres function.

When asked why she felt that the physical objectives were rated lower than the other points on the triangle, it was explained by one day care centre participant that this side of development of the child is really internal in all children unless they have a delay. This would explain the lower average rating of this cluster. It should also be noted, however, that for children under five, or those entering kindergarten, their physical development was felt to be related to the children's confidence level because they tend to get peer and adult reinforcement as to what they do. This could explain why it took the spot at a corner of the triangle, and the cognitive goals, more geared to confidence building of older children than those of the

kindergarten age, would be a linking idea, and not a main point on the triangle.

To summarize, it seems that the in-home day care environment is a more flexible environment, and that the centre care environment is one where social interaction is a key factor. It should be carefully noted that the development of the child is clearly the focus, constituting the top point of both group's triangle interpretation of their goals with the children in their care.

Kindergarten teachers. The four kindergarten teachers who responded to their verification package (see Appendix B - Part 3) seemed to agree with the "Triangle Interpretation of Differences Perceived in Children at the Kindergarten Level From Two Types of Day Care" shown in Figure 30. Their comments were, nonetheless, very constructive as is noted below.

One participant confirmed that the cognitive differences or academic progress of the child could be a factor of the type of day care received and this could certainly affect the child's attitude and social behaviour in kindergarten. The physical differences seen in children in terms of their level of fatigue and hunger were also confirmed by this participant as being a link between the external factors and the attitude and social behaviour in kindergarten. A concrete example of this link would be a child dropped off at some form of day care when the parents leave for work and not receiving enough breakfast prior to

going to morning kindergarten. Because of the external

factor, the parent leaving early for work, and because the

child is not receiving the necessary nutrition, the child's

attitude and social behaviour is affected in kindergarten.

The type of care specified by the participants as to the

greater level of fatigue and hunger was centre care.

This same participant felt that the parental work

situation was appropriately placed on the triangle as it was

precisely that which could determine the type of day care

used by the family. For example, a parent beginning work at

8:00 a.m. and needing to travel some distance might have to

leave home at 7:00 a.m.. If the family could not find a day

care centre open early enough or an in-home caregiver who

would take their child at that time of day, this work

situation could affect their choice of day care. The

parental work situation was also seen as a link to the

external factor; for example, a family's socio-economic

status could be such that one parent needs to work two jobs.

Most importantly, the above participant felt that the

whole idea of attitude in kindergarten was interesting in

that this, she felt, is an important factor in kindergarten.

The children, as she explained, are not expected to attain a

specific level of cognitive development, but the objective

is rather to see how far they progress from the beginning of

the year until the end. The goal is to optimize their

learning by first determining where they are and going from

there. It was felt that if the child's attitude is poor,

his or her cognitive development would somehow suffer. This
leads to the question as to what they will be like in Grades
three and four, if they have a poor attitude in
kindergarten.

Although another participant felt that there were
differences seen in the cognitive and physical development
due to the day care arrangement, she felt strongly that it
was the quality of the day care experience, and not the type
of day care that influenced this development. Like another
kindergarten teacher who responded to the verification
package, she felt that there were so many variables that it
was very hard to specify the cause of the differences
observed. Some of the variables mentioned were the quality
of the family life of the child and the quality of the day
care received.

One suggestion made by a kindergarten teacher to
improve on the study was to build in more control.
Specifically, she suggested tracking two children from the
same family, or even twins, one attending centre care and
the other attending in-home day care. By determining their
level of development at the start of kindergarten and
observing these children throughout the year in terms of
their physical, cognitive, and socio-emotional development,
it was felt that the results would be more concrete and less
subjective by eliminating some of the external factors, or
variables.

It is interesting to note that at the very start of the evening session for the kindergarten teachers, the participants expressed a concern for the number of external factors involved when considering the differences they notice in the children in in-home care and centre care at the kindergarten level. This concern was clearly brought out in the brainstormed statements by the group and, in fact, produced the right corner of the "Triangle Interpretation of Differences Perceived in Children at the Kindergarten Level From Two Types of Day Care" as shown in Figure 30.

Considering the specific cluster related to external factors, namely Cluster 11, in the cluster listing of the bridging indexes for kindergarten teachers as shown in Table 9, it is apparent that this was by far the most cohesive cluster with an average bridging index of 0.02. This means that almost exclusively all participants sorted these statements related to external factors, such as the hours of parental absence, and the socio-economic status of the family, together as a pile of similar statements. Furthermore, the average rating for Cluster 11 as shown in Table 15 was 3.31 or moderately important. There, therefore, seems to be a consensus amongst the kindergarten teachers that factors other than the type of day care have an impact on the attitude and social behaviour of children at the kindergarten level.

Findings as Related to Review of Literature

In the review of the literature in chapter two, there were three major topical areas of interest related to the effects of day care on the development of preschoolers: behavioural, cognitive, and socio-emotional. The two participant day care groups for this study each had goals related to these areas of development, and the kindergarten teachers noted differences in the children in their classes in these areas of development.

Most importantly, however, seems the fact that both the in-home caregivers, and the providers of day care in centres had the child's overall development as their focus or main objective. This is clearly shown as the child is the top point in the "Triangle Interpretations" for each group of day care participants as is shown in Figures 26 and 28.

Summary of Chapter

In this chapter, an attempt has been made to report factual findings of this study as concisely as possible. The original brainstormed statements were rated and sorted by the participants in each of the three groups. This information was used to generate the initial cluster solutions. Because some solutions were heterogeneous in nature, it was necessary to analyze the bridging indexes and rating values in order to determine the final number of clusters. The rating information was then used to determine areas on the final maps that were more important or more meaningful than others. At this point, the basic analysis

of the concept map was complete, and the results were ready to be interpreted prior to getting back to the participants. The triangle interpretations of the final labeled cluster maps were then developed from a careful analysis of the most important clusters and the bridging clusters for each set of participants.

The discussion allowed for some interpretation of the factual findings and participant verification prior to relating the findings to the review of the literature in chapter two. It was apparent that the major topical areas of interest in the review of the literature as related to preschool nonmaternal care constituted the goals or objectives of both in-home caregivers and providers of day care in centres for the children in their care. It seems that what differs between these two types of care is not the fact that the child's development is their focus, but rather how this objective is met. Kindergarten teachers felt that the attitude and social behaviour of children in kindergarten is affected by the day care experience. It was difficult, however, to determine the type of day care that produced a better attitude or social behaviour because of the large number of external factors, just two of which were the quality of day care received and the quality of the family life of the child.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

Chapter one of this study defines the objective as being the determination of the effects of two different types of day care at the kindergarten level. The two types of nonmaternal day care under consideration are centre care and in-home care.

Chapter two provides a review of the literature related to the issue of nonmaternal pre-school day care. This topic has become of growing interest largely due to the recent increase in the number of working mothers and the evolution of the dual wage earning family. The findings in the literature with respect to the effects of nonmaternal day care on the development of preschoolers are categorized into the following major topical areas: behavioural effects, socio-emotional effects, and intellectual effects. Day care studies abroad and day care choices are also considered in chapter two. There is an apparent gap in the literature with respect to comparing the effects of different types of nonmaternal day care on young children. Because of the large number of external factors, just two of which are the quality of day care and the quality of the family life of the child, a qualitative study is best for this topic as it includes some of the obviously important extraneous variables.

Chapter three outlines the methodology or procedures that are followed throughout the course of this study. The pilot study described suggests again that a qualitative approach is best for this topic. The study consists, therefore, of qualitative interviews of both types of day care providers and kindergarten teachers combined with informal observations of preschoolers in their day care setting. The original pilot study questions are then narrowed down to a more concise and more efficient list.

Chapter three also explains the computer program used in this study, namely "The Concept System." This is a program which allows for the involvement of participants from the outset of the study in that they generate statements or ideas related to a specific focus. They then rate and sort these statements thus providing the information for the tables and concept maps shown in chapter four. As explained in the "Verification" section of chapter three, the participants are given the basic analysis of their work and asked to comment on the interpretations made as to whether they agree or disagree and why.

The "Findings" section of chapter four provides an explanation of the initial tables and maps generated from the sortings and ratings done by each of the three participant groups. The "Interpretation of the Findings" section first explains how the final cluster maps were developed and then gives the "Triangle Interpretations" for each group. The participant verification of this

information is then explained in the section entitled "Participant Verification," prior to relating the findings to the review of the literature in chapter two.

Conclusions

Due to the increase in the number of working mothers, there is a very real need to understand the effects of different types of day care on preschoolers. The review of the literature related to this topic shows that most studies conducted have compared the effects of day cares to the maternal care situation. Very little work has been done comparing the effects of one type of day care to another. Most research conducted in this field considers the effect of day care on the behavioural, socio-emotional and intellectual development of preschoolers.

Because of the increase in both the demand on governments to deal with the issue of subsidizing day care, and the need for parents to know what type of care is best for their child(ren), there is a real need for research in the area of comparing the effects of different types of day care. The question to be answered in this study involves a comparison of the effects of in-home day care to those of centre care as seen at the kindergarten level. The review of the literature clearly indicates that this type of research is difficult to conduct in that there is such a large number of extraneous variables involved. The qualitative nature of this study helps to include some of these more complicated variables such as the quality of the

home life of the child, and the quality of the day care situation.

Both groups of day care participants, namely in-home caregivers and providers of day care in centres, categorized the goals they have for the children in their care in the same terms as were found in the literature review: cognitive development, socio-emotional development, and behavioural development. The physical development of the child is another area of development made apparent when considering the data collected from both the providers of day care in centres and the kindergarten teachers.

It seems that with respect to the goals of the day care providers, both in-home caregivers and centre care providers alike felt that the child and his or her overall development is clearly the focus of their objectives. What seems to differ is the route to the healthy and happy development of the children in their care. Specifically, the in-home caregivers meet their goals for the child both by being flexible themselves and by creating a flexible in-home day care environment. The children learn and grow through everyday life experiences and their relationship with the caregiver.

It seems that providers of day care in centres meet their goals for the children in their care through a more structured program providing a variety of experiences. What is most interesting is that children are grouped together for the programmed portion of the day according to their

age. What seems apparent is an emphasis on the socio-emotional development of the child. That is to say that the individual goals for children in centre care are often met through the interaction they have with their peers.

Kindergarten teachers notice a difference in attitude and the social behaviour of children entering their classes. It seems that these differences could be related to the type of day care or, at the very least, to the quality of the day care situation. What seems most apparent from the data collected from the kindergarten teachers is that there is a strong feeling that the external factors such as those that are mentioned in the review of the literature play a significant role in the attitude and social behaviour of children in kindergarten.

It is also interesting to consider the relationship of the family environment of the child to the goals that the day care providers hold for the children in their care. The family life of the child and the relationship between the caregivers and the family were both included by each group of day care providers as being significant in terms of meeting their developmental goals with the child. The kindergarten teachers also felt that the family life of the child has an important role in the differences they notice in the attitude and social behaviour of children in their class. The consensus amongst the participant groups of this study as to the importance of the role of the family concurs with the difficulty expressed in the review of the

literature in controlling the extraneous variables involved when considering the effects of nonmaternal pre-school day care.

What is most significant in terms of the findings with respect to the data collected from kindergarten teachers regarding the differences they note between children from both in-home day care and those from centre care is that it may not be the type of day care, but rather the quality of day care that is most important in influencing the attitude and social behaviour of children at the kindergarten level. Once again, this concurs with the review of the literature in that the quality of nonmaternal care has become an important moderator in considering the effects of nonmaternal pre-school care on children.

Implications

The outcomes of this study have implications for practice, theory and further research as outlined below.

Implications for practice. There are practical implications of this study for researchers, parents, kindergarten teachers and government officials alike. It is felt that the computer program entitled "The Concept System" which was used to gather, sort, rate and analyze the data for this study is a tool that may have implications for other researchers conducting qualitative studies. This system was found to be extremely valuable for this study in that it allowed for maximum input from the participants and for their verification of the initial analysis thus

assisting in rendering the study more valid. Other qualitative researchers interested in obtaining data directly from the key players in their studies could very well find this program of great use in their work.

Because of the increase in maternal employment, more and more parents are faced with the difficult decision as to what type of care best suits the needs of their child(ren). The findings from this study suggest that both in-home day care and centre care have the child's development on all levels as their main objective. What differs is the way in which this goal is reached. As previously mentioned, the in-home day care environment seems to be one in which flexibility is a key factor in reaching the goals for the child. The day care centre environment seems to be more structured, and emphasizes the social interaction of children with their peers. It logically follows that parents need to make a decision as to the type of day care for their child(ren) based on the needs of the individual child. That is to say that depending on the nature of the individual child, some would do better in a more flexible in-home environment and others would thrive in a more structured and social environment such as that provided in centre care. The practical implication for parents is that they need to have a solid understanding of the needs of their child(ren) in order to select the best suited type of care.

It is also important to note that the quality of the day care and the relationship of the family with the caregivers seem to be significant factors in the development of the child. Parents, therefore, need to ensure that they are comfortable with the quality of care provided in the day care situation they choose for their child(ren) and that they spend time developing a relationship with the people or person providing the day care for their child(ren). These implications for parents seem obvious, and yet are not simple to implement, in that parents have little time when both are working to explore the quality of day care for their child(ren) and then to nurture a relationship with the day care providers.

The implications of this study for kindergarten teachers are equally as difficult to implement. It seems that a lot can be understood by both the type and quality of day care a child experiences while at the kindergarten level. This implies that kindergarten teachers will have a better understanding of the child's attitude and social behaviour if they inform themselves as to the type and quality of day care their students are receiving. Halton kindergarten teachers currently make family visits to each incoming student's home prior to the beginning of the school year. At this time, it might be worth exploring the day care issue in some detail so as to better understand the child's outlook and behaviour in kindergarten.

It is clear from this study that the external factors, such as the child's home environment having an effect on the child's attitude, and behaviour in kindergarten are also significant. It can be reasonably assumed that the more the kindergarten teacher learns from his or her in-home visit with respect to both the day care situation and the family life of the child, the greater is the understanding of the child's attitude and social behaviour at this level. It also follows that if the teacher is in tune with where the child is developmentally at the beginning of the school year, the progression of the child will be greater by the end of the year. One kindergarten teacher confirmed that the evaluation of students at this level is based on observations and the child's ability to progress on a cognitive, socio-emotional and behavioural level. That is to say that the more that is known about where the child is developmentally at the beginning of the year, one assumes that the progression and growth towards the end of the year will be smoother and more successful.

It seems that the results from this study highlight the importance of the in-home interviews for students entering kindergarten. What could naturally follow is the development of a standardized questionnaire not only aimed at determining the specifics of the child's day care situation, including both the type of care and the quality of care, but also the family life of the child. Perhaps with the focus of such a standardized questionnaire being on

the quality of day care and family life, teachers would feel that they have a more confident assessment of the child's development at this entry point into the formal school system. The importance of such a questionnaire should not be underestimated because, as one kindergarten teacher participant stated, if the attitude and behaviour of the child in kindergarten is poor, one wonders what this same child's attitude would be in Grades Three or Four.

Furthermore, this study may have implications for policy-makers in government. This study suggests that the quality of day care has an impact on the child's attitude and social behaviour at the kindergarten level. It seems, therefore, that politicians should help ensure that there is quality day care available for children of working parents. With the possibility of eliminating some 14,000 day-care wage subsidies in Ontario and the talk of ending pay equity, one wonders how the day care industry will be able to attract people with between two and four years of post-secondary education. Without good day care professionals in Ontario, one also wonders what the quality of child care in this province would be.

Implications for theory. The findings from this study have confirmed what was found in the review of the literature as to the influence of extraneous variables, such as the family life of the child, on the effects of day care at the kindergarten level. The importance found in this study with respect to the quality of day care and not

necessarily the type of care is also apparent in the review of related literature. Howes is cited in Belsky and Eggebeen (1991, p. 1095), as stating that the quality of nonmaternal care has recently been discovered as an important moderator of the effects of full-time nonparental care, especially in the first year. This study on the effects of nonmaternal care at the kindergarten level seems to suggest that the importance of quality in day care goes far beyond the first year and into the kindergarten level.

Implications for further research. As has been stated a number of times above, this study has confirmed the importance of the quality of day care for children at the kindergarten level and its potential influence on the child's attitude and social behaviour. Further research is needed in this area in order to determine more precisely what constitutes high quality day care for children at the kindergarten level. As was mentioned above, the formulation of a questionnaire to be used by kindergarten teachers during their in-home interviews at this entry point into the formal school system would be of particular interest, especially if it is focused on the quality of day care being experienced by the child and also on the family situation of the child.

In order to more specifically focus on the differences among the effects of day care at the kindergarten level, more of the extraneous variables affecting this issue need to be controlled. As was suggested by one of the

kindergarten teacher participants, if there could be a comparison done between twins experiencing the two different types of day care, then perhaps some of the external factors especially related to the varying family situations of the children in kindergarten could be eliminated so as to more clearly focus on the comparison between the effects of the two different types of day care.

Clearly, too, as is indicated in the review of the literature, there is a high need for more comparative studies on the varying kinds of day care experiences available to youngsters and their parents. The demands on governments to decide which type of day care to subsidize will continue to increase along with the rate of maternal employment among pre-school-aged children. As a result of this increasing demand, governments will need to make research comparing the effects of different types of day care a priority.

Furthermore, research is needed with respect to the effects of the quality and type of day care at the junior-kindergarten level. Halton is in the process, as are many other regions in the province, of implementing a junior-kindergarten program. This program provides an even earlier entry point into the formal school system. It is interesting to consider how, and if the quality and/or type of day care received by these young children impacts on their outlook as they begin their education.

Because of the changes in today's society with respect to the increasing number of dual wage earning families, children are increasingly in day care environments. The type, and particularly the quality, of day care has been found to have an effect on the attitude and social behaviour of the child at the kindergarten level. According to Doherty (1991), the definition of quality child care as defined by the United States' National Association for the Association of Young Children (1984) and the Canadian Child Day Care Federation (1991) is child care which:

supports and assists the child's physical, emotional, social and intellectual well-being and development; and, supports the family in its child rearing role. (Doherty, 1991, p. 1).

Finally, it is interesting to consider whether the transition between preschool and kindergarten will become a focus in Ontario's education system as has the change for young people between Grades 7, 8 and 9. Perhaps the term will soon become plural and read "Transitions Years" instead of remaining in its current singular state as "Transition Years."

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Appendix A - Part 1

Covering Letter to Potential In-Home Day Care Participants

963 Long Drive
Burlington, Ontario
L7T 3K2

April 17, 1995

Dear Potential Participant:

Please find below the specifics of some research I am currently doing for my M.Ed. through Brock University comparing the effects of day care as they are seen at the kindergarten level. This involves a comparison between in-home day care and centre-based care.

If you are interested in taking part in this study, it would involve one evening of your time from 7:30-10:00 p.m. in mid-May. The date set for in-home day care providers is Tuesday, May 16, 1995. You would be meeting with me and three or four other day care providers. The focus of our discussion will be the goals of your work as a day care provider, or the values that you try to pass on to those in your care.

The format of the meeting is such that you would be audiotaped. I am also planning to use a computer program called "The Concept System" wherein the concepts you generate will be ranked immediately by the group in an effort to determine their significance.

There is a possibility of a follow-up meeting. This would involve two members of each group from the initial meetings (in-home day care providers, providers of day care in centres, and kindergarten teachers). At this point, my intent is to validate our findings through checking in with you, the experts.

You will find enclosed a copy of a review of the literature for my thesis proposal, and a map of the location of the meeting to be held May 16th. Thank you for your kind and careful consideration.

Sincerely,

Beth M. Butcher (M.A., B.Ed.)
(905) 639-8007

Appendix A - Part 2

<u>Covering Letter to Potential Centre Care Participants</u>

963 Long Drive
Burlington, Ontario
L7T 3K2

April 17, 1995

Dear Potential Participant:

Please find below the specifics of some research I am currently doing for my M.Ed. through Brock University comparing the effects of day care as they are seen at the kindergarten level. This involves a comparison between in-home day care and centre-based care.

If you are interested in taking part in this study, it would involve one evening of your time from 7:30-10:00 p.m. in early May. The date set for centre-based day care providers is Tuesday, May 09, 1995. You would be meeting with me and three or four other day care providers. The focus of our discussion will be the goals of your work as a day care provider, or the values that you try to pass on to those in your care.

The format of the meeting is such that you would be audiotaped. I am also planning to use a computer program called "The Concept System" wherein the concepts you generate will be ranked immediately by the group in an effort to determine their significance.

There is a possibility of a follow-up meeting. This would involve two members of each group from the initial meetings (in-home day care providers, providers of day care in centres, and kindergarten teachers). At this point, my intent is to validate our findings through checking in with you, the experts.

You will find enclosed a copy of a review of the literature for my thesis proposal, and a map of the location of the meeting to be held May 9th. Thank you for your kind and careful consideration.

Sincerely,

Beth M. Butcher (M.A., B.Ed.)
(905) 639-8007

Appendix A - Part 3

Covering Letter to Potential Kindergarten Teacher
Participants

963 Long Drive
Burlington, Ontario
L7T 3K2

April 18, 1995

Dear Potential Participant:

Please find below the specifics of some research I am
currently doing for my M.Ed. through Brock University
comparing the effects of day care as they are seen at the
kindergarten level. This involves a comparison between in-
home day care and centre-based care.

If you are interested in taking part in this study, it
would involve one evening of your time from 7:30-10:00 p.m.
in early May. The date set for kindergarten teachers is
Thursday May 11, 1995. You would be meeting with me and
three or four other kindergarten teachers. The focus of our
discussion will be the differences, if any, that you notice
in the level of development or behaviour of the children you
teach in kindergarten who are attending one of in-home day
care or centre-based day care for the other part of their
day.

The format of the meeting is such that you would be
audiotaped. I am also planning to use a computer program
called "The Concept System" wherein the concepts you
generate will be ranked immediately by the group in an
effort to determine their significance.

There is a possibility of a follow-up meeting. This
would involve two members of each group from the initial
meetings (in-home day care providers, providers of day care
in centres, and kindergarten teachers). At this point, my
intent is to validate our findings through checking in with
you, the experts.

You will find enclosed a copy of a review of the
literature for my thesis proposal, and a map of the location
of the meeting to be held May 11th. Thank you for your kind
and careful consideration.

Sincerely,
Beth M. Butcher (M.A., B.Ed.)
(905) 639-8007

Appendix B - Part 1

Verification Package for In-Home Caregivers

June 22, 1995

963 Long Drive
Burlington, Ont.
L7T 3K2

Dear

    I hope you have had a good month. Thanks again for taking the time to come to our initial meeting. After having completed the analysis and interpretation of the data you provided, I am doing a follow up, and hoping to determine if my interpretations concur with your ideas.

    In the enclosed package of information, you will find a number of tables and figures summarizing the information gathered. What I am hoping for is that in the next couple of days you will take some time to look at this information. After you have done so, I would like to talk to you on the phone to hear your comments, suggestions, and/or recommendations.

    At the end of the introductory pages of this package, a section is provided for you to make any notes as you go through the package. The information on the next few pages explains the meaning of the tables and figures according to page numbers.

    Should you have any questions at all about the process or resulting tables and figures, please do not hesitate to call me at any time.

    I look forward to talking to you on the phone at our agreed upon time. Many thanks again for all your help!

Sincerely,

Beth Butcher
639-8007

Explanations of Figures and Tables to Follow

Pages 1, 2 and 3 (same as Table 1 on pp. 64-66)

These three pages are the statements that you generated during our evening session. As you recall, you then rated them in terms of importance on a scale of 1 to 5, with 1 being relatively important, and 5 being extremely important. After the rating was completed, you sorted them into piles which you felt were similar.

Pages 4, 5, 6, and 7 (same as Table 5 on pp. 90-93)

These three pages list the statements in clusters generated by the computer program used, and based on your ratings and sorts. You will notice a number between 0 and 1 found in parentheses following each statement. This is called the bridging index. The closer the number is to 1, the more likely it is that this statement is a linking idea which joins together two other statements.

The average bridging index for the cluster is found in parentheses following the entire cluster. This number is once again helpful in that it helps to determine the level of homogeneity for that particular cluster. If the number is closer to 0, this means that the cluster sits well together, and represents a clear notion or idea. The closer the number is to 1, the more likely it is that the cluster links two clusters together, and does not stand well alone.

Page 8 (same as Figure 1 on p. 74)

This page is the initial point map. Each statement is on the map, and represented by a point. Because some of the statements are found close together, and thus form a cluster, the numbers of the individual statements are very difficult to read.

Page 9 (same as Figure 13 on p. 115)

This map is a map showing the 15 cluster solution. Each cluster is represented by a large number, and the smaller numbers are the actual numbers of the original statements.

Page 10 (same as Figure 16 on p. 119)

This statement rating map shows the rating for each statement generated. Higher columns indicate statements of greater importance.

Page 11 (same as Figure 19 on p. 137)

This Cluster Rating Map illustrates the rating for each cluster. The greater the number of bands, the higher is the importance for that cluster. It is clear from this map that clusters 1, 2, 4, and 8 were ranked by you as having the greatest importance of the 15 clusters.

Page 12 (same as Figure 22 on p. 143)

This map shows the cluster map on page 9 of this package, but with labels. You can now refer back to the list of statements by cluster showing bridging values on pages 4, 5, 6, and 7. It was felt that these labels generally described each of the clusters listed on these pages.

Page 13 (same as Figure 22 on p. 143 without cluster numbers)

This is the same map as the one found on page 12, only the cluster numbers have been removed because the clusters have now been named. This helps to make the map more legible.

Page 14 (same as Figure 25 on p. 147)

This is the labeled cluster map, with the cluster names in upper and lower case letters. The words in all upper case letters represent what seemed to be the general areas or regions of the map.

Interpretation of the Final Map (p. 14)

It is important to refer to the cluster rating map on page 11 to help us interpret the final map on page 14. The clusters in the west of the map, or the region on the map related to the caregiver, are rated lower with ratings of 2, 3, 3, 1, 1, and 3 for clusters 11, 10, 12, 15, 14, and 13 respectively. As we move across the map to the east, clusters increase in importance as the goals of the caregivers for the children in their care, and the environment created by the caregiver become the focus of the clusters.

If we turn our attention now to the final labeled cluster map for in-home care, and think about your original focus, the goals or values when working with children in

your care, the three regions shown in all uppercase letters, namely "caregiver", "environment", and "child-centred objectives", all seem to make sense. One of the three regions, namely, "child-centred objectives" includes the major topical areas of importance as presented in the review of the literature on the effects of day care on preschoolers, namely their cognitive, socio-emotional, and behavioural development. It is interesting to consider the relationship of the above region, "child-centred objectives", with the other two regions, namely, the "caregiver", and the "family environment".

There are some interesting cluster placements which may imply some insights about how the goals of in-home day care providers with the children in their care are achieved. The two regions, "caregiver" and the "family environment", seem to suggest the means by which the child-centred objectives are achieved.

The bridging clusters, or the clusters linking the regions of the map together are also of interest. The map clearly suggests that the link between the caregiver, and the objectives that they have for the children in their care is their relationship not only with the child as shown in cluster 13, but also with the child's family, represented in cluster 10. Cluster 9, the "everyday advantages" of in-home care is a linking cluster between the region entitled "environment", referring to the environment in the in-home care situation, and the "child-centred objectives" region. There is also a cluster linking the region related to the "caregiver", and the in-home day care "environment". The location of cluster 5 on the map, entitled "flexible environment", and its bridging index of 0.48 suggest that the caregivers, through their flexiblity, create a positive environment, conducive to meeting their goals with the children in their care. It is therefore apparent once again from this final map that the socio-emotional, cognitive, and other general goals for the children in the caregiver's home, are achieved through a flexible family environment, and the relationship the caregiver has with the child and his or her family.

If the map is rotated so that the "child-centred objectives" is the region at the top, a triangle can be made with the goals for the child as the top point, one corner for the in-home care environment, and the caregiver as the other corner (see page 15 [corresponds to p. 196 of this appendix] for the "Triangle Interpretation of Goals of In-Home Caregivers"). Everyday life experiences act as the link between the in-home day care environment, and the goals for the child; the relationship between the caregiver, the child, and the child's family links the caregiver to the objectives for the child. Finally, the creation of a

flexible environment links the in-home care environment to the caregiver.

One might argue, perhaps correctly, that it wasn't necessary to use a concept mapping process to arrive at the kind of figure shown in the "triangle" interpretation above. It is important to realize that the figure is only the summary of a much more detailed conceptual representation. One level below this "triangle" interpretation would show the clusters. The brainstormed statements would show up at the lowest level of this process.

What is most important to remember is that this mapping is completely the product of you, the participants; it is your statements, rating, sorting, and verification of the above categorizing and interpretation that have created the above "triangle" summary interpretation of your goals when working with the children in your care.

Please react to the above interpretation of your work below.

I would like to see the following added to the above interpretation:

I would like to reinterpret the following about the above analysis and interpretation of my statements:

I would like to confirm the following about the above interpretation:

Please answer one or both of the following two questions:

1. If you agree with the above analysis and interpretation, what is it that you think is important?

2. If you disagree with the above analysis and interpretation, why do you disagree, and what is your interpretation of the data?

CHILD-CENTRED
OBJECTIVES

CAREGIVER/
CHILD & FAMILY
RELATIONSHIP

CAREGIVER

Flexibility

Everyday Life
Experiences

IN-HOME CARE
ENVIRONMENT

"Triangle" Interpretation of Goals
of In-Home Caregivers

Appendix B - Part 2

Verification Package for Providers of Day Care in Centres

June 21, 1995

963 Long Drive
Burlington, Ont.
L7T 3K2

Dear

I hope you have had a good month. Thanks again for taking the time to come to our initial meeting. After having completed the analysis and interpretation of the data you provided, I am doing a follow up, and hoping to determine if my interpretations concur with your ideas.

In the enclosed package of information, you will find a number of tables and figures summarizing the information gathered. What I am hoping for is that in the next couple of days you will take some time to look at this information. After you have done so, I would like to talk to you on the phone to hear your comments, suggestions, and/or recommendations.

At the end of the introductory pages of this package, a section is provided for you to make any notes as you go through the package. The information on the next few pages explains the meaning of the tables and figures according to page numbers.

Should you have any questions at all about the process or resulting tables and figures, please do not hesitate to call me at any time.

I look forward to talking to you on the phone at our agreed upon time. Many thanks again for all your help!

Sincerely,

Beth Butcher
639-8007

Explanations of Figures and Tables to Follow

Pages 1 and 2 (same as Table 2 on pp. 68-69)

These two pages are the statements that you generated during our evening session. As you recall, you then rated them in terms of importance on a scale of 1 to 5, with 1 being relatively important, and 5 being extremely important. After the rating was completed, you sorted them into piles which you felt were similar.

Pages 3, 4, and 5 (same as Table 7 on pp. 101-103)

These three pages list the statements in clusters generated by the computer program used, and based on your ratings and sorts. You will notice a number between 0 and 1 found in parentheses following each statement. This is called the bridging index. The closer the number is to 1, the more likely it is that this statement is a linking idea which joins together two other statements.

The average bridging index for the cluster is found in parentheses following the entire cluster. This number is once again helpful in that it helps to determine the level of homogeneity for that particular cluster. If the number is closer to 0, this means that the cluster sits well together, and represents a clear notion or idea. The closer the number is to 1, the more likely it is that the cluster links two clusters together, and does not stand well alone.

Page 6 (same as Figure 2 on p. 75)

This page is the initial point map. Each statement is on the map, and represented by a point. Because some of the statements are found close together, and thus form a cluster, the numbers of the individual statements are very difficult to read.

Page 7 (same as Figure 14 on p. 116)

This map is a map showing the 12 cluster solution. Each cluster is represented by a large number, and the smaller numbers are the actual numbers of the original statements.

Page 8 (same as Figure 17 on p. 126)

This statement rating map shows the rating for each statement generated. Higher columns indicate statements of greater importance.

Page 9 (same as Figure 20 on p. 138)

This Cluster Rating Map illustrates the rating for each cluster. The greater the number of bands, the higher is the importance for that cluster. It is clear from this map that clusters 1, 2, 3, 4, and 12 were ranked by you as having the greatest importance of the 12 clusters.

Page 10 (same as Figure 23 on p. 144)

This map shows the cluster map on page 7 of this package, but with labels. You can now refer back to the list of statements by cluster showing bridging values on pages 3, 4, and 5. It was felt that these labels generally described each of the clusters listed on these pages.

Page 11 (same as Figure 23 on p. 144 without cluster
         numbers)

This is the same map as the one found on page 10, only the cluster numbers have been removed because the clusters have now been named. This helps to make the map more legible.

Page 12 (same as Figure 27 on p. 152)

This is the labeled cluster map, with the cluster names in upper and lower case letters. The words in all upper case letters represent what seemed to be the general areas or regions of the map.

Interpretation of the Final Map (p. 12)

It is important to refer to the cluster rating map on page 9 to help us interpret the final map on page 12. The clusters in the west of the map, or the part of the map showing physical goals of day care centre providers, are rated lower with ratings of 3, 1, 3, and 3 for clusters 5, 6, 7, and 8 respectively. As we move across the map to the east, clusters increase in importance as the goals tend to be focused more on the socio-emotional development of the child.

If we turn our attention now to the final labeled cluster map for centre care, and think about your original focus, the goals or values when working with children in your care, the five regions shown in all uppercase letters, namely the child's "self", or the child as a person, socio-

emotional, other people, family, physical and cognitive, all seem to make sense. The five regions represent five major topical areas of importance when discussing the effects of day care on preschoolers as presented in the review of the literature. Furthermore, the twelve clusters represent the major topical divisions of interest in day cares.

There are some interesting cluster placements which may imply some insights about how the goals of providers of centre day care are linked. For instance, the map clearly implies that an understanding of the family situation of the child, on the part of the caregiver, is a link between the child's physical self, and the child's interaction with others. Cluster 3, "Independent Tasks", is also a major link between the child's physical self, and his or her cognitive confidence. Cluster 2, "Emotional Confidence" is yet another bridging cluster, linking the child's inner self to his or her interaction with others.

It is apparent that the goals related to the child's "softer" side, or socio-emotional development, are located to the right of the map, while the "harder" or more physical side of the child is represented to the left of the map. In the middle, there are means of reaching these goals, through cognitive development, and an understanding of the family.

Finally, an attempt can be made as to what the directions on the map mean. The east-west dimension seems to move from more internal goals with the child, to external ones; from issues related to the child's socio-emotional development to his or her physical development. The north-south dimension seems to move from the intellectual development of the child to his or her interaction with others.

If the map is rotated so that the goals related to the child's "self" are located at the top, a triangle can be made with the child as the top point, one corner for physical goals with the child, and the child as related to others as the other corner (see page 13 [corresponds to p. 203 of this appendix] for the "Triangle Interpretation of Goals for Providers of Day Care in Centres"). Cognitive goals act as the link between the physical self and the inner self, and socio-emotional goals act as the link between the child's inner self and other people. The ultimate goal of developing the child as a person stands at the top of the triangle and can be achieved through the development of the child's physical side, and his or her ability to interact with others.

One might argue, perhaps correctly, that it wasn't necessary to use a concept mapping process to arrive at the kind of figure shown in the "triangle" interpretation above. It is important to realize that the figure is only the

summary of a much more detailed conceptual representation. One level below this "triangle" interpretation would show the clusters. The brainstormed statements would show up at the lowest level of this process.

What is most important to remember is that this mapping is completely the product of you, the participants; it is your statements, rating, sorting, and verification of the above categorizing and interpretation that have created the above "triangle" summary interpretation of your goals when working with the children in your care.

Please react to the above interpretation of your work below.

I would like to see the following added to the above interpretation:

I would like to reinterpret the following about the above analysis and interpretation of my statements:

I would like to confirm the following about the above interpretation:

Please answer one or both of the following two questions:

1. If you agree with the above analysis and interpretation, what is it that you think is important?

2. If you disagree with the above analysis and interpretation, why do you disagree, and what is your interpretation of the data?

CHILD/ INNER SELF

OTHER PEOPLE

PHYSICAL

Socio-Emotional

Family

Cognitive

"Triangle" Interpretation of Goals of Providers of Day Care in Centres

Appendix B -Part 3

Verification Package for Kindergarten Teachers

June 21, 1995

963 Long Drive
Burlington, Ont.
L7T 3K2

Dear

I hope you have had a good month. Thanks again for taking the time to come to our initial meeting. After having completed the analysis and interpretation of the data you provided, I am doing a follow up, and hoping to determine if my interpretations concur with your ideas.

In the enclosed package of information, you will find a number of tables and figures summarizing the information gathered. What I am hoping for is that in the next couple of days you will take some time to look at this information. After you have done so, I would like to talk to you on the phone to hear your comments, suggestions, and/or recommendations.

At the end of the introductory pages of this package, a section is provided for you to make any notes as you go through the package. The information on the next few pages explains the meaning of the tables and figures according to page numbers.

Should you have any questions at all about the process or resulting tables and figures, please do not hesitate to call me at any time.

I look forward to talking to you on the phone at our agreed upon time. Many thanks again for all your help!

Sincerely,

Beth Butcher
639-8007

Explanations of Figures and Tables to Follow

Pages 1 and 2 (same as Table 3 on pp. 70-71)

These two pages are the statements that you generated during our evening session. As you recall, you then rated them in terms of meaningfulness on a scale of 1 to 5, with 1 being relatively meaningful, and 5 being extremely meaningful. After the rating was completed, you sorted them into piles which you felt were similar.

Pages 3, 4, and 5 (same as Table 9 on pp. 111-113)

These three pages list the statements in clusters generated by the computer program used, and based on your ratings and sorts. You will notice a number between 0 and 1 found in parentheses following each statement. This is called the bridging index. The closer the number is to 1, the more likely it is that this statement is a linking idea which joins together two other statements.

The average bridging index for the cluster is found in parentheses following the entire cluster. This number is once again helpful in that it helps to determine the level of homogeneity for that particular cluster. If the number is closer to 0, this means that the cluster sits well together, and represents a clear notion or idea. The closer the number is to 1, the more likely it is that the cluster links two clusters together, and does not stand well alone.

Page 6 (same as Figure 3 on p. 77)

This page is the initial point map. Each statement is on the map, and represented by a point. Because some of the statements are found close together, and thus form a cluster, the numbers of the individual statements are very difficult to read.

Page 7 (same as Figure 15 on p. 117)

This map is a map showing the 11 cluster solution. Each cluster is represented by a large number, and the smaller numbers are the actual numbers of the original statements.

Page 8 (same as Figure 18 on p. 131)

This statement rating map shows the rating for each
statement generated. Higher columns indicate statements of
greater importance.
Page 9 (same as Figure 21 on p. 140)

This Cluster Rating Map illustrates the rating for each
cluster. The greater the number of bands, the greater the
meaning is the for that cluster. It is clear from this map
that clusters 2, 4, 6, and 7 were ranked by you as having
the greatest importance of the 11 clusters.

Page 10 (same as Figure 23 on p. 144)

This map shows the cluster map on page 7 of this
package, but with labels. You can now refer back to the
list of statements by cluster showing bridging values on
pages 3, 4, and 5. It was felt that these labels generally
described each of the clusters listed on these pages.

Page 11 (same as Figure 23 on p. 144 but without cluster
        numbers)

This is the same map as the one found on page 10, only
the cluster numbers have been removed because the clusters
have now been named. This helps to make the map more
legible.

Page 12 (same as Figure 29 on p. 156)

This is the labeled cluster map, with the cluster names
in upper and lower case letters. The words in all upper
case letters represent what seemed to be the general areas
or regions of the map.

Interpretation of the Final Map (p. 12)

It is important to refer to the cluster rating map on
page 9 to help us interpret the final map on page 12. The
clusters in the west of the map, or the part of the map
representing the parental work situation, and institutional
factors, are rated higher with ratings each of 4. As we
move across the map to the east, clusters decrease in terms
of their level of meaningfulness until the far east clusters
are reached where clusters 6 and 7, perceptions/attitudes,
and behaviour increase in meaningfulness, and each have
ratings of 4.

We now turn our attention now to the final labeled cluster map for kindergarten teachers, and think about your original focus, namely the differences, if any, that you notice between children who have come from preschool centre care as compared to those who come from in-home care. There are five regions shown in all uppercase letters, namely the working parents and external factors, the institutional influence, the physical differences, social behaviour, and the formal school perceptions of the children, that all seem to make sense. Two of the five regions represent two major topical areas of importance when discussing the effects of day care on preschoolers as presented in the review of the literature: the working situation of the parents, and the social behaviour of children. Furthermore, the eleven clusters represent two other major topical divisions of interest in day cares: the cognitive, and socio-emotional development of the child.

Because there have been no studies considering the long term effects of day care at the kindergarten level, it should be remembered that we are treading on new ground here. This undoubtedly explains the region to the south-east of the map entitled "formal school perceptions", and the one to the south-west of the map labeled, "institutional influence".

There are some interesting cluster placements which may imply some insights into how the differences noted in kindergarten children who have come from either preschool centre care or in-home care are linked. For instance, the map clearly implies that both the differences physically, and in the social behaviour of kindergarten children from the two types of day care are links between the parental work situation, and the perceptions of the children towards formal schooling. Cluster 3, "cognitive" differences seen in the kindergarten children, is also a link between the institutional influence of the type of care received, and the perceptions, and attitudes held by the children about formal schooling.

It appears that the day care choice, combined with the parental work situation and other external factors to the type of day care, such as those listed in cluster 11, have an effect on the perceptions that children hold, and their attitude at the kindergarten level (cluster 6), and their social behaviour (clusters 5 and 7). Because clusters 2, 4, 6, and 7 were rated the highest in terms of meaningfulness, and because of their location at the far west, and far east of the map, it seems that these four clusters constitute the framework within which other more minor differences seen in the children at the kindergarten level can fall. These less meaningful differences can be categorized as physical, in cluster 1, and cognitive in cluster 3. The ratings of clusters 1 and 3 were 1 and 2 respectively.

Finally, an attempt can be made as to what the directions on the map mean. The east-west dimension seems to move from more internal differences seen in the children from the two types of day care under consideration to what could be categorized as the perceived reasons for these differences. The north-south dimension seems to move from the physical to the intellectual differences noted in the development of children from in-home day care, and those from centre care.

If the map is rotated so that the region entitled "formal school perceptions" is at the top, a triangle can be made with the attitudes and perceptions about formal schooling as the top point, one corner for the region, "institutional influence", and the "working parents and external factors" as the other corner (see page 13 [corresponds to p. 211 of this appendix] for the "Triangle Interpretation of Differences Perceived in Children at the Kindergarten Level From Two Types of Day Care"). Cognitive differences act as a link between the institutional factors, and the attitudes toward formal school; physical differences in the children, combined with the child's social behaviour are links between the parental work situation, and external factors, and the child's attitude and perceptions about formal school.

One might argue, perhaps correctly, that it wasn't necessary to use a concept mapping process to arrive at the kind of figure shown in the "triangle" interpretation above. It is important to realize that the figure is only the summary of a much more detailed conceptual representation. One level below this "triangle" interpretation would show the clusters. The brainstormed statements would show up at the lowest level of this process.

What is most important to remember is that this mapping is completely the product of you, the participants; it is your statements, rating, sorting, and verification of the above categorizing and interpretation that have created the above "triangle" summary interpretation of the differences you have noted between children at the kindergarten level who have come from preschool day care in centres or in-home care.

Please react to the above interpretation of your work below.

I would like to see the following added to the above interpretation:

I would like to reinterpret the following about the above analysis and interpretation of my statements:

I would like to confirm the following about the above interpretation:

Please answer one or both of the following two questions:

1. If you agree with the above analysis and interpretation, what is it that you think is important?

2. If you disagree with the above analysis and interpretation, why do you disagree, and what is your interpretation of the data?

Attitude in Kindergarten
(Social Behaviour)

Physical

External
Factors

Parental
Work
Situation

Institutional
Influence
(Type of Day Care)

Cognitive

"Triangle" Interpretation of Differences Perceived
in Children at the Kindergarten Level
From Two Types of Nonmaternal Day Care

Appendix C - Part 1

Evening Schedule for In-Home Day Care Providers

May 16, 1995

IN-HOME DAY CARE PROVIDERS

Evening Schedule

Step 1: Brainstorming

Generate statements (short phrases or words) which describe **specific goals or values** that you work on with the children in your care.

--Coffee Break--

Step 2: Sorting

Sort similar statements in the same pile.

Step 3: Rating

Rate each statement on a scale from 1 to 5, as per the following:

    1 = relatively unimportant
    2 = somewhat important
    3 = moderately important
    4 = very important
    5 = extremely important

Step 4: Record the Sorting Information

a) Write a short label for each of the piles of statements.

b) Record the sorting information on the back of the rating sheet.

Appendix C - Part 2

Evening Schedule for Providers of Day Care in Centres

May 09, 1995

PROVIDERS OF DAY CARE IN CENTERS

Evening Schedule

Step 1: **Brainstorming**

Generate statements (short phrases or words) which describe **specific goals or values** that you work on with the children in your care.

--Coffee Break--

Step 2: **Sorting**

Sort similar statements in the same pile.

Step 3: **Rating**

Rate each statement on a scale from 1 to 5, as per the following:

     1 = relatively important
     2 = somewhat important
     3 = moderately important
     4 = very important
     5 = extremely important

Step 4: **Record the Sorting Information**

a) Write a short label for each of the piles of statements.

b) Record the sorting information on the back of the rating sheet.

Appendix C - Part 3

Evening Schedule for Kindergarten Teachers

May 11, 1995

KINDERGARTEN TEACHERS

Evening Schedule

Step 1: **Brainstorming**

Generate statements (short phrases or words) which describe the characteristics or differences of children coming from preschool day care centres as compared to those who come from in-home day care.

--Coffee Break--

Step 2: **Sorting**

Sort similar statements in the same pile.

Step 3: **Rating**

Rate each statement on a scale from 1 to 5, as per the following:

> 1 = relatively meaningful
> 2 = somewhat meaningful
> 3 = moderately meaningful
> 4 = very meaningful
> 5 = extremely meaningful

Step 4: **Record the Sorting Information**

a)   Write a short label for each of the piles of statements.

b)   Record the sorting information on the back of the rating sheet.

Appendix D - Part 1

Sample Sorting Labels for In-Home Caregivers

----

cooperation   (1)   respect (2)

----

to provide a safe environment (3) to provide a loving environment
                                                (4)

----

to provide an educational   to help provide the children with
   environment (5)   emotional security (6)

----

to provide them with some value   to have fun (8)
   of nutrition (7)

----

to enjoy humour (9)   to provide more one-on-one; a
                                         family environment (10)

        (continues in same format for statements 11-93)

Appendix D - Part 2

Sample Sorting Labels for Providers of Day Care in Centres

---

to think for themselves (1)   to recognize their own behaviour
                                 (2)

---

to do their own problem solving age appropriate independence (4)
  (3)

---

to try things on their own (5)   overcome fears of learning (6)

---

to create a safe/invulnerable   cooperation with peers and adults
  environment (7)   (8)

---

an awareness of others (9)   sharing (10)

(continues in same format for statements 11-51)

Appendix D- Part 3

<u>Sample Sorting Labels for Kindergarten Teachers</u>

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day care centres: need food
   before 10:00 a.m. (1)

day care kids tired in afternoon
   (2)

---

some day care kids have less
   stamina (i.e., phys. ed.) (3)

messy cubby holes for kids in day
   care (4)

---

kids in day care centres carry
   many extras (5)

day care center kids come from
   vehicles provided by day care
   (i.e., they don't necessarily
   have the chance to walk together
   to school) (6)

---

some day care children are
   chronically late, and therefore
   disrupt the class (7)

day care children have to accept
   more responsibility than the
   other kids   (8)

---

day care children have to fend
   for themselves more than others
   (i.e., they are forced to) (9)

day care children need more
   direction (10)

         (continues in same format for statements 11-58)

Appendix E - Part 1

Sample Rating Sheet for In-Home Caregivers

1) _____ cooperation
2) _____ respect
3) _____ to provide a safe environment
4) _____ to provide a loving environment
5) _____ to provide an educational environment
6) _____ to help provide the children with emotional
       security
7) _____ to provide them with some value of nutrition
8) _____ to have fun
9) _____ to enjoy humour
10) _____ to provide more one-on-one; a family environment
11) _____ in-home day care is a more flexible or
       unregimented environment as compared to centre care
12) _____ to provide a spontaneous environment
13) _____ to give children self-respect
14) _____ to teach children to have respect for property
15) _____ to help children build self-esteem or
       self-confidence
16) _____ fostering independence
17) _____ comraderie; companionship; friendship amongst
       children in the in-home day care
18) _____ sharing
19) _____ caring
20) _____ life skills are more visual or natural than in a
       day care centre environment
21) _____ doing daily chores is more common than in a day
       care centre
22) _____ to provide more of a family environment than a
       scholastic one
23) _____ to teach patience amongst the other children
24) _____ to teach patience with the caregivers
25) _____ safety
26) _____ to distinguish between needs and wants
27) _____ to provide a home away from home
28) _____ to establish a strong emotional attachment to
       caregiver
29) _____ to provide physical stability
30) _____ to provide emotional stability
31) _____ to provide warm emotional surroundings
32) _____ to provide mental stability
33) _____ to provide a realistic teaching approach of
       everyday life
34) _____ to keep a balance between the children who live
       in the in-home day care provider's home and those
       who are coming in for care

(continues in same format for remaining statements)

Appendix E - Part 2

Sample Rating Sheet for Providers of Day Care in Centres

1) _____ to think for themselves
2) _____ to recognize their own behaviour
3) _____ to do their own problem solving
4) _____ age appropriate independence
5) _____ to try things on their own
6) _____ overcome fears of learning
7) _____ to create a safe/invulnerable environment
8) _____ cooperation with peers and adults
9) _____ an awareness of others
10) _____ sharing
11) _____ language skills that are socially acceptable
12) _____ body awareness
13) _____ to dress themselves
14) _____ to eat with acceptable manners at the table
15) _____ consideration of others at all times of day
            (i.e., washroom/nap time)
16) _____ respect of other children's space
17) _____ teaching all children to respect other
            children's feelings
18) _____ teaching older preschoolers to respect adults'
            space
19) _____ teaching them that they do hurt other people's
            feelings by what they say and do
20) _____ talking through emotionally harmful situations
21) _____ teaching them to fit into everyone's world
22) _____ teach to recognize and deal with their emotions,
            both positive and negative
23) _____ faciltating/guiding children through group
            dynamics
24) _____ understanding the family context
25) _____ to earn their trust
26) _____ teaching them to appreciate differences in others
27) _____ social acceptance of varying cultures
28) _____ teaching them that other people's values are
            different
29) _____ individuality: teaching them that it's okay to
            be different
30) _____ awareness of body movement
31) _____ awareness of rhythm
32) _____ awareness of different types of music
33) _____ to teach them to think for themselves
34) _____ to build their self-esteem
35) _____ to make them comfortable with themselves
36) _____ to potty train
37) _____ to put on their coat
38) _____ walking
39) _____ talking

(continues in same format for remaining statements)

Appendix E - Part 3

Sample Rating Sheet for Kindergarten Teachers

1) _____ day care centres: need food before 10:00 a.m.
2) _____ day care kids tired in afternoon
3) _____ some day care kids have less stamina (i.e., phys. ed.)
4) _____ messy cubby holes for kids in day care
5) _____ kids in day care centres carry many extras
6) _____ day care center kids come from vehicles provided by day care (i.e., they don't necessarily have the chance to walk together to school)
7) _____ some day care children are chronically late, and therefore disrupt the class
8) _____ day care children have to accept more responsibility than the other kids
9) _____ day care children have to fend for themselves more than others (i.e., they are forced to)
10) _____ day care children need more direction
11) _____ day care children have an opportunity to socialize while waiting for bus
12) _____ day care children have an opportunity to experience older friendships through children in the school
13) _____ children in day care could be more aggressive
14) _____ children in day care tend to seek more attention
15) _____ children in day care centers tend to be more contrary
16) _____ children in day care tend to stick together (i.e., family grouping in the class)
17) _____ children in day care tend to stand up for one another
18) _____ children in day care centers tend to take care of one another
19) _____ day care children are more poorly behaved at circle time
20) _____ day care children tend to blurt out
21) _____ children in day care have a hard time sitting
22) _____ children in day care have a hard time listening
23) _____ children from in-home care tend to be more willing to cooperate
24) _____ children in day care choose to be less involved in the program because of similar experiences in day care
25) _____ children in in-home care tend to be more excited in school in general because of the new environment
26) _____ children in day care centers tend to look at the elementary school as the "real" or "big" school

(continues in same format for remaining statements)

Appendix F

Sorting Letter to In-Home Day Care Participants

May 24, 1995

Dear

I hope you have had a good week. You will find enclosed the sorting cards made up from the statements we generated last Tuesday on the goals or values that you work on with the children in your care, along with the rating sheet that you clompleted.

Please read through the set of cards and sort them into piles **in a way that makes sense to you**. You are to place **similar** statements together into the same pile. Please note that you are grouping for **similarity**, not prioritizing. You may have as many piles as you wish except that you can't have only one pile. If you believe that a statement is unrelated to all of the others, you can place it alone in its own pile. There are no wrong or right groupings. You may find that you could pile the statements in several ways; you are to choose the way which seems best to you.

You will notice that the statements may be worded a bit differently than those on the original rating sheet. This has been done so as to make them more specific because a week has gone by, and they are now somewhat out of the context of our original meeting. If you disagree with the way I have tried to clarilfy them, please contact me to verify their meaning.

If you feel that you should wish to change any of your ratings, do so in a different coloured pen. I would like you to take particular note of **statement 59**. This was somewhat unclear, and now reads "potential of future boredom in school due to one-on-one contact of in-home care". Please recall our rating scale as being 1= relatively unimportant; 2 = somewhat important; 3 = moderately important; 4 = very important; and, 5 = extremely important, when reconsidering this statement.

When you have completed grouping the statements, please record the sorting information on the back of the rating sheet. You are to write a short label for each of the piles of statements. Beside the label please record the actual statement number (i.e. 35, 12, etc.) of each of the statements in that pile.

If you should have any questions, please contact me at 639-8007. I will pick up your information when you are done, preferably by or on the week-end.
Many thanks again for your help!