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thesis entitled  
INSTRUMENTAL COMPETENCIES AND  
BEHAVIORAL STRATEGIES IN DUAL-EARNER  
FAMILIES AND FAMILY DAY CARE HOMES  
presented by  
BETTY LOU ABEDOR

has been accepted towards fulfillment  
of the requirements for

Ph.D. \_\_\_\_\_ degree in Family Ecology

Eileen M. Earhart

Major professor

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INSTRUMENTAL COMPETENCIES AND  
BEHAVIORAL STRATEGIES IN DUAL-EARNER  
FAMILIES AND FAMILY DAY CARE HOMES

by

Betty Lou Abedor

A DISSERTATION

Submitted to  
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for the degree of

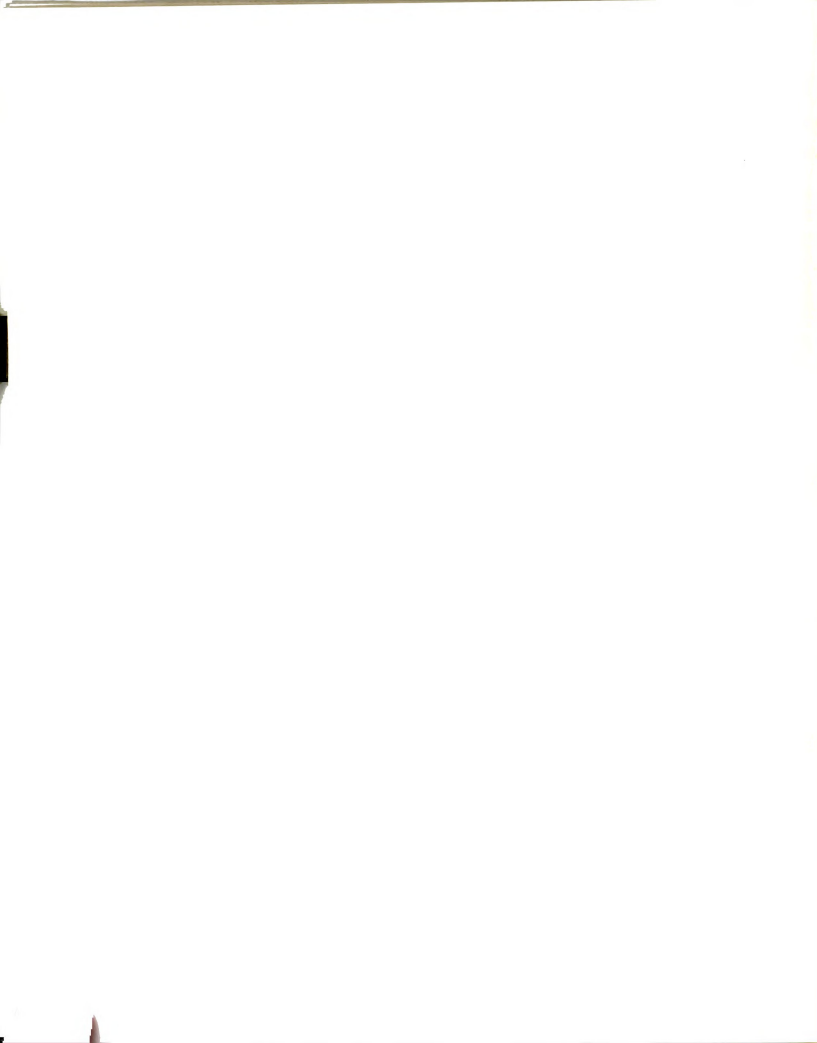
DOCTOR OF PHILOSOPHY

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## ABSTRACT

### INSTRUMENTAL COMPETENCIES AND BEHAVIORAL STRATEGIES IN DUAL-EARNER FAMILIES AND FAMILY DAY CARE HOMES

By

Betty Lou Abedor

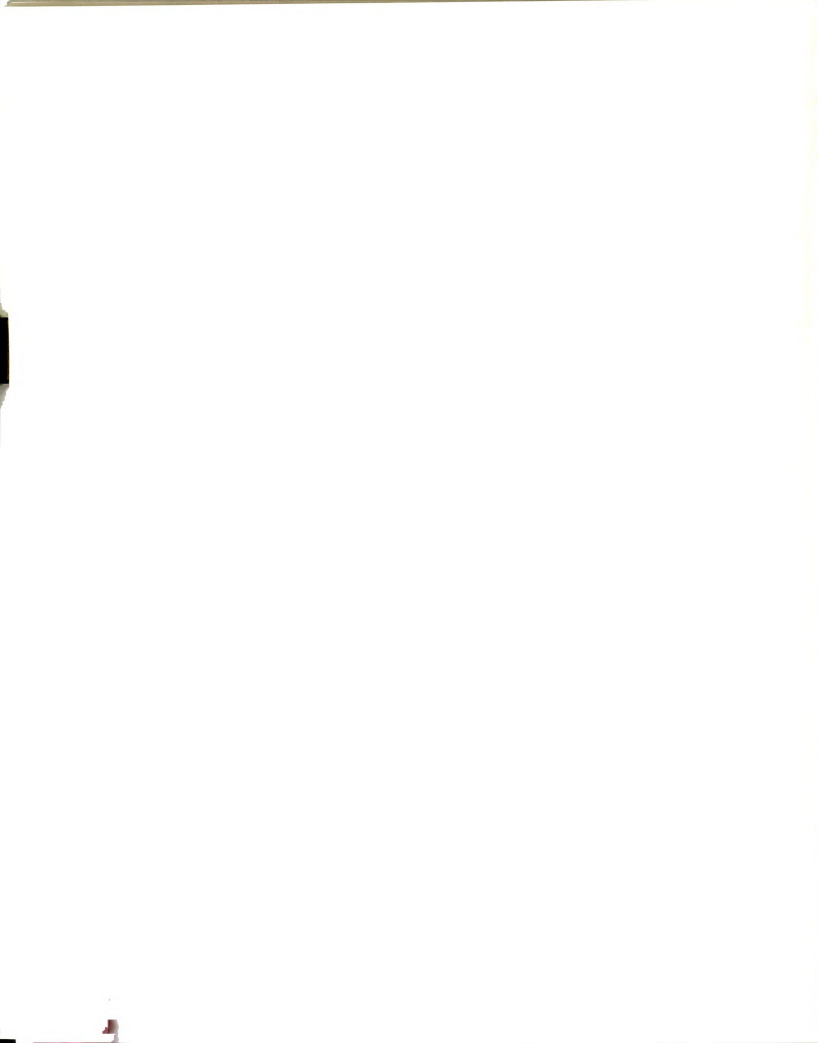
This ex post facto study was designed to investigate competencies valued and behavioral strategies used by adults in two family settings, the dual-earner and family day care home. Variables of interest were ten instrumental competencies and their corresponding ten behavioral strategies. They were defined as: good manners, tries hard to succeed, honest, neat and clean, self-control, acts like a boy/girl should, gets along with other children, obeys parents well, considerate, and interested in how and why things happen.

The degree to which adults in the two settings valued ten instrumental competencies was measured using a revised version of Kohn's Index of Parental Values. Adults' use of ten behavioral strategies to instill competencies was measured using an instrument designed for the study, the Parent Behavioral Strategies Scale. To further compare settings, demographic data were obtained using the Family Characteristics Interview.

Twenty-five pairs of dual-earner parents who had a child in family day care were matched with pairs of family day care providers and spouses using specified criteria. Data were collected from a total of 87 adults during home interviews.

Statistically significant differences were found on both instrumental competencies valued and behavioral strategies used by adults both within and across the dual-earner and family day care settings





with males and then dual-earner parents differing the most. Four groups of adults consistently differed with respect to four instrumental competencies and their corresponding strategies. The four groups of adults were: (1) dual-earner males and females; (2) family day care males and females; (3) females across settings; and (4) males across settings. The four competencies and corresponding strategies on which these adults differed were: (1) tries hard to succeed; (2) honest; (3) gets along with other children; and (4) obeys parents well.

No statistically significant relationships were found between sets of instrumental competencies and behavioral strategies. There were, however, a number of low, positive, and statistically significant correlations found between corresponding pairs of competencies and strategies such as: (1) tries hard to succeed; (2) interested in how and why things happen; (3) neat and clean; and (4) acts like a boy/girl should.

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## CHAPTER I

### THE PROBLEM

#### BACKGROUND OF THE PROBLEM

An individual's human resources have been broadly defined as all of one's abilities, skills, knowledge and physical attributes which are needed to complete specific tasks (Liston, 1975). These skills, knowledge and abilities are referred to as competencies. Through normal maturation, incidental learning, and formal learning, individuals develop competencies which they need to fulfill roles in society (Liston, 1975). Development of these competencies continues throughout the life cycle in many settings, e.g., within the family household, in day care settings, schools, organizational meetings, recreation centers, and in the workplace (Bawden, 1975).

Historically the family household has been the setting for both parental as well as children's competency development as parents worked in or near the family home, and children were either educated at home or in informal or formal community schools (Braun and Edwards, 1972). Although compulsory school attendance has resulted in the school's assuming a greater role in developing competencies, it is the family and more specifically the parents who assume the primary responsibility for teaching values, attitudes, and skills which the child needs to function within the society, particularly in the early years of an individual's life (Bawden, 1975). As family members interact on a daily basis, both incidental and formal learning of competencies occurs as household and individual tasks are performed. Boulding (1978) supported this position





stating that it is the household which has had continued success over centuries because of its perspective of caring for its members.

However, the household's role as a developer of human competencies may be undermined by rapid changes occurring in society. One of these changes is the greater number of women entering the labor force. Despite recent increases in unemployment rates, women are currently entering the labor force in record numbers, and the prediction for the 1980's is that they will continue to do so if the general trend towards economic growth continues (Smith, 1979). In March, 1978, for example, there were 41 million women in the labor force. Almost 40% of the mothers of children under three are currently working. Furthermore, it appears that young women in their twenties are no longer willing to leave the labor force to rear children (Kamerman, 1980).

If both parents are working, the question arises as to who is caring for and nurturing the children. If a mother assumes two roles, that of out-of-home worker and mother, and if the father continues the traditional role of full time out-of home worker, there is little time for natural parents to develop the essential human competencies in children. As Bane, Lein, O'Donnel, Stueve, and Wells (1979) indicated, parents using out-of-home care report that family schedules are such that children spend relatively little time with their parents and the time they do spend comes at the end of a long active day when both children and parents are tired. Although parents often try to make up for this lost time on weekends, holidays, and evenings by spending quality time with their children, many opportunities for both incidental and formal learning are



lost or delegated to a substitute caregiver.

The mode of substitute child care that parents choose for their children during their work hours determines the type of substitute caretaker who will provide development of children's competencies. Child care may take the form of in-home or out-of-home care. In-home care is performed by a relative or non-relative who comes into the family home. Out-of-home care may be group care in a subsidized or non-subsidized day care center, nursery school, public or private kindergarten, public or private elementary school, or a family day care home in which the substitute caregiver is a teacher or other non-relative. Out-of-home care may also be provided by a relative in their own home or by a close friend or neighbor who will accept one or two children in exchange for services by the natural parent (Bane, et. al., 1979; Moore and Hofferth, 1979). Generally, upper middle income parents or professionals prefer individual full-time in-home care or some type of group care or a combination of the two (Kamerman, 1980; Moore and Hofferth, 1979). Lower middle income dual-earner parents generally prefer sharing child care in their own home by working staggered hours or part-time rather than using out-of-home care (Bane, et. al., 1979).

However, many professional and working class parents each work full time and must have their children in some form of out-of-home care for some part of the day. Most of the children of working parents from three to five years old are in organized and formal day care centers, or family day care homes (Kamerman, 1980). Many working parents put together a "package" of several varieties of child care which include both in-home

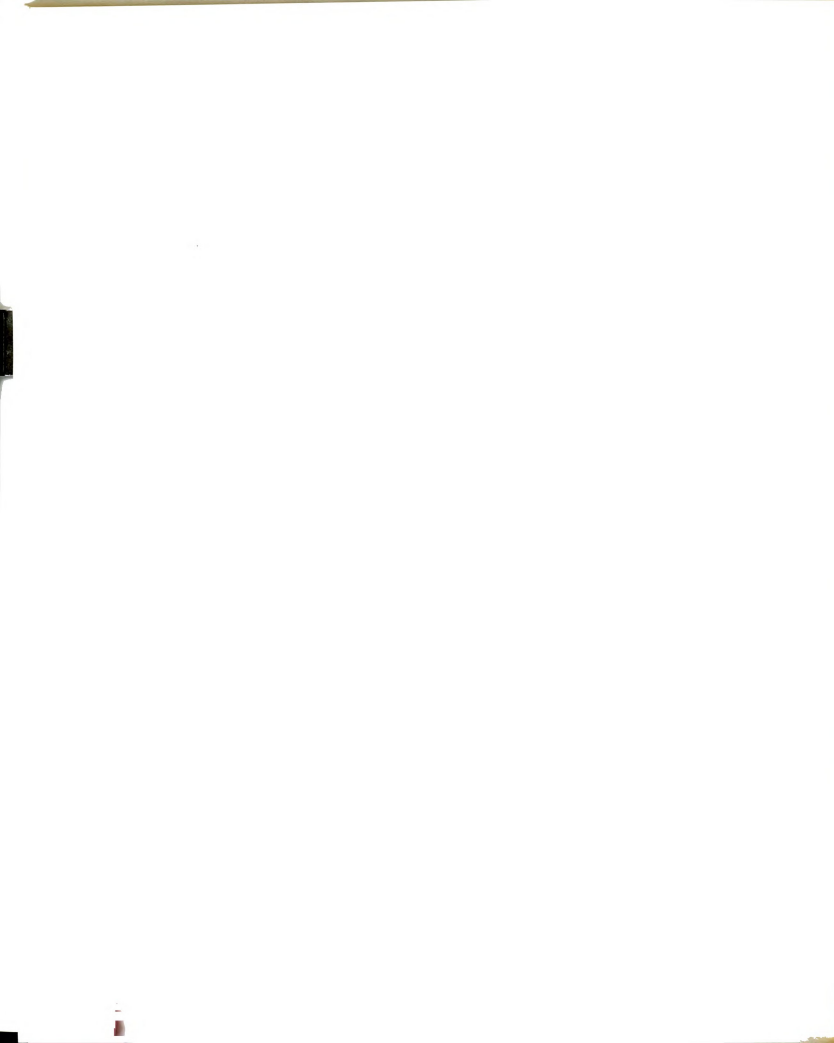


and out-of-home care to cover all the working hours (Kamerman, 1980; Moore and Hofferth, 1979). However, the two main kinds of day care reportedly being used by both professional and working class parents who work full time is group day care and more specifically preschools and family day care homes (Kamerman, 1980; Moore and Hofferth, 1979).

Therefore there are at least two settings, e.g., a child's family home and child care centers or family day care homes in which competencies are developed. Although a great deal is known about formal group care and what constitutes quality care in these settings, there is a paucity of information regarding family day care homes. As Moore and Hofferth (1979) indicated, very little is known about how many or who these substitute caregivers are, what their motivations are, how profitable child care is, or the type of care that is being provided. In fact, a complaint of working mothers is that they cannot find a family day care provider because these caregivers are located by word of mouth only (Kamerman, 1980; Moore and Hofferth, 1979).

#### Statement of the Problem

There is little presently known about the characteristics of substitute caregivers and the values, abilities, skills and knowledge they impart to children in their care. Although parents have voiced concern about the inconsistency of care and discipline their children experience as a result of being cared for in out-of-home settings (Bane et. al., 1979), there has been little or no research to compare settings on the variables of competencies valued and behavioral strategies used by adults in these setting to instill these competencies.



### Importance of This Study

In this research, adults in the dual-earner family setting were compared with adults in the family day care home setting to ascertain what competencies were valued and what behavioral strategies adults perceived they used to instill competencies in children. This study is important in that as young children move from one family setting to another and from one caregiver to another during the course of a day, they are subjected to possible inconsistent care, discipline, values, and modes of interaction. By identifying these inconsistencies, if any, it may be possible to reduce them and thereby provide a more consistent environment for young children. Furthermore, both natural parents and family day care providers may benefit from this information, since it may make them aware of interpersonal and child management skills which they could develop.

The findings of this study provide additional information about working families such that social policy makers, corporate management, and labor unions could make better decisions regarding benefits provided for workers. Moreover, economists have recently become interested in the investment of human resources as well as in material capital in that decisions made in the family affect the economic system just as decisions made in the household do, e.g., fertility, savings, consumption, labor force participation, providing child care in the home for pay, (Shultz, 1974). Thus the findings of this study may also be of interest to economists who are concerned about household production and how it adds to a family's income.

#### PURPOSE

The purpose of this study was to compare adult males and females in two family settings: the dual-earner family and the family day care home. Settings were matched using a three to five-year-old child of the dual-earner family who received substitute care in the family day care home. Dimensions of interest were: (1) instrumental competencies adults valued in children; (2) behavioral strategies they perceived they used to instill instrumental competencies in children; and (3) relationships between instrumental competencies valued and behavioral strategies used.

#### THEORETIC FRAMEWORK

A management framework was used as the basis for this study of human resource development in the family. This framework provided the means for studying the managerial subsystem within the family organization. Deacon and Firebaugh (1981) have defined management as planning the use of resources and then implementing the plans to meet demands. During these processes, family members make decisions regarding standards they set, the sequence of actions they take, facilitators they choose to implement plans, and then the actual implementation of the plans which involves checking, adjusting, and facilitating. Demands were defined by Deacon and Firebaugh as goals or events that may originate from within or outside the family which require action. Sources of demands that were of particular interest in this study included socio-cultural expectations, e.g., behavioral norms such as the age at which children begin their formal education, parental roles in caring for and educating children, use of parent surrogates and their



roles, and children's obedience to parents. Society expects parents or parent surrogates to instill competencies in children. However, in order for adults to inculcate competencies in children, they must possess certain human resources themselves. Thus human resources become the means for meeting the above demands. The instrumental competencies that parents value and instill in children become human resources children use to meet demands placed on them by society. Instrumental competencies become ends as well as means. To summarize, the family may formulate goals, identify and choose among resources, implement actions, recognize facilitating conditions, and evaluate the total process for future actions (Deacon and Firebaugh, 1981). Thus the process that families may use as they determine which competencies are important to them and which behaviors they will use to inculcate those competencies valued is similar to that described in the management framework.

#### DEFINITION OF TERMS

Dual-earner family. This term referred to a family in which both adults hold paid jobs (Rapoport and Rapoport, 1978).

Family day care home. This term referred to out of home care which may be of two different types according to Cohen and Brandegge (1974). One type is family day care in which one caregiver provides care for children from more than one family. In this type of family day care, the number of children, including the caregiver's, is limited to six, and there are few alterations made to the home. The second type is family group day care which involves more than one caregiver and seven to twelve children. The limit on the number of children includes the caregiver's children, and there are usually alterations made to the home ,i.e., additional rooms, exits.



Natural parents. Natural parents was defined as the biological, adopted or step parents of children as opposed to caregivers or providers of care who are substitute parents.

Perceived behavioral strategies. Perceived behavioral strategies was defined as the manner in which parents or caregivers think they act or behave with children in a given situation.

Instrumental competencies. Instrumental competencies were defined as individual behaviors, such as self-control, honesty, obedience, using etiquette, acting in a socially acceptable way or getting along well with other children. Instrumental competencies are considered useful in achieving some desirable end or goal (Kohn, 1977; Baumrind, 1970). Ten instrumental competencies were of interest in this study and are defined below. For each instrumental competency both a conceptual and operational definition was developed. Each of the operational definitions below refers to items on a specific instrument developed for the present study.

Competency 1: To be Honest

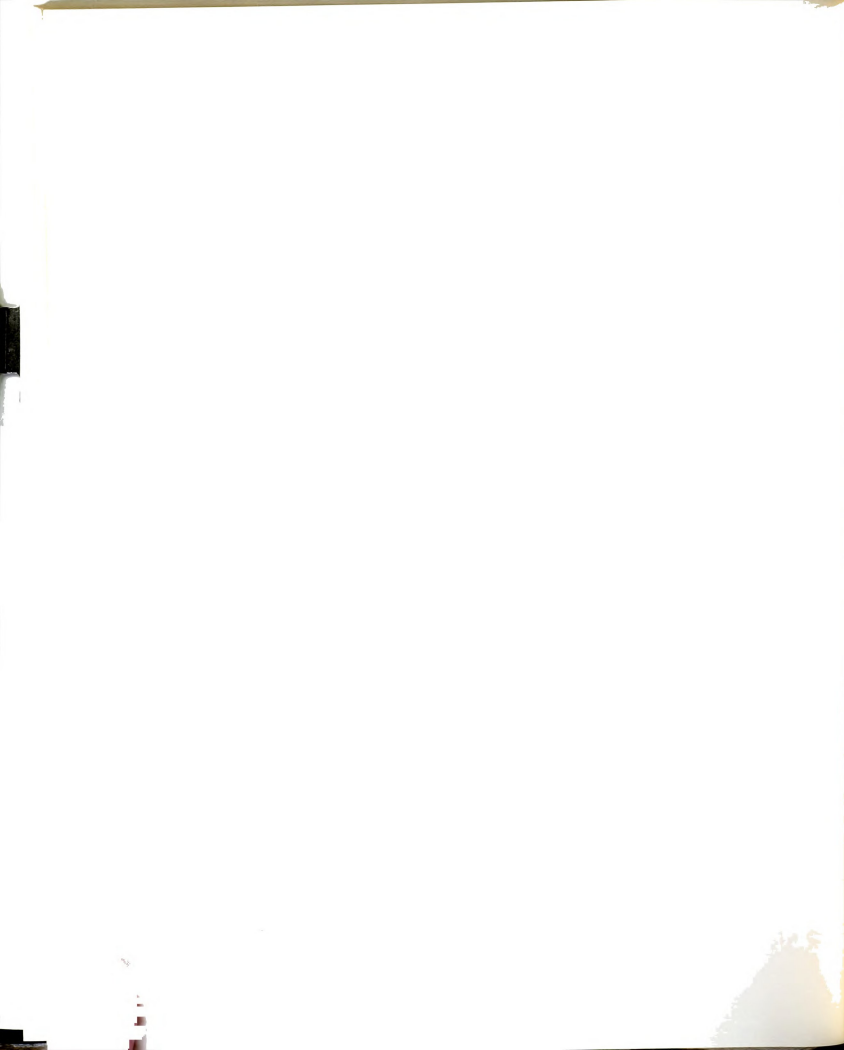
Conceptual Definition: Honesty was defined as being truthful or trustworthy as opposed to lying, cheating, or stealing.

Operational Definition: Being honest was operationally defined by five items measuring the following behaviors:

- (a) Telling the truth
- (b) Restraining oneself from taking and keeping another's belongings.

Competency 2: To be Neat and Clean

Conceptual Definition: Neat and clean was defined conceptually as orderly or tidy in appearance.



Operational Definition: Neat and clean was operationally defined by five items measuring the following behaviors:

- (a) Keeping one's body free from dirt or germs by means of grooming, e.g., washing, cutting nails, combing hair
- (b) Keeping one's clothing free from dirt and in good repair

Competency 3: To Have Good Manners

Conceptual Definition: Good manners was defined as etiquette, socially correct way of acting, or polite behavior.

Operational Definition: Manners were defined by five items measuring the following behaviors:

- (a) Using polite verbal expressions such as "thank you, please, excuse me," and "I'm sorry" when appropriate
- (b) Using utensils correctly at mealtimes
- (c) Chewing with one's mouth closed
- (d) Speaking when no one else is talking

Competency 4: To Obey Parents Well

Conceptual Definition: Obeying parents well was conceptually defined as obedience or carrying out a request or command given by parents in a dutiful manner or being submissive to outside control, e.g., of parents or surrogate parents.

Operational Definition: Obeying parents well was operationally defined by five items measuring the following behaviors:

- (a) Carrying out a verbal or non-verbal command given by parents without question
- (b) Following rules established by parents without question



Competency 5: To be Considerate of Others

Conceptual Definition: Being considerate of others was defined as behaviors which indicate a deliberate regard or respect for the needs, rights, or feelings of others.

Operational Definition: Consideration of others was operationally defined by five items measuring the following behaviors:

- (a) Taking another's point of view
- (b) Asking permission from others before borrowing or using their belongings
- (c) Using rules of conduct established in the family to teach children consideration of others
- (d) Putting toys and belongings away with regard for other's safety and well-being
- (e) Receiving just or fair treatment

Competency 6: To Get Along With Other Children

Conceptual Definition: Getting along with other children was defined as being amiable rather than antagonistic or warm and comforting rather than cold and aloof. Regarding oneself as worthwhile and valuable to others was also included.

Operational Definition: Gets along well with other children was operationally defined by five items measuring the following behaviors:

- (a) Having opportunities to interact and play with others and experiencing both positive and negative interactions in the process
- (b) Standing up for one's rights
- (c) Taking turns with others





Competency 7: To Have Self-Control

Conceptual Definition: Self-control was defined as using one's own will to control behaviors that result from strong emotions or desires.

Operational Definition: Self-control was operationally defined by five items measuring the following behavior:

(a) Expressing emotions in a socially acceptable manner, e.g., verbally rather than physically, rationally rather than irrationally

Competency 8: To Act Like A Boy or Girl Should

Conceptual Definition: Acting like a boy or girl should was defined as conforming to patterns or manners appropriate for a male (or female) by parents and/or society.

Operational Definition: Acting like a boy (or girl) should was operationally defined by five items measuring the following behaviors:

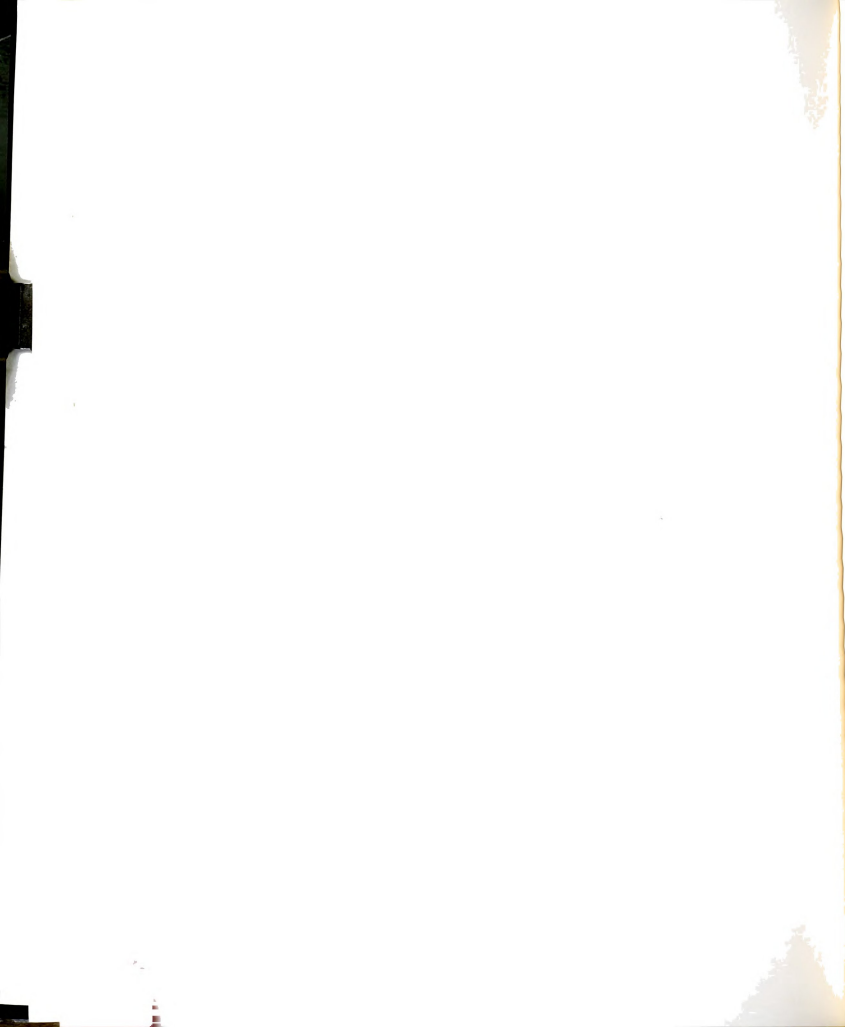
(a) Playing or working with toys or materials or wearing clothing specifically designed for one's own gender

(b) Behaving in a manner which has been defined by society as acceptable for a male or acceptable for a female

Competency 9: To Be Interested in How and Why Things Happen

Conceptual Definition: An interest in how and why things happen was defined as being curious or as desiring to know or learn especially about something new or strange.

Operational Definition: An interest in how and why things happen was operationally defined by five items measuring the following behaviors:



(a) Questioning

(b) Exploring, investigating, examining and using perceptual skills such as auditory, tactile, olfactory, taste and visual discrimination

Competency 10: To Try Hard to Succeed

Conceptual Definition: Trying hard to succeed was defined as accomplishing something that one desires or intends to do or to have success at doing a task.

Operational Definition: Trying hard to succeed was operationally defined by five items measuring the following behaviors:

(a) Completing a task with some success

(b) Meeting an internal expectation as well as an external expectation

(c) Solving simple problems

RESEARCH QUESTIONS AND HYPOTHESES

Twelve main research questions of interest in this study have been identified and delineated into twelve corresponding hypotheses. The research questions and hypotheses were further organized into three logical groups for more efficient data analysis and presentation of findings. The first group includes four research questions and hypotheses related to instrumental competencies. The second group of questions and hypotheses relates to behavioral strategies used. The third group of four questions and hypotheses deals with the relationships between competencies valued and behavioral strategies used.



Category One: Instrumental Competencies Valued by Adults

The first research question in this category is as follows. How do the dual-earner family and family day care settings differ with respect to instrumental competencies adults value in children?

Hypothesis 1: There is a difference in instrumental competencies valued by adults in the dual-earner family and family day care settings.

The second research question deals with what sex differences, if any, exist within settings with respect to instrumental competencies that adults value in children.

Hypothesis 2: There is a difference in instrumental competencies valued by adult males and adult females within a setting.

The third research question is as follows. How do adult females in the dual-earner family and family day care settings differ with respect to instrumental competencies valued in children?

Hypothesis 3: There is a difference in instrumental competencies valued by adult females in the dual-earner family and family day care settings.

The fourth research question in this study is as follows. How do adult males in the dual-earner family and family day care settings differ with respect to instrumental competencies valued in children?

Hypothesis 4: There is a difference in instrumental competencies valued by adult males in the dual-earner family and family day care settings.



Category Two: Behavioral Strategies Used by Adults

The first research question in this category deals with the following concern. How do the dual-earner family and family day care settings differ with respect to perceived behavioral strategies adults use to instill instrumental competencies in children?

Hypothesis 5: There is a difference in perceived behavioral strategies used by adults in the dual-earner family and family day care settings.

The second research question concerns the following. What sex differences, if any, exist within settings with respect to perceived behavioral strategies that adults use to instill instrumental competencies in children?

Hypothesis 6: There is a difference in perceived behavioral strategies used by adult males and adult females within a setting.

The third research question deals with the following issue. How do adult females in the dual-earner family and family day care settings differ with respect to perceived behavioral strategies used to instill instrumental competencies in children?

Hypothesis 7: There is a difference in perceived behavioral strategies used by adult females in the dual-earner family and family day care settings.

The fourth research question in this category asks the following. How do adult males in the dual-earner family and family day care settings differ with respect to perceived behavioral strategies used to instill instrumental competencies in children?

Hypothesis 8: There is a difference in perceived behavioral strategies used by adult males in the dual-earner family and family day care settings.





Category Three: The Relationships Between Competencies Valued and Behavioral Strategies Used by Adults

The first research question in this category deals with the following concern. What is the relationship between instrumental competencies valued and behavioral strategies used between the adults in dual-earner family and family day care settings?

Hypothesis 9: There is a relationship between instrumental competencies valued and perceived behavioral strategies used by adults in both settings.

The second research question asks the following. What is the relationship between instrumental competencies valued and behavioral strategies used by the males and females in each setting?

Hypothesis 10: There is a relationship between instrumental competencies valued and perceived behavioral strategies used by sex of adults within a setting.

The third research question asks the following. What is the relationship between instrumental competencies valued and behavioral strategies used by females in the dual-earner family and family day care settings?

Hypothesis 11: There is a relationship between instrumental competencies valued and perceived behavioral strategies used by females in the dual-earner and family day care settings.

The fourth and final hypothesis in this category is as follows. What is the relationship between instrumental competencies valued and behavioral strategies used between males in the dual-earner family and family day care settings?

Hypothesis 12: There is a relationship between instrumental competencies valued and perceived behavioral strategies used by males in the dual-earner and family day care settings.



### ASSUMPTIONS

The following assumptions were made in this study.

1. Parents and caregivers have some idea of competencies they desire and think important to develop in young children. Given an appropriate instrument they are able to express what they value.
2. Parents and caregivers have behaviors that they routinely use with children in given situations.
3. Males in the family day care setting influence instrumental competencies that caregivers value and behavioral strategies they use with children.
4. Parents and adults in the family day care home define instrumental competencies referred to in this study in the same way the researcher does.
5. The level of parenting experience which adults in the dual-earner and family day care settings have affects competencies valued and strategies used.
6. The sex of a child has some effect on competencies valued and behavioral strategies used.

### OVERVIEW OF THE STUDY

In Chapter II, the literature related to this study is presented. Included in the review are studies on developmental tasks and competencies observed in young children as well as studies pertaining to family day care. The methods used to develop the instruments, to collect the data and to analyze it are described in Chapter III. Findings and relevant discussion are presented in the final two chapters. In Chapter IV, the results of the descriptive and inferential statistical analyses are described. In Chapter V, the results and their implications are presented, conclusions are drawn, and recommendations are made for further research which will contribute to existing knowledge on family day care and competency development in young children.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### INTRODUCTION

In this review of the literature, research that has focused on the study of developmental tasks was emphasized. In addition, findings in the literature on family day care were reviewed which related to the present study, e.g., developmental differences observed in children cared for in day care homes as opposed to natural homes, the need for additional training expressed by providers, expectations of parents and providers, and the question of continuity or discontinuity between the natural family and family day care settings.

#### DEVELOPMENTAL TASKS AND COMPETENCIES OF YOUNG CHILDREN

Havighurst's (1953) concept of "developmental task" was one of the earlier attempts to define what is expected of an individual at a particular point in the life cycle based on what the individual is biologically capable of doing, what the culture expects, and the individual's personal values or view of self. Havighurst stated that when tasks are successfully achieved, the individual is happy and experiences success with later tasks. On the other hand, if the individual fails, he/she is unhappy; society expresses disapproval; and the individual has difficulty with later tasks. Prior to age six, Havighurst stated that a child should learn to walk, talk, eat solid foods, and control the elimination of body wastes. In addition, the child should be able to discriminate between the sexes and be capable of forming other simple



concepts of social and physical reality. Since the child has acquired and shared so many experiences with his or her family, and other people, an emotional relationship should be established between the child and significant others. Finally, Havighurst indicated that by age six a child should be able to distinguish right from wrong and be developing a conscience upon which values and morality will later be built.

Baumrind (1966, 1967, 1970, 1971) studied parent-child relations and more specifically the effects of parental authority on the behavior of preschool children. In a series of three studies using direct observation, interviews, and self-report, Baumrind (1966, 1967, 1971) identified three groups of middle-class nursery school children (three and four years of age from well educated families) based on the following competencies: self-control, self-reliance, curiosity, and contentedness, and then contrasted the child rearing practices of their parents. She found that children who were the most self-reliant, self-controlled, explorative and content were those who had parents who were controlling and demanding, but were also warm, rational, and receptive to the child's communication. This type of parent was labeled "authoritative". A second group of children, as compared to the others, was found to be discontented, withdrawn, and distrustful. Parents of these children were found to be detached, controlling, and somewhat less warm. These parents were labeled "authoritarian". The third group of children were the least self-reliant, explorative, and self-controlled. Parents of these children were found to be non-controlling, non-demanding, and relatively warm. These parents were labeled "permissive".





In a second study, Baumrind and Black (1967) used an additional 95 nursery school age children and their parents. The results of the study also supported Baumrind's (1966, p. 905) position, "authoritative control can achieve responsible conformity with group standards without loss of individual autonomy or self-assertiveness."

In a third study, Baumrind (1971) investigated subpatterns of parental authority within the broad categories of authoritative, authoritarian, and permissive. In this study she found that middle class parents clearly value instrumentally competent behaviors which were defined as behaviors that are socially responsible and independent; friendly rather than hostile to peers; cooperative rather than resistive with adults; achievement rather than non-achievement oriented; dominant rather than submissive; purposive rather than aimless.

These values are similar to those that Emmerich and Smoller (1964) found among middle class parents. When asked to rank the attributes they valued and did not value in children, middle class parents indicated the most valued were assertiveness, friendliness, independence and obedience. Those least valued were aggression, avoidance, and dependency.

Baumrind (1970) also expressed concern about differential treatment of the sexes which begins in early education. For example, she found that girls are systematically socialized for incompetence in our society. Being affiliative and cooperative, girls are more receptive to socializing agents who may inculcate passivity, dependence, conformity, and sociability at the expense of independence and pursuit of success or



scholarship. Parents in Baumrind's study who had the most achievement oriented and independent daughters were the authoritative parents.

As a result of her work in this area, Baumrind suggested that adults facilitate the development of socially responsible and independent behavior in both boys and girls by: (1) modeling socially responsible and self-assertive behaviors; (2) using firm enforcement policies by reinforcing socially responsible behavior and punishing deviant behavior and by explaining demands and sanctions to the child; (3) developing nonrejecting but not overprotective or passive-acceptant attitudes toward the child by showing interest in the child but at the same time letting the child know that approval is conditional upon the child's behavior; (4) demanding achievement and conformity to parental policy, but also being receptive to the child's rational demands; and (5) providing the child with a complex and stimulating environment.

White, Watts, Barnett, Kaban, Marmor and Shapiro (1973) also investigated the subject of competence. They were primarily concerned with the problem of structuring experiences and environment in the first six years of life so there was a maximal development of competence. However, in order to investigate how human competence was best developed, they had to first define it. Through observing children and administering objective tests for intelligence and motor and sensory capabilities to a sample of 51 three, four, and five year-olds from very diverse backgrounds, it was found that half the children were high on overall competence and half were very low but without gross pathology. After further observations of these children, 13 of the



most talented and 13 of the least talented were selected, and a list of abilities was divided into social and non social types. Since differences in motor and sensory capacities were minimal between high and low groups, these abilities were not included in their description of competencies.

Social abilities in the White et al. study included behaviors such as: (1) attract and maintain the attention of adults in socially acceptable ways; (2) use adults as resources; (3) express both affection and hostility verbally and physically; (4) lead and follow peers; (5) compete with peers; (6) praise oneself and/or show pride in one's accomplishments; and (7) involve oneself in adult role-playing behaviors or to otherwise express the desire to grow up.

Non social abilities included: (1) linguistic competence, i.e., grammatical capacity, vocabulary, articulation, and extensive use of expressed language; (2) intellectual competence, i.e., ability to sense dissonance or note discrepancies, ability to anticipate consequences, ability to take the perspective of another, ability to make interesting associations; (3) executive abilities, i.e., ability to plan and carry out multi-step activities, ability to use resources effectively; and (4) attentional ability/dual focus, i.e., to attend to two things simultaneously or in rapid alternation.

In addition to the competencies of children identified by White et al. in 1973, Carew, Chan, and Halfar (1975, 1976) found that the types of interactions parents had with children had an effect on the intellectual competence of young children. Children below the age of three were



were found to gain in skill and knowledge, as measured by objective tests, through interacting with adults and by observing behaviors of adults. Categories of adult behaviors which created intellectual experiences for children and which were related to intellectual competence were: (1) actively participating with children by teaching, conversing, entertaining and sharing in intellectual activity; (2) restricting children's behavior by scolding, preventing, and distracting; (3) facilitating the children's behavior by providing materials, suggesting activities, and praising; and (4) observing children's behaviors by listening and watching.

As a result of their studies, White et al. (1973) and Carew et al. (1975, 1976) found that the number of interactions a child has, the quality of those interactions, and the kinds of activities the child engages in all contribute to the child's intellectual and social competencies. Furthermore, these studies also suggested that observable differences in the home environments of children who will develop well and those who develop poorly can be identified by the time the child is one year old, and that these differences persist at least until the child is three years old.

A series of exploratory studies were carried out by Kohn (1959, 1963, 1977). Kohn studied the relationship of social class to parental values and behavior in three separate studies, two of which were conducted in the United States and one which was conducted in Italy. In the Washington D.C. study, Kohn (1977) studied the relationship of social class to parental values and how class differences in parental values





might affect child-rearing practices. He defined values and standards of desirability or criteria of preference. Using a list of seventeen characteristics derived from parents, he asked respondents (339 mothers, 82 fathers) to choose the three they considered most important for their fifth grade child and assigned a value only to these three characteristics. Values found to be significantly related to social class were: (1) consideration; (2) happiness; (3) self-control; (4) curiosity; (5) ability to defend one's self; (6) obedience; and (7) neatness and cleanliness.

In this study he found that although parents of both social classes considered it important that children be honest, happy, considerate, obedient, dependable, and respectful of other's rights, middle class parents were more likely to emphasize self-direction, e.g., a greater propensity of middle class parents chose consideration and self-control as highly desirable, whereas working class parents emphasized conformity to external authority, e.g., a greater propensity of working class parents chose obedience and neatness as highly desirable. In addition, middle class mothers valued the same characteristics for children of both sexes whereas working class mothers valued masculine characteristics for boys and feminine characteristics for girls. There was some question as to the definition of honesty as defined by both sets of mothers, e.g., honesty was positively related to consideration, dependability, and manners but negatively related to popularity for middle class mothers whereas for working class mothers honesty was positively associated with manners, popularity, and happiness but negatively



related to being a good student.

As a result of this first study, Kohn was able to further define self-direction as being a focus on internal standards for behavior and a concern with intent. On the other hand, conformity was defined as being focused on externally imposed rules and attuned to obedience to the dictates of an authority. The seventeen individual characteristics which parents were asked about were not defined for them by the researcher. Rather, each participant attached his or her own meaning to each individual characteristic. This may have affected differences Kohn found in parental values between the two social classes.

In order to make a cross national comparison, Kohn conducted a second study in Turin, Italy. His intent was to establish the generality of the relationship of social class to parental values. Using parents (468 mothers, 308 fathers) of ten and eleven year-olds as respondents, as he did in the Washington D.C. study, he asked them to state three characteristics (of the seventeen provided) which they considered most important, but in addition to judge the remaining as important or unimportant. This enabled the researcher to classify each parent as valuing a characteristic highly (one of the three most important), moderately (not selecting it as one of the three most important but judging it to be important) or not at all (judging it unimportant). Values found to be significantly related to social class were: (1) self-control; (2) dependability; (3) consideration; (4) happiness; (5) manners; (6) obedience; (7) neatness and cleanliness; and (8) good student.



Middle class parents in Italy put greater emphasis on children's self-direction by valuing self-control, dependability, happiness, and consideration. Working class parents, on the other hand, emphasized conformity to external standards by valuing obedience and neatness. Italian mothers, regardless of social class, made no distinction between what was desirable for boys and girls, and Italians in general seemed to value obedience more than Americans. For example, parents of the working class of both countries valued obedience more than the middle class. However, despite cultural differences between countries, in general, Kohn found the relationship between social class and parental values to be consistent.

A third study, the National Study, was conducted by Kohn to assess: (1) the generality of his essential findings of both the Washington D.C. and Turin studies---that the higher social class position was related to greater valuation of self-direction, and lower social class position was related to greater valuation of conformity to externally imposed standards; and (2) the magnitude of the class-values relationship. Fifteen hundred fathers of children between the ages of three and fifteen who lived at home were interviewed. However, the index of parental values was further revised for this study. Six characteristics were dropped altogether, and four were modified to broaden their connotations as follows: (1) dependable was changed to responsible; (2) popularity was changed to getting along well with other children; (3) curious about things was changed to interested in how and why things happen; and (4) ambitious was changed to tries hard to succeed. Two characteristics



were added: (1) acts like a boy/girl should; and (2) good sense and sound judgment. Thus the index of parental values used in this study consisted of thirteen characteristics. Fathers were told to choose the three that were most desirable, the one which was the most desirable of all, the three that were least important (even if desirable), and the one that was least important of all. This allowed the researcher to then classify each father's valuation of each characteristic on a five point scale.

As in previous studies, parents were expected to attach their own meaning to each characteristic, but Kohn described the following characteristics as receiving certain emphasis: (1) manners emphasized the proper form of behavior; (2) being a good student emphasized how one's performance is judged by others; and (3) interest in how and why things happen emphasized intellectual curiosity. It is not known whether the interviewer actually defined a characteristic or not during the course of an interview or whether respondents ever asked for a definition.

Kohn found a statistically significant linear relationship in the appropriate direction between social class and fathers' valuation of all the following nine characteristics of which the first four reflect self-direction and the last five reflect conformity: (1) consideration; (2) interest in how and why things happen; (3) responsibility; (4) self-control; (5) manners; (6) neat and clean; (7) being a good student; (8) honesty; and (9) obedience. The magnitude of the relationships was not found to be great, e.g., correlations between class and





each value were no larger than 0.20, although a canonical correlation between class and the entire set of values was found. The consistency found between class differences and parental values was emphasized rather than the magnitude. Hence the conclusions were the same as for the two previous studies, e.g., the higher the social position, the greater the father's valuation of characteristics that indicate an emphasis on self-direction; the lower the social position, the greater was the father's valuation of characteristics that indicate an emphasis on conformity to externally imposed standards.

Additional findings of this third study which were particularly pertinent to the present study involve the age and sex of the child and the working status of the wife-mother. Kohn found that class-value relationships extended to children beyond the ages of ten and eleven (the ages of children in the first two studies). While such class-value relationships applied to children from the age of three to fifteen years, some were more pronounced for children of some ages but weak or nonexistent for children of other ages. For example, the older the child, the more highly fathers in the National Study valued responsibility, being a good student, honesty, good sense and sound judgment, and the less highly they valued interest in how and why things happen, manners, obedience, acting as a boy or girl should, and getting along well with other children. Self-control was highly valued for both the youngest and oldest children.

Children's sex was also related to a father's values but not as strongly as age. For example, fathers thought it more desirable for

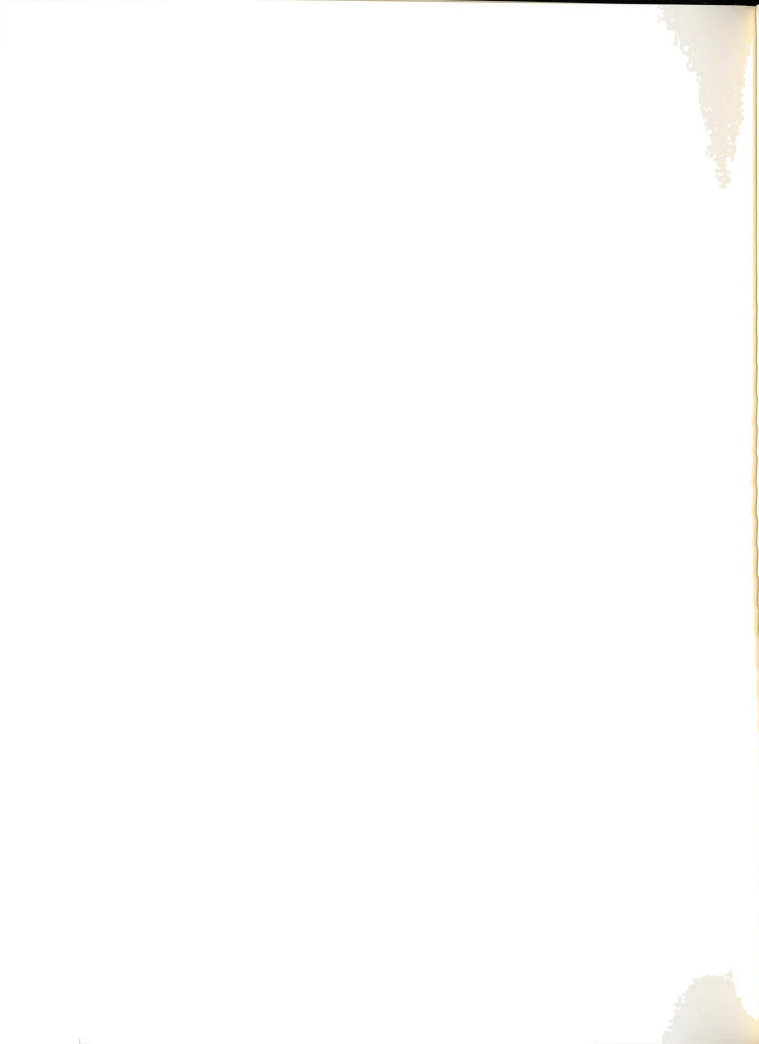


boys to be interested in how and why things happen, be honest, and try hard to succeed whereas they thought it more desirable for girls to be neat and clean. Fathers considered it important that children before the age of adolescence act in accordance with what society expects of each sex, but during adolescence fathers thought it more important that girls conform to their sex role. The higher the social class, the more highly fathers valued good sense and sound judgment for older children; the lower the social class, the more highly fathers valued older girls conforming to the sex role. Fathers in general valued self-direction more highly for boys than for girls.

The aspect of family life which correlated with father's values independent of social class was wives working outside the home. Men whose wives had jobs outside the home were likely to value responsibility but unlikely to value consideration and acting as a boy/girl should. The higher the wives' occupational status, the more highly men valued self-direction and those values related to self-direction.

In summary, although many social variables were considered in the National Study, Kohn found that regardless of race, religion, and ordinal position of child in the family, the relationship of social class to fathers' values was the same. He found that the higher the class position of the fathers, the more highly they valued self-direction and the less highly they valued conformity to externally imposed standards.

Kohn also pursued the question of how parental values might affect child-rearing practices by presenting additional open-ended



questions about specific incidences of children's misbehavior and parental reaction to it. Specific situations asked about included: (1) playing wildly; (2) fighting with brothers and sisters; (3) fighting with other children; (4) losing one's temper; (5) refusing to do what parents told child; (6) swiping something from home or other children; (7) smoking cigarettes; and (8) using language the parent did not want the child to use. Parental reactions to the children's behaviors as indicated by responses primarily from mothers, fathers and ten and eleven-year-old children (from the Washington study) fell into the following classifications: (1) ignore and do nothing about it; (2) scold (admonish to be good, demand that the child stop, inquire as to cause of behavior, scream, threaten to punish); (3) separate from other children or divert attention (remove child from the situation or provide alternative activities); (4) restrict usual activities (limit the child's freedom of movement or activity without isolation); (5) isolate (confine the child to a place alone for a period of time); and (6) punish physically (anything from a slap to a spanking).

From the research reviewed on children's competencies, several implications were drawn for the present study. First, instrumental competencies which children could obtain by the age of six were clearly delineated, and many of these competencies were incorporated in the development of an instrument for this study. Second, parental behaviors and values which both facilitated the acquisition of instrumental competencies and which would tend to inhibit the development of competencies were described. These behaviors were useful in designing an instrument for the present study. Third, methods employed in these



studies, such as interviews and administering questionnaires, provided a model for the methods chosen for this study. Fourth, both Baumrind (1970) and Kohn (1977) suggested that children's acquisition of competencies is related to both sex role expectations of adults and behaviors that adults use to teach sex roles to children. That is, parents and caregivers tend to expect different behaviors from boys and girls and tend to treat children differently from an early age. These findings provided the rationale for including adults of both sexes in this study and for selecting parents as participants who had male children and parents who had female children. Fifth, Kohn suggested that the working status of the mother may affect competencies which parents value. Therefore, this finding provided additional rationale for selecting families as participants in which both parents worked. Finally, Kohn's Index of Parental Values, one part of Kohn's total questionnaire was selected as the instrument to measure instrumental competencies valued by parents and family day care providers in the present study (with the exception of three qualities which Kohn reported were more highly valued when children were older, e.g., good student, responsible, and good sense and sound judgment).

#### FAMILY DAY CARE

In general, the literature on family day care revealed very little about values, abilities, skills, and knowledge which providers instill in young children. Cocheran (1977) compared the experiences that Swedish children have in their own homes, in day care homes, and day care centers to see what possible developmental differences were exhibited





by the children. She found that there were more interactions between children and adults in day care homes and in natural homes than in the center and that children in home settings were more likely to be engaged in cognitive verbal interactions, exploring, and play when involved with adults. Adults in home settings used more teaching and supervising, i.e., restricting and directing of activities.

Rubin (1975) found that training and support systems were being requested by providers who were sponsored by some sort of agency. In the Rubin study, questionnaires were used to ascertain what the provider and an agency home visitor's perceptions were of their ideal and actual on-the-job-behaviors. She found that home visitors and providers had a common view of what the ideal provider ought to do, e.g., provide a safe physical environment; follow an established daily routine; allow children to assist with jobs around the house; and spend some time alone with each child daily.

Rodriquez (1976) designed a family day care home rating scale which is currently being used to observe and evaluate family day care homes; however, no statistical data were available on the instrument. Rodriquez and Hignett (1976) reported, however, that the provider was the key to quality care and that quality of care and consumer satisfaction are not necessarily related. They suggested that the model of agency sponsored family day care is desirable since it allowed for more careful screening of providers and provides a vehicle for training and monitoring their behaviors.

Collins and Watson (1969) indicated that it was difficult to find



out just how mothers and providers perceived family day care using the method of self-report. For example, working mothers tended to minimize the amount and type of care their child received in day care to alleviate their guilt over having their child in poor care. On the other hand, providers tended to minimize arrangements they made with families because they were uneasy about legal issues connected with family day care, e.g., they did not report their work for income tax purposes, and they did not want to acknowledge the low status of their work. In some cases, they did not even consider themselves employed.

Collins (1966) found a great deal of discontinuity of care for children in family day care settings due to the frequency of moves and the various types of care children experienced, e.g., children were moved from one provider to another, from provider to relatives, from relatives to part-time care provided by older siblings, and from older siblings to self-care and back to providers again. She identified the key to quality and continuity of care for children to be the relationship between the provider and natural mother. Collins and Watson (1969) found that mothers whose children were in care for more than a year (and these were in a minority) were the ones who maintained a friendly relationship with the provider. Children needing the most hours of care (over 50 hours per week) were those who remained with a provider for the shortest periods of time. Natural mothers tended to terminate the relationship with the provider four times as often as the provider, and a businesslike relationship existed with short term care whereas in long term care the relationship was more friendly.



Sale (1973) described family day care as a large but somewhat invisible network of people who provide a real service to families needing child care. She indicated that during the Community Family Day Care Project, many providers initially had low self-esteem. They did not realize the great responsibility they had assumed nor how much they contributed to children and families until the project was well underway, and professionals had worked with them. During the project, however, providers realized that they could teach professionals about their jobs, and they became aware of the vast amount of counseling they did with parents of children in their care. In addition, Sale's providers indicated a need for additional knowledge particularly of child development so that they could continue to improve their services. A particular advantage to family day care which Sale found was that natural parents were willing to learn from providers since both the natural parents and family day care provider were both usually from the same economic status and because their life styles were similar. If this were the case, and natural parents were willing to learn childrearing practices from providers, there would tend to be some continuity in learning experiences for the child.

Host (1976) also indicated that family day care programs were successful only when those involved, e.g., agency, child's parents and providers worked closely together in caring for the child. Since care of the child was actually shared by two families, the child needed to experience settings which were as similar as possible so that the child was not confused by different concepts and approaches.



Wattenberg (1977) mentioned the meager amount of research conducted regarding family day care as a whole and the parent-caregiver relationship in particular. Although Wattenberg participated in the Ramsey County Training Project which was primarily designed to learn more about family day care providers' attitudes toward and preferences in training, she described factors other than provider characteristics. During the project, tensions were observed between natural parents and providers. Each set of adults criticized the other; e.g., providers described parents as immature, indifferent, irresponsible, uncaring, and unreliable whereas parents described providers as being inadequate housekeepers and nurturers of children. A main source of tension appeared to be the unexpressed fear that day care would lessen or harm children's attachment to mothers since children spent so many hours of the day with providers. A second critical factor identified by Wattenberg which was pertinent to the present study was the differing life styles of providers and parents which result in value conflicts. The question of colliding values and disruptive influences on children as a result of their being cared for by persons of a different social milieu from their parents was raised. Socioeconomic, racial, and ethnic differences as well as cultural values, particularly that of accepting women in their changing roles, were of concern. Despite their interdependence, a definite division appeared between women who worked outside the home and left their children with providers and the women who stayed at home in the role of provider. For example, comments of providers indicated they were envious, resentful, and bitter toward





working mothers and had little understanding of the demands, anxieties, and stress that working women endure as they struggle with their varied roles. In addition to many other conclusions which Wattenberg reached in regard to the training of family day care providers, she emphasized the need for focusing on the provider-caregiver relationship with particular attention given to cultural value conflicts.

Powell (1978) studied the relationship between parents and day care center caregivers and found that, in general, communication attitudes became more positive as communication frequency increased. Parental and caregiver attitudes both became more positive with regard to discussing child-rearing values as communication increased. Parents and caregivers considered the topic of general parental expectations of the center to be appropriate whereas fewer parents and caregivers considered specific caregiver practices to merit attention. Family related topics were discussed infrequently; the child was found to be the main channel of communication in many instances and for many parents there was no consistent communication with a particular center staff member. Most of the communicating was accomplished at transition points, i.e., at pick up and drop off time. Therefore, Powell concluded that there were few attempts made between parents and staff toward coordinating children's socialization processes and thus the child's world appeared fragmented and discontinuous since the child's family, other children's families, and the day care center functioned as independent, detached systems.

Several implications were drawn from the literature on family



day care for the present study. First, a definite need was established to examine parental and provider perceptions about the development of competencies in the home and family day care settings. Second, it was found that studies which provide additional information about the degree of continuity or discontinuity between a child's home and family day care were needed. Third, the methodology of interview and questionnaires employed by Cocheran (1977) were considered applicable in the present study. Fourth, the literature indicated that providers want and need more information which will further their own competency development and thereby improve the quality of care they give children and the relationship they establish with parents. Finally, these studies suggested that gathering data from both parents and providers was a difficult task which might require assistance from professionals in family day care, especially in locating providers and parents. In addition, it was found that the interview and instruments needed to be carefully designed to expedite gathering information from people with very busy schedules.



## CHAPTER III

### METHODOLOGY

#### INTRODUCTION

In this chapter, there are eight main sections which include descriptions of: (1) the research design; (2) instruments used; (3) approval by human subjects committee; (4) selection of subjects; (5) data collection procedures; (6) how bias was reduced; (7) research hypotheses; and (8) how data were analyzed.

#### RESEARCH DESIGN

This ex post facto (field) study was both comparative and correlational in design (Kerlinger, 1974). It was comparative in that children's instrumental competencies valued by adults both within and between two settings (dual-earner family and family day care) were compared. In addition, the behavioral strategies used by adults to instill competencies were compared within and between both settings. The study was correlational because correlations were performed to determine the strength of the relationship between the competencies valued and the behavioral strategies used by adults in these two settings. Thus the combination comparative and correlational design was used to determine: (1) how similar or different adults in two settings were with respect to instrumental competencies valued; (2) how similar or different adults in two settings were with respect to perceived behavioral strategies used to instill the valued competencies; and (3) the relationship, if any, between the instrumental competencies valued and the perceived behavioral



strategies used by adults in two settings.

Major design variables of interest in this study were adults, male and female, in both the dual-earner and family day care settings as the independent variables. The dependent variables were ten instrumental competencies valued and ten perceived behavioral strategies used to instill the instrumental competencies.

The design for the three aspects of the study is shown in Figure 1. The first aspect dealt with the comparison of ten instrumental competencies valued both within and between the dual-earner and family day care settings. The second aspect dealt with the comparison of ten behavioral strategies used to instill competencies both within and between the dual-earner and family day care settings. The third aspect of the study dealt with the relationship between the instrumental competencies valued and the perceived behavioral strategies used. The same basic design was used for all three aspects, but for each aspect, a different set of dependent variables was measured.

A key to identification of the instrumental competencies measured in this study is as follows:

- C 1 = Good Manners
- C 2 = Tries Hard to Succeed
- C 3 = Honest
- C 4 = Neat and Clean
- C 5 = Self-Control
- C 6 = Acts Like a Boy/Girl Should
- C 7 = Gets Along With Other Children
- C 8 = Obeys Parents Well
- C 9 = Considerate of Others
- C10 = Interested in How and Why Things Happen





	SETTING 1 DUAL EARNER FAMILY		SETTING 2 FAMILY DAY CARE PROVIDER	
	ADULT MALE	ADULT FEMALE	ADULT MALE	ADULT FEMALE
1 . . . . . 14 FEMALE CHILDREN	1 . . . . . 10	1 . . . . . 10	1 . . . . . 10	1 . . . . . 10
15 . . . . . 25 MALE CHILDREN	1 . . . . . 10	1 . . . . . 10	1 . . . . . 10	1 . . . . . 10

FIGURE 1  
DESIGN FOR INSTRUMENTAL COMPETENCIES VALUED,  
BEHAVIORAL STRATEGIES USED, AND THEIR RELATIONSHIP



## INSTRUMENTATION

Three instruments were used to collect data in this study. The first instrument was used to obtain demographic data; the second instrument was a revised version of Kohn's (1977) Index of Parental Values and was designed to ascertain which instrumental competencies parents and family day care providers valued. The third instrument was developed for this study and was used to determine those behaviors parents and providers were using to induce instrumental competencies in children.

### Demographic Data

Demographic data were obtained from all four adults in both settings: mother, father, family day care provider spouse and family day care provider using the Family Characteristics Interview form developed by the researcher (Appendix A ). Information was obtained so that within and between family comparisons could be made on such items as age, education, occupation, income, number in household, race, religion, age of children living in the home and those cared for by the provider, and hours children were in care. Background information was obtained from providers to learn more about who providers are, e.g., type of domicile, type of previous work experience, and length of time in the role of provider.

### Instrumental Competencies

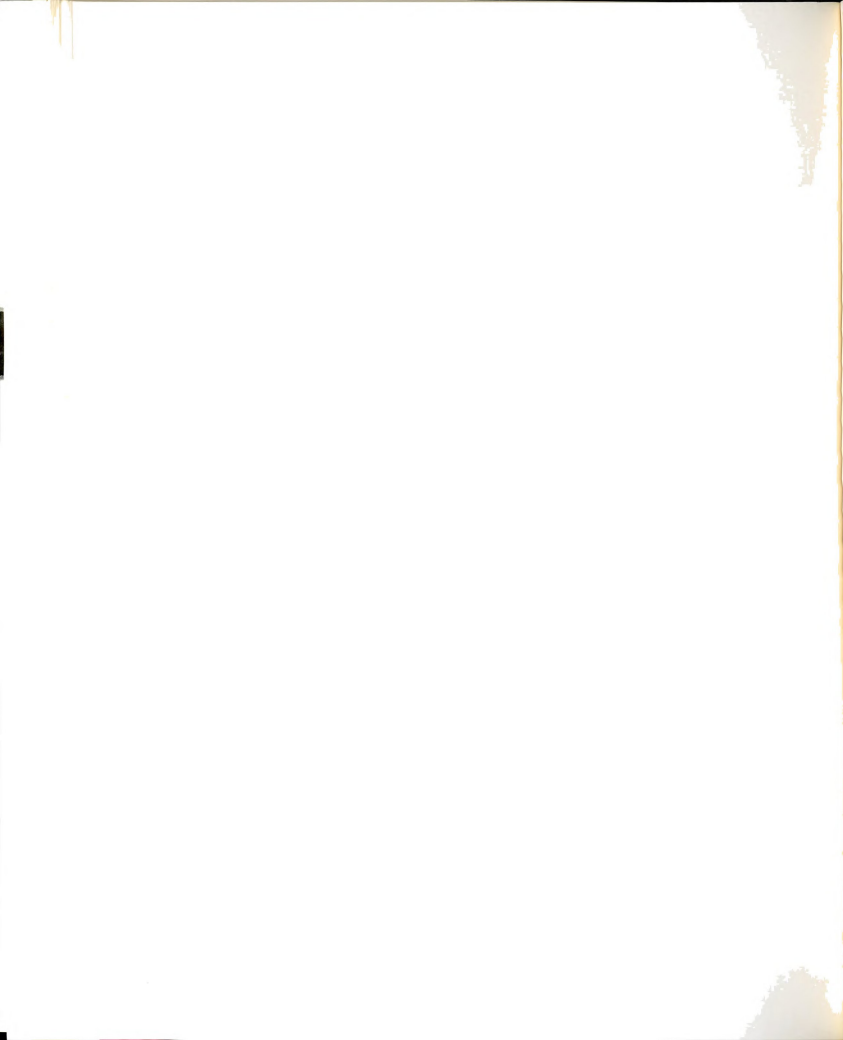
The instrument used in this study to ascertain which instrumental competencies both parents and family day care providers valued was a revised version of Kohn's Index of Parental Values (Appendix B ). It was necessary to modify the Index of Parental Values because of the young



age of children in the present study. As indicated previously in the review of literature, Kohn revised this index twice both in the Turin and National studies. In his last study, the National Study, Kohn's index consisted of thirteen characteristics which he asked fathers to rate as most desirable of all, desirable, least important, and least important of all for children aged three to fifteen, the ages of children whose fathers were interviewed. As a result of the study, Kohn found that fathers valued some characteristics more highly at some ages than others. Specifically, the older the child, the more highly the fathers valued responsibility, being a good student, and having good sense and sound judgment and the less highly fathers valued interest in how and why things happen, manners, obedience, acting as a boy/girl should, and getting along with other children. Self-control, however, was valued highly for both the youngest, aged three, and the oldest, aged fifteen.

Since the children referred to in the present study were three to five years of age, they corresponded in age to Kohn's youngest group of children. Thus the characteristics which Kohn found were more highly valued for younger children were retained in the present study, while those found to be more highly valued for older children, i.e., being a good student, responsibility, and having good sense and sound judgment, were eliminated.

A second reason for eliminating these three characteristics was due to the similarity of behaviors of young children which were found to be associated with several of the characteristics. For example, in the process of developing the Parent Behavioral Strategies Scale, the third



instrument in this study, and later establishing content validity for this scale, it was found that professionals view young children's behaviors associated with being a good student as similar to behaviors that would indicate an interest in how and why things happen. Young children's behaviors associated with responsibility were viewed as similar to behaviors that indicated being considerate or having good sense and sound judgment. Therefore, the three characteristics, being a good student, responsibility, and having good sense and sound judgment, were eliminated from the present study. Thus, the revised Index of Parental Values was composed of ten instrumental competencies which were considered to be more directly applicable to young children.

The assignment of point values to the responses adults made on the Index of Parental Values was accomplished in the following manner. Parents and family day care providers were asked to choose the three competencies that were most desirable, the one which was most desirable of all, the three competencies that were the least important (even if desirable), and the one which was the least important of all. Point values were assigned to instrumental competencies as follows: 5 represented the most desirable of all; 4 represented the remaining two of the three competencies chosen as most desirable; 3 represented the four competencies not chosen as most desirable or least desirable; 2 represented the remaining two of the three competencies chosen as least important; and 1 represented the least important of all. The forced-choice ranking procedure and the assignment of point values were similar to that used by Kohn.





### Parent Behavioral Strategies

A multiple choice questionnaire designated the Parent Behavioral Strategies Scale ( Appendix C ) was developed by the researcher specifically for this study. This instrument was a forced response type scale incorporating 51 items. Of the 51 items, there were five items related to each of ten instrumental competencies used from the Index of Parental Values and one item related to the degree of agreement between spouses. The first 50 items were intended to operationally define parental behaviors perceived by the respondents to induce a specific instrumental competency in children ages three to five, e.g., good manners, honesty, self-control.

The first 20 items included five responses or behaviors which parents might use in a given situation such as scold, separate, restrict activities, isolate, physically punish, observe, redirect, help, accept, approve by nodding head, and verbally praise. The researcher's choice of five responses for each item was derived from several sources in the literature. For example, Kohn (1977) reported many of these responses from mothers of fifth grade children as a result of asking mothers what they did generally when their child misbehaved. Other behaviors were derived from those described by Baumrind (1970) and from those observed personally by the researcher in practical situations when parents, teachers, and others interacted with young children.

Each response was assigned a ranking or weight from one to five with five being the ranking assigned to the response that would most likely induce a specific instrumental competency. The rank or weight of one



was the ranking assigned to the response that would least likely induce a specific competency.

An open-ended sixth choice "other" was presented to allow respondents to more accurately describe additional behaviors and to thereby enable the researcher to further refine the instrument. Each respondent was asked to choose the one response that best described his or her behavior generally for a specific situation or to select "other" and write in a response.

In the event that an adult respondent marked two or more of the responses or chose the sixth response "other", the researcher used the following procedure to assign a point value. If two or more responses were selected, the rank assigned was that of the higher of the two responses. If the respondent chose "other", then the researcher assessed the degree of similarity between "other" and the five responses for that question. A point value was assigned for "other" equal to the response most similar to "other".

The next 30 items were frequency type items. Situations were given and respondents were asked to state how frequently they behaved in a certain way. Responses of frequency were on a five point continuum from seldom to often. Respondents could mark anywhere on the continuum.

In general, if a respondent marked seldom, a point value of one was assigned. If a respondent marked often, a point value of five was assigned. If a respondent marked on lines corresponding to two, three, or four, between seldom and often, the value of the line marked was assigned.



In the event that a mark was made between lines, the value corresponding to the line closest was assigned. On three items, numbers 36, 37, and 47, the scaling was reversed in accordance with good testing practice (Oppenheimer, 1966).

Item 51 was an agreement type question, e.g., my spouse and I agree on what we expect from our child. This response was also of the frequency type on a five point continuum from seldom to often. This item was important as it provided data for the hypothesis regarding degree of agreement within a family setting.

#### Content Validity

Since the Parent Behavioral Strategies Scale was developed specifically for the present study, considerable effort was made to obtain data on two aspects of content validity. For example, it was important to assess the degree to which each of the questionnaire's 50 items were perceived as corresponding to one of the ten instrumental competencies. To assess this match between questionnaire items and competencies, a ten member panel of experts was asked to match each of the 50 items (situations) with one of the ten instrumental competencies. Each expert did this matching individually. Data from this panel of experts were then tabulated, and ambiguous, overlapping, or ineffective items were deleted or rewritten. In 46 of the 50 situations, 80% or more of the experts agreed that the situation matched the competency. However, in four situations there was less than 80% agreement so these situations were rewritten and re-evaluated.



The panel of experts was selected from faculty at Michigan State University, Miami University of Ohio, and staff from agencies concerned with families and children such as the Ingham County Office for Young Children, Michigan Child Development Center, and the Michigan State University Cooperative Extension Service. Those serving on the first panel were: Dr. Mary Andrews, Dr. Dolores Borland, Dr. Martha Bristor, Dr. Gayle Clapp, Ms. Margaret Crawley, Dr. Verna Hildebrand, Ms. Donna Howe, Dr. Marjorie Kostelnik, Dr. Anne K. Soderman, Dr. Alice P. Whiren, and Ms. Elaine Williams.

A second aspect of instrument content validity was to determine the relative appropriateness of each of the first 20 item's five alternative responses to the item stem (situation). A second panel of ten experts was asked, therefore, to determine which of the five alternative responses would be the most appropriate "answer" to the question or which of the five parental behaviors presented would most likely instill or develop a particular instrumental competency in a child. The panel of experts was asked to read the first 20 items and to rank each of five possible responses on a scale of one to five with a rating of five being the response (parental behavior) which would most likely instill or develop a particular competency. Responses of two, three, or four represented degrees of effectiveness in developing a specific competency.

The expert's ranking of each of the five responses for the 20 items was summed, and the sums were then placed in rank order to determine what the value of the responses should be. The highest rank was given a value of five; the next highest was ranked four and so on with





the lowest rank being given a value of one. Although experts agreed that the situation matched the competency on item 18, the second panel of experts did not agree on the five alternative responses so item 18 was eliminated from the study.

The second panel of experts were selected from faculty at Michigan State University and staff from agencies concerned with families and children. Members were: Ms. Donna Howe, Dr. Verna Hildebrand, Dr. Marjorie Kostelnik, Dr. Lillian Aotaki Phenice, Ms. Janet Ronk, Ms. Marcia Rysztak, Dr. Anne K. Soderman, Ms. Laura Stein, Dr. Alice P. Whiren and Ms. Elaine Williams.

#### APPROVAL BY HUMAN SUBJECTS COMMITTEE

The proposal and instrumentation were submitted for review by the University Committee on Research Involving Human Subjects. Approval was granted before subjects were selected and data were collected.

#### SELECTION OF SUBJECTS

A number of techniques for selecting subjects were used in this study. The selection goal was to identify at least 25 pairs of family day care providers and corresponding dual-earner parent units who were willing to participate in the study and who met specified criteria.

Initially the files of the Ingham County Office for Young Children and the Michigan Department of Social Service were reviewed. The names of approximately 380 family day care providers residing in Ingham, Eaton, and Clinton counties were selected from the Ingham County Office for Young Children because this appeared to be the most current list of providers available. A letter was sent to these 380 providers which described the study and asked for their participation ( Appendix D). Follow-up telephone



calls were made to further explain the study and to see if providers met the criteria. Unfortunately, this process was very time consuming, and the response rate to this initial inquiry was low, so other selection procedures were implemented.

It became obvious that a network of family day care providers and parents who used day care needed to be tapped to facilitate the selection of subjects. The staff at the Ingham County Office for Young Children and the Association for Child Development were contacted. Personnel from these organizations provided names of family day care providers who currently had clients and who had been particularly active providers, i.e., they were requesting workshops to improve their services and/or were asking for additional clients. Another technique used to develop a pool of possible participants was to distribute letters to providers and parents at a family day care conference in April, 1981, at Michigan State University and to personally ask those attending the conference for their participation. A final technique used to develop a pool of possible participants was the Ingham County Office for Young Children's newsletter published in the spring of 1981 in which the study was described and family day care providers were asked to contact the researcher if they were interested in participating in the study. Thus, using a variety of techniques, a pool of over 400 names of family day care providers and parents using family day care services was developed.

A set of criteria was systematically applied during the selection of family day care providers with the end result being the selection of 25 family day care providers from the pool of approximately 400. The



criteria included the following: (1) they had to be willing to be interviewed; (2) they were female; (3) they had been a provider for at least six months; (4) they were currently caring for children; (5) they had a set of clients whose family consisted of dual-earner parents and a child between the ages of 36 and 60 months who were willing to participate in the study; (6) they lived in Eaton, Ingham, or Clinton county, Michigan.

Of the 25 family day care providers selected, 12 had spouses who indicated a willingness to participate in the study. Spouses were encouraged to participate since they were regarded by the researcher as an integral part of the family day care home as well as being a definite influence on the types of competencies taught since males too provide role models, express opinions, and therefore, perpetuate values within the home setting (Kohn, 1977).

For each of the 25 family day care providers, a corresponding dual-earner family was selected for participation in this study. From each of the 25 day care provider's lists of current clients, one dual-earner family was selected if they met the following criteria: (1) both adults in the family were willing to be interviewed; (2) the family included a natural, adopted, or step child between 36 and 60 months of age; and (3) the family lived in either Ingham, Eaton, or Clinton county, Michigan.

As the 25 dual-earner families were selected, a balance between children of each sex was attempted. The end result was that in 14 cases, the child of the dual-earner family selected was female and in 11 cases the child was male.

As a family day care provider or a corresponding dual-earner parent



unit was selected from the pool, a letter was sent describing the study and requesting written confirmation of their participation (Appendix D). In addition, to expedite the selection of subjects, the researcher personally telephoned each participating family day care provider and corresponding dual-earner family unit to further clarify the study and to confirm their participation. In this manner, 25 corresponding pairs of family day care providers and dual-earner parents were identified from the pool of approximately 400 names of providers. The total number of adults participating was 87, 50 of whom were female and 37 of whom were male.

#### PROCEDURE

After matching pairs of adults, i.e., the family day care provider and spouse and a corresponding set of dual-earner parents who agreed to participate in this study, a tentative visitation schedule was developed. Visits to the corresponding provider-parent pairs were scheduled by telephone. One visit, approximately one and one-half hours in length was conducted individually by the researcher or one assistant at each of 50 homes.

Either the researcher or the assistant was assigned to a matching pair of adults, i.e., adults in the family day care setting with adults in the corresponding dual-earner family. The majority of data were collected by the researcher. The assistant was selected because of her professional experience working with parents in a day care center environment and teaching at the university level.





Training for the data collection aspect of the study consisted of several sessions in which the instruments, letters to respondents, and protocol to be used during visits were discussed. After questions were clarified and procedures were finalized, practice visits to at least two families not in the study were conducted, i.e., a provider's family and a dual-earner family. After this practice visit to families not in the study, additional training sessions followed which included further clarification of procedures and a discussion of data collection during visits to the families participating in the study.

In addition to the above sessions and practice visits to families, the following aids were provided for each visit: (1) a copy of the protocol to use during each visit; (2) a list of what should be taken on each visit; (3) a city map; (4) names, addresses, and telephone numbers of participants; (5) mileage chart; (6) prompter cards for participants to use with the Kohn Index of Parental Values; (7) permission form for respondents to sign; (8) the instruments; (9) a letter of introduction; (10) a debriefing form; and (11) a gift for participants.

Visits were scheduled at the convenience of the participants. This meant that interviews were conducted from morning until evening hours seven days a week. Most of the interviews with the dual-earner family and family day care provider and spouse were conducted during the evening hours or on weekends so that both adults could be interviewed during one visit. When spouses of providers were totally absent from the home or unavailable, visits with providers were usually scheduled at children's nap time or early in the morning during playtime when children were rested

and willing to entertain themselves.

Each visit consisted of three parts: (1) an interview with both adults together so that the purpose of the study and procedure could be explained, questions could be answered and written permission obtained and demographic data collected; (2) an interview with each adult separately to collect data on instrumental competencies valued; and (3) the individual completion of the questionnaire to obtain data on strategies adults used with children to develop competencies.

Upon the researcher's arrival, about fifteen minutes were spent becoming acquainted, introducing the study, answering questions, and obtaining permission to interview, and collecting demographic data. Then the adult respondents were separated. While the researcher continued to interview one adult using the modified version of the Kohn Index of Parental Values, the other adult was given the Parent Behavioral Strategies Scale and asked to go to another part of the house beyond hearing range to complete it. Thus contamination of data from respondents was avoided. When the interview with the first respondent was completed, the respondent was then given the Parent Behavioral Strategies Scale and asked to go get the other adult and to complete the questionnaire in the other part of the house. Then the second adult respondent was interviewed. In the event that an adult respondent had not had time to complete the questionnaire, the respondent was encouraged to complete Part I, take a break for the interview, and then complete Part II. This was done to utilize time wisely and to allow the researcher to entertain children who were present so they would be less likely to inter-



rupt their parents. This permitted adults to complete the questionnaires in a reasonable length of time.

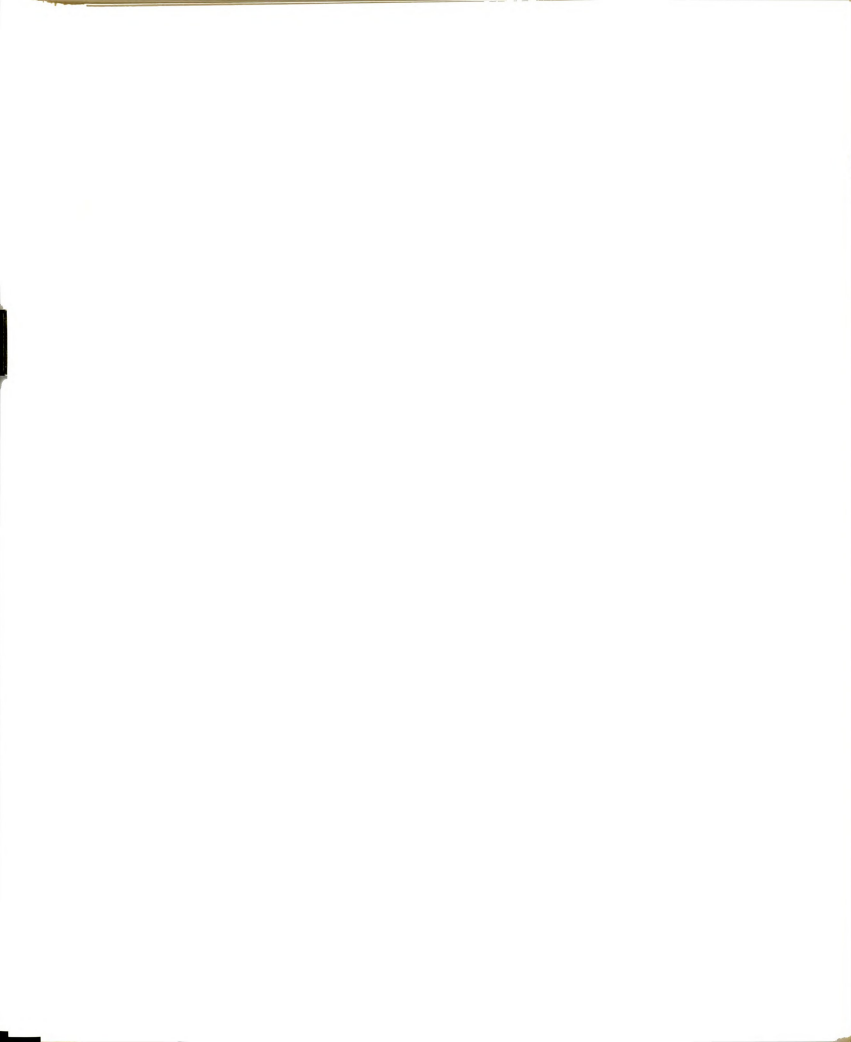
At the end of the visit, a few minutes were allowed for thanking respondents and presenting them with a book, The Communication Game, by Abigail Peterson Reilly, which had been donated to the Home and Family Day Care Project, the name assigned to this study, by Johnson and Johnson. In addition, each family was asked to refrain from discussing the content of the visit with the matching family.

As soon as possible after leaving each home, the debriefing form was completed to indicate how the study was progressing, problems encountered with instruments, and suggestions made for change. In addition, each instrument was reviewed for accuracy so that data from each respondent were properly coded.

#### BIAS REDUCTION

Special care was taken to prevent as much bias as possible in this study. For example, the sequence of interviewing and administering the modified Kohn Index of Parental Values and having the respondents individually complete the questionnaire was varied from visit to visit. During one visit, the female respondent was administered the Index of Parental Values first while the male respondent completed the questionnaire whereas in the next visit this sequence was reversed.

Other attempts at reducing bias and keeping data organized included the color-coding of paper and devising three separate versions of the Parent Behavioral Strategies Scale. Different colors of paper such as yellow, green, goldenrod, and white were used by the researcher



during the interview to designate a female respondent from a male when using the Index of Parental Values. In addition, three colors of the Parent Behavioral Strategies Scale were used depending on whether the child referred to in the scale was a natural child, either male or female, or a child cared for by the family day care provider regardless of sex.

Three separate versions of the Parent Behavioral Strategies Scale were used to avoid sex stereotyping. For example, form one was used with parents of a female child and the words "she" and "her" were used to refer to the child. Form two was used with the parents of a male child and the words "he", "him", and "his" were used to refer to the child. Form three was devised for the day care provider and spouse and the words "children", "their", and "they" were used to refer to the children being cared for in the family day care setting.

#### RESEARCH HYPOTHESES

In this study, a total of twelve hypotheses were tested. These hypotheses were classified into three main categories: (1) four hypotheses related to instrumental competencies valued; (2) four hypotheses related to behavioral strategies used; and (3) four hypotheses related to the relationship between competencies valued and behavioral strategies used. The research and null hypotheses in each of the three categories were as follows.

##### Category 1: Instrumental Competencies Valued

1.  $H_1$  There is a difference in the instrumental competencies valued by adults in the dual-earner family and family day care settings.
- $H_0$  There is no difference in the instrumental competencies valued by adults in the dual-earner and family day care settings.



2.  $H_2$  There is a difference in the instrumental competencies valued by adult males and females within a setting.  
 $H_0$  There is no difference in the instrumental competencies valued by adult males and females within a setting.
3.  $H_3$  There is a difference in the instrumental competencies valued by adult females in the dual-earner family and the family day care settings.  
 $H_0$  There is no difference in the instrumental competencies valued by adult females in the dual-earner family and the family day care settings.
4.  $H_4$  There is a difference in the instrumental competencies valued by adult males in the dual-earner family and the family day care settings.  
 $H_0$  There is no difference in the instrumental competencies valued by adult males in the dual-earner family and the family day care settings.

Category 2: Perceived Behavioral Strategies Used

5.  $H_5$  There is a difference in the perceived behavioral strategies used by adults in the dual-earner family and family day care settings.  
 $H_0$  There is no difference in the perceived behavioral strategies used by adults in the dual-earner family and family day care settings.
6.  $H_6$  There is a difference in the perceived behavioral strategies used by adult males and adult females within a setting.  
 $H_0$  There is no difference in the perceived behavioral strategies used by adult males and adult females within a setting.
7.  $H_7$  There is a difference in the perceived behavioral strategies used by adult females in the dual-earner family and family day care settings.  
 $H_0$  There is no difference in the perceived behavioral strategies used by adult females in the dual-earner family and family day care settings.
8.  $H_8$  There is a difference in the perceived behavioral strategies used by adult males in the dual-earner family and the family day care settings.





- $H_0$  There is no difference in the perceived behavioral strategies used by adult males in the dual-earner family and the family day care settings.

Category 3: Relationship Between Instrumental Competencies and Perceived Behavioral Strategies

9.  $H_9$  There is a relationship between the instrumental competencies valued and perceived behavioral strategies used by adults in each setting.
- $H_0$  There is no relationship between the instrumental competencies valued and perceived behavioral strategies used by adults in each setting.
10.  $H_{10}$  There is a relationship between the instrumental competencies valued and perceived behavioral strategies used by adult males and adult females within a setting.
- $H_0$  There is no relationship between the instrumental competencies valued and perceived behavioral strategies used by adult males and adult females within a setting.
11.  $H_{11}$  There is a relationship between the instrumental competencies valued and perceived behavioral strategies used by adult females across settings.
- $H_0$  There is no relationship between the instrumental competencies valued and perceived behavioral strategies used by adult females across settings.
12.  $H_{12}$  There is a relationship between the instrumental competencies valued and perceived behavioral strategies used by adult males across settings.
- $H_0$  There is no relationship between the instrumental competencies valued and perceived behavioral strategies used by adult males across settings.

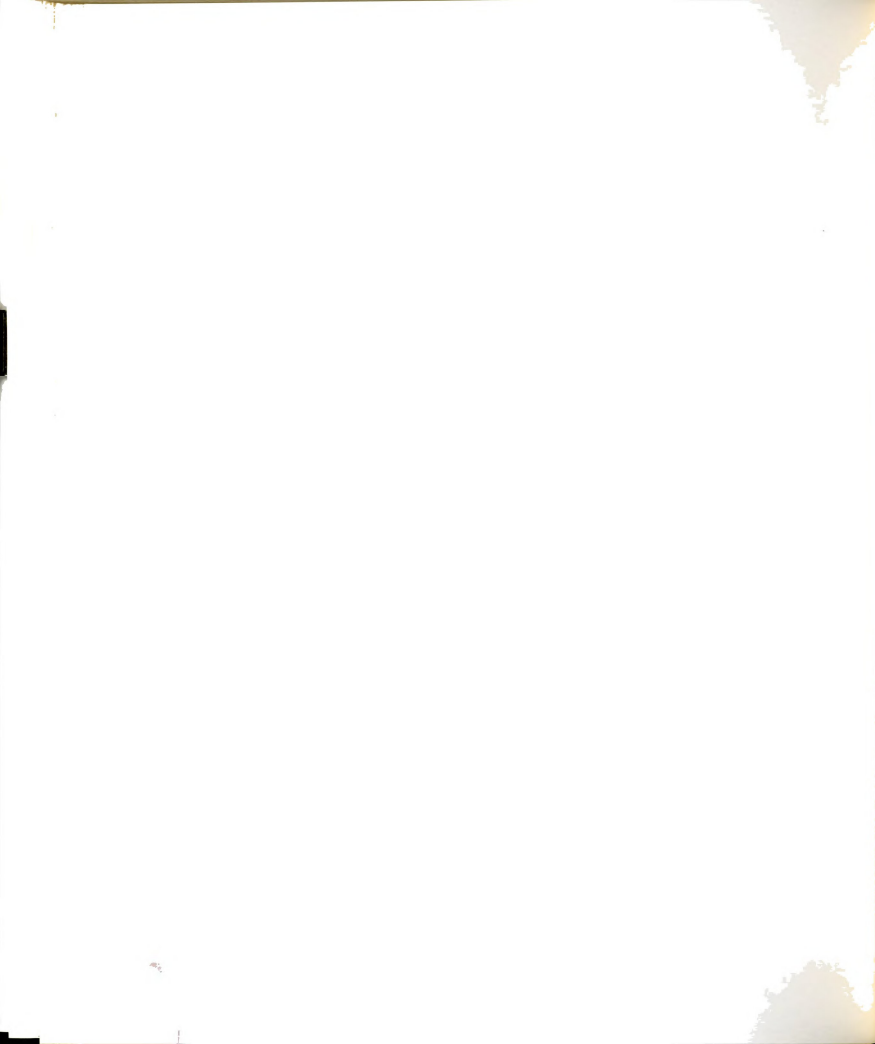


## DATA ANALYSIS

In this study, both descriptive and inferential analyses were performed. The descriptive analyses included means, frequency counts, and percentages related to demographic data. The inferential analyses used to test the 12 hypotheses included the doubly multivariate repeated measures analysis, univariate F tests, canonical correlation, and bi-variate correlation, Pearson correlation.

Three sets of variables of interest in this study were: (1) adults in two settings, the dual-earner and family day care settings; (2) instrumental competencies valued; and (3) behavioral strategies used. The independent variable was adult, with two levels, male and female. The ten instrumental competencies and the ten corresponding behavioral strategies were designated the dependent variables.

The multiple dependent variables assessed in multiple settings, and the effect of the adults within and across settings on the multiple measures were of interest. For this reason the doubly multivariate repeated measures analysis was used (Bock, 1975). The overall hypothesis of no difference in mean centroids for each of the different sets of adults was tested. When significance was found, the second step was taken. Follow-up tests referred to as univariate F tests or the protected F Procedure were conducted to identify the influence of the independent variable on each separate dependent variable. An advantage of using the overall multivariate test was that it provided protection from an inflated alpha level on the separate univariate test (Bray and Maxwell, 1982; Finn, 1974; Johnson, no date). The purpose of employing



the multivariate analysis then was to control the overall alpha level to some constant while the main interest was the separate univariate analyses.

Separate multivariate analyses and univariate F tests were run on the data from the revised version of the Kohn Index of Parental Values during the analyses relevant to hypotheses one through four. Additional multivariate analyses and univariate F tests were run on the data from the Parent Behavioral Strategies Scale during the analyses relevant to hypotheses five through eight.

Hypotheses nine through twelve were relevant to the relationships between the two sets of dependent variables. For these four hypotheses, both the canonical correlation analysis and the bivariate correlation analysis, Pearson correlation, were selected. The canonical correlation analysis was selected since it is designed to calculate the maximum correlation possible between two sets of variables (Warwick, 1975). The two sets of variables of interest in this study were the set of ten instrumental competencies and the set of ten behavioral strategies. The bivariate correlation analysis was selected to indicate the strength of relationship between individual pairs of instrumental competencies and the corresponding behavioral strategies.

One item on the Parent Behavioral Strategies Scale measured adults' perceptions of the extent to which they agreed on what they expected from children. This item was related to differences perceived within settings, and was analyzed using the dependent t-test since the data represented the mean difference between males and females within a setting.



## SUMMARY

This ex post facto study was both comparative and correlational. Instrumental competencies valued by adults were compared both within and between the dual-earner and family day care settings. Also, the perceived behavioral strategies that adults used to instill instrumental competencies in children were compared within and between settings. The study was correlational in that correlations were performed to determine the strength of the relationships between instrumental competencies valued and behavioral strategies used by adults within and between settings.

The independent variable in this study was adult, with two levels, male and female, in the dual-earner and family day care settings. The dependent variables were ten instrumental competencies and their corresponding perceived behavioral strategies.

Three instruments were used to collect data for this study. The Family Characteristics Interview was used to obtain demographic data from all four adults in both settings. The second instrument, a revised version of the Kohn Index of parental Values was used to ascertain which instrumental competencies dual-earner parents and adults in the family day care home valued in children. The third instrument, which was developed for this study, was a multiple choice questionnaire designated the Parent Behavioral Strategies Scale. It was used to determine those behavioral strategies which parents and caregivers perceived they were using with children in various situations.





Twenty-five pairs of dual-earner parent units and corresponding family day care providers who met specified criteria and who were willing to participate were subjects in this study. In only 12 of the 25 family day care homes, however, were male spouses present and willing to cooperate. Therefore, a total of 87 adults participated in the study as follows: (1) 25 males and 25 females in the dual-earner setting; (2) 12 males and 25 females in the family day care setting. In 14 of the dual-earner families the child referred to was a girl and in 11 of the families the child referred to was a boy.

An adult male-female pair from each setting was matched by child and a visit of approximately an hour and one-half was scheduled for each pair in their homes at the couple's convenience. Each visit consisted of three parts: (1) an interview with both adults so that procedures could be explained and demographic data be obtained; (2) a separate interview with each adult to collect data on instrumental competencies and; (3) individual completion of the questionnaire to collect data on behavioral strategies.

Special care was taken to eliminate as much bias from the study as possible. The sequence of interviewing males and females and having them complete the questionnaire was changed from visit to visit. In addition, color coding of paper was alternated and nonsexist language was used in three separate versions of the Parent Behavioral Strategies Scale. Finally, bias reduction was sought through selecting participating families in such a way that a balance between male and female children was obtained.



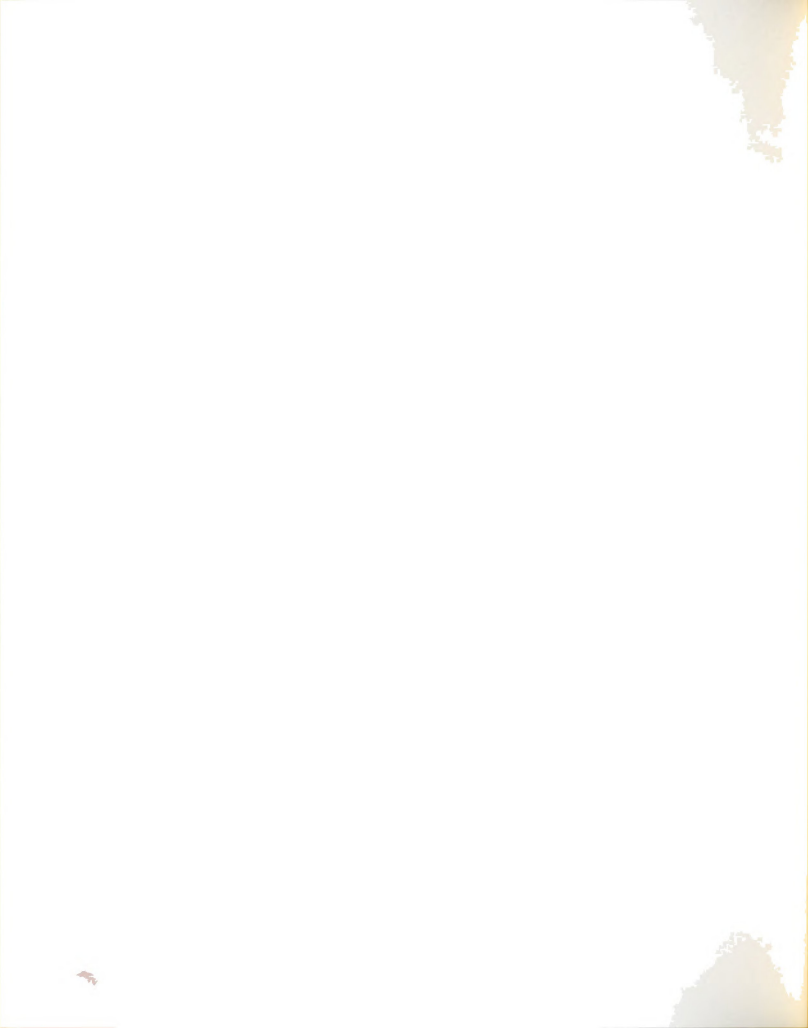
A total of 12 hypotheses were tested. They were classified into three main categories: (1) four hypotheses related to instrumental competencies valued; (2) four hypotheses related to behavioral strategies used; and (3) four hypotheses related to the relationship between competencies valued and strategies used.

Both descriptive and inferential analyses were performed. The descriptive analysis included means, frequency counts, and percentages related to key demographic data. The inferential analyses included use of a doubly multivariate repeated measure analysis procedure to test the eight hypotheses concerned with differences between adults within and between settings on competencies valued and strategies used. When significance was found using the multivariate analysis, follow-up procedures using univariate F tests were conducted to identify the influence of the independent variable on each separate dependent variable. This two-step analysis employing multivariate analysis and univariate F tests was used to control the overall alpha level to some constant while conducting separate univariate analyses.

The canonical correlation analysis and the bivariate correlation analysis, Pearson correlation, were used to test the four hypotheses regarding the relationship between competencies valued and strategies used. The canonical correlation analysis was used to calculate the maximum correlation possible between two sets of variables, whereas the bivariate analysis was used to determine the strength and direction of the relationship between pairs of variables.



A separate analysis was performed on one item on the Parent Behavioral Strategies Scale which measured adults' perceptions of the extent of agreement on what they expected of children. This item was related to differences perceived within settings and was analyzed using the dependent t-test since the data represented the mean difference between males and females within a given setting.



## CHAPTER IV

### ANALYSIS OF RESULTS

#### INTRODUCTION

The purpose of this study was to compare adults in two family settings, the dual-earner family and the family day care home on the following three categories of interest: (1) instrumental competencies of children valued by adults; (2) perceived behavioral strategies used by adults to instill the competencies; and (3) the relationships between instrumental competencies valued and behavioral strategies used in the two settings. In conducting this study, three major sets of data were obtained. The first set refers to demographic variables; the second set refers to variables related to the comparisons made on instrumental competencies valued and behavioral strategies used by adults. The third set of data refers to the relationships found between instrumental competencies valued and behavioral strategies used by adults in the two settings.

#### ANALYSIS OF DEMOGRAPHIC DATA ON DUAL-EARNER AND FAMILY DAY CARE SETTINGS

Demographic data were obtained from all four adults in two settings using the Family Characteristics Interview form. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) crosstabulations and breakdowns procedures (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975). The results of these analyses are presented in the following sequence. First, parents in the dual-earner family and the family day care provider and spouse are described. Then a comparison of the two





settings is made. The demographic data are reported in the present study because it is likely that the relationship between variables investigated have their origins in the demographics of the sample; particularly the adult's age, education, religion, experience in rearing children, and general living conditions. The sex, age, and rank order of children were also thought to have some effect upon values held by adults and their choice of strategies used with children. The demographic data are summarized in Tables 1, 2, and 3.

#### Dual-Earner Family Demographic Analysis

Adults in the dual-earner family were similar to one another in age, education, occupation, race, and religion (see Table 1). The mean age of fathers was 32 years whereas the mean age of mothers was 31 years. Eighty-eight percent of the fathers and mothers each completed thirteen or more years of formal education. Sixty-eight percent of the fathers worked in occupations classified as professional or technical. Sixteen percent worked in occupations which would be classified as laborers or craftsmen by Duncan (Reiss, Duncan, Hatt, and North, 1961). Eighty percent of the women identified their occupations as those which would be classified as professional or technical with only four percent identifying themselves in occupations classified by Duncan as laborer or craftsperson. Forty-eight percent of the adults in the dual-earner family stated that their incomes were \$30,000 or more. However, twelve percent of these adults had incomes in the \$10,000 to \$15,000 range. Ninety-six percent of the fathers were white and four percent were black. All of the women were white. Sixty-eight percent of the fathers and mothers each identified their religion



TABLE 1  
COMPARISON OF ADULTS IN DUAL-EARNER AND FAMILY DAY CARE SETTINGS  
ON MAJOR DEMOGRAPHIC CHARACTERISTICS

	DUAL-EARNER FAMILY		FAMILY DAY CARE HOME	
	MALE (25)	FEMALE (25)	MALE (12)	FEMALE (25)
Mean Age	32 years	31 years	36 years	35 years
Formal Education:				
22 years	4%	-	8%	-
21 years	4%	-	-	-
20 years	4%	-	-	-
18 years	16%	16%	17%	-
17 years	4%	24%	-	4%
16 years	24%	12%	33%	32%
15 years	16%	4%	8%	4%
14 years	12%	12%	8%	20%
13 years	4%	20%	-	12%
Occupation:				
Professional-Technical	68%	80%	67%	12%
Manager	-	8%	-	-
Foreman	12%	4%	8%	-
Labor-Craftsperson	16%	4%	25%	88%
Income:				
\$30,000 and Above	48%	48%	33%	20%
\$25,000-\$30,000	24%	20%	17%	20%
\$20,000-\$25,000	12%	16%	8%	12%
\$15,000-\$20,000	4%	4%	17%	20%
\$10,000-\$15,000	12%	12%	25%	16%
Below \$10,000	-	-	-	12%
Race:				
White	96%	100%	100%	100%
Black	4%	-	-	-
Religion:				
Protestant	68%	68%	50%	48%
Roman Catholic	16%	24%	8%	28%
Jewish	-	4%	-	-
Type of Dwelling:				
Single Family Home	80%	80%	83%	88%
Apartment	8%	8%	-	4%
Condominium	4%	4%	-	4%
Mobile Home	4%	4%	-	-
Household Composition:				
Spouse and 3 or more children	20%	20%	50%	32%
Spouse and 2 children	52%	52%	17%	36%
Spouse and 1 child	28%	28%	17%	16%
Alone	-	-	-	4%
Alone and child	-	-	-	4%
Distance Between Family Day Care Home and Dual-Earner Home:				
5-10 minutes by car		52%		
10 -20 minutes by car		32%		
5 - 10 minutes walking		16%		



TABLE 2  
CHARACTERISTICS OF CHILD IN DUAL-EARNER FAMILY AND  
ARRANGEMENTS MADE FOR CHILD IN FAMILY DAY CARE HOME  
BY DUAL-EARNER ADULTS

INFORMATION PROVIDED BY:		
	MALES (25)	FEMALES (25)
Sex of Child Cared For in Family Day Care Home		
Male	-	44%
Female		56%
Age of Child Cared For in Family Day Care Home		
36 months	-	32%
42 months		4%
48 months		20%
54 months		24%
60 months		20%
Ordinal Position of Child Cared For in Family Day Care Home		
First	-	56%
Second		24%
Third		12%
Other		4%
Number of Substitute Care Positions For Child Cared For Outside The Home		
One	-	80%
Two		20%
Number of Children Cared for in Family Day Care Home		
One	-	44%
Two		52%
Three		-
Four		4%
Length of Time Child In Family Day Care Home Per Week		
5-15 Hours	-	20%
15-25 Hours		16%
25-35 Hours		20%
35-45 Hours		28%
45 and more Hours		16%
Principal Type of Contact Between Adults in Dual-Earner and Family Day Care Home Settings		
Telephone	4%	-
Visits	8%	4%
Drop Off or Pick Up	48%	44%
Drop Off and Pick Up	40%	52%
Frequency of Contact Between Adults in Both Settings		
Once A Day	32%	36%
Twice A Day	24%	48%
Several Times per Week	20%	8%



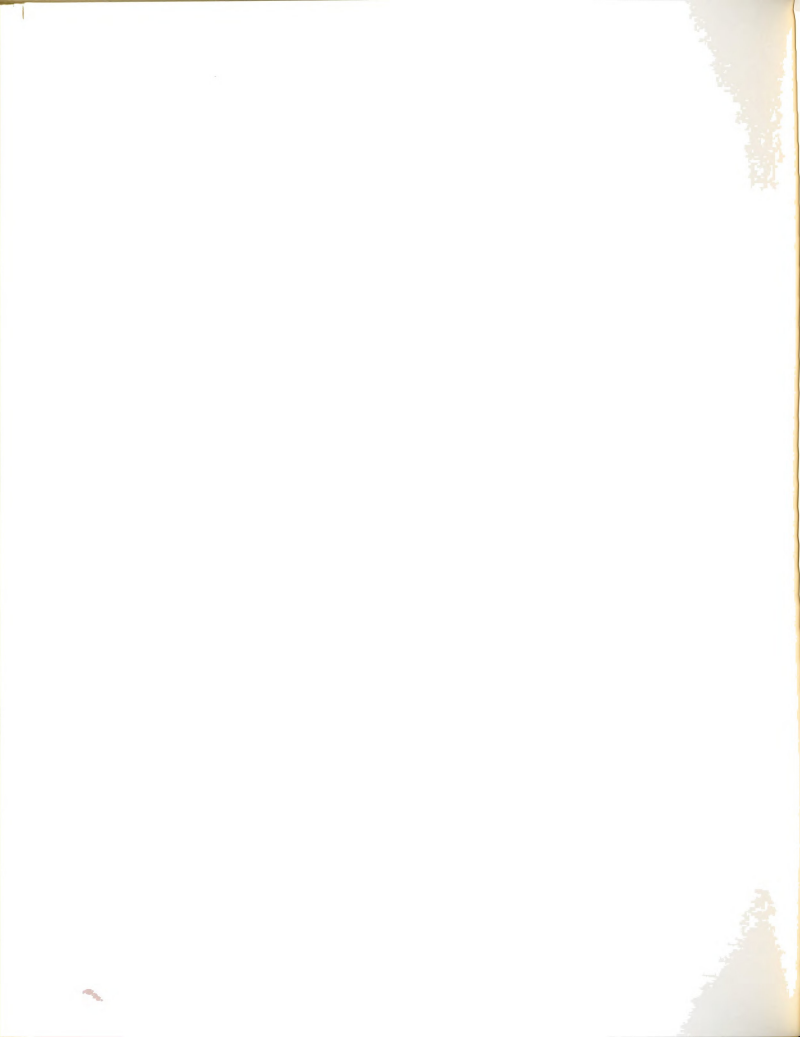
as protestant. Sixteen percent of the fathers and twenty-four percent of the mothers identified their religion as Roman Catholic. Four percent of the mothers were Jewish.

Eighty percent of the dual-earner families lived in single family dwellings. Twenty percent lived in apartments, condominiums, mobile homes, and other types of housing. Fifty-two percent of the households included two children whereas twenty-eight percent of the households included one child. The remaining twenty percent of the households included three or more children. Dual-earner families had a total of 49 children ranging in age from infancy to over nine years with 31 children five years of age or below.

Of the 25 children referred to in this study, 11 were male and 14 were female. They ranged in age from 36 months to 60 months. Thirty-two percent (8) were 36 months old; four percent (1) were 42 months old; twenty percent (5) were 48 months old; twenty-four percent (6) were 54 months of age; and twenty percent (5) were 60 months of age. Of the children referred to in the study, 56% (14) were first borns, 28% (7) were second children, and 16% (4) were in other positions (see Table 2).

The number of children being cared for in family day care homes varied as follows. Of the dual-earner families, 52% had two children in day care, while 44% had one child in a day care home. Eighty percent of the dual-earner families placed their children in one out-of-home setting, the family day care home. The other 20% placed their children in two out-of-home settings.





The length of time the children stayed in the family day care home varied as follows. Of the dual-earner families, 28% reported that their children were cared for by the provider for 35 to 40 hours per week; 20% reported child care for 5 to 15 hours; another 20% reported child care for 25 to 35 hours per week. Sixteen percent reported their children were in care for 45 or more hours while another sixteen percent reported child care of 15 to 25 hours per week. Most of the reported time was actually spent at the provider's house since little time was spent in travel to and from the settings.

The data indicated that dual-earner parents lived relatively close to their providers. Of the dual-earner adults, 52% reported that family day care homes were only 5 to 10 minutes by car from their homes. A total of 32% reported that the provider's house was 10 to 20 minutes away by car. In 16% of the cases, parents reported that they could walk their children to the family day care home in 5 to 10 minutes or less.

The principal type of contact between parents and providers was a brief visit at drop off and pick up times as reported by 88% of the fathers and 96% of the mothers. Of the mothers, 48% reported that they were in contact with providers at least twice a day whereas 32% of the fathers reported seeing the provider at least once a day.

#### Family Day Care Home Demographic Analysis

The family day care provider and spouse were also similar to one another in many respects such as age, education, race, and religion (see Table 1). The mean age of males in the family day care home was 36 years



as compared to a mean age of 35 for female providers. Seventy-four percent of the spouses and seventy-two percent of the providers completed 13 or more years of formal education. Sixty-seven percent of the spouses in the family day care home worked in occupations classified as professional/technical, and twenty-five percent worked in occupations classified by Duncan as laborers or craftsmen. Since child care was categorized as being in the labor/craftsperson category by Duncan, 88% of all the providers fell into this category. The other 12% identified their occupations as professional/technical since they were trained as professionals and were working in family day care temporarily or regarded themselves as professionals.

With regard to income, 33% of the spouses in family day care homes reported an income of \$30,000 or more. Another 25% reported an income between \$10,000 to \$15,000. Of the providers, 20% reported an income of \$30,000 or over, but 12% reported an income of \$10,000 or below.

With regard to race and religion, all of the providers and spouses interviewed were white. Of the spouses, 50% were protestant whereas 48% of the providers were protestant. Twenty-eight percent of the providers and over eight percent of the spouses were Roman Catholic.

Data reported on dwellings were as follows. Of the family day care providers, 88% lived in single family dwellings. The rest lived in condominiums and apartments. In family day care homes where there were spouses, 83% reported living in single family dwellings.

The number of children reported by family day care adults was as follows. Thirty-six percent of the providers had two children and thirty-two percent had three or more children. In provider's families



where spouses were present, 50% of these families had three or more children and 34% had one or two children. Providers and their spouses had a total of 50 children ranging in age from infancy to over nine years, 17 of whom were five years of age or below.

Prior to caring for children in their homes, family day care providers reported having a variety of jobs. Twenty-four percent had been teachers and an equal percentage (16%) had been in sales and clerical jobs respectively (see Table 3). Eight percent had been nurses, and the rest of the providers reported previous jobs in factories and other type employment.

With regard to their work as providers, 52% had been providers for four or more years, and an equal number (16%) had been providers for one to two and three to four years respectively. Ninety-six percent cared for children five days per week and four percent took care of children six days per week. Ages of the children cared for ranged from infants below 12 months of age to children over six years of age. Fees ranged from \$5.00 to \$15.00 per child per day with 88% of the providers charging from \$5.00 to \$10.00 per child per day and the remainder charging \$10.01 to \$15.00 per child per day. A total of seven children per day, scheduled at various hours, were cared for by 52% of the providers.

In two family day care homes, spouses were also providers and the type of family day care home was actually a group type home. These group family day care homes took in more than six children at a time, and spouses spent a great deal of time interacting with the children. Both spouses had been providers for less than three years. For the purpose of this



TABLE 3  
FAMILY DAY CARE PROVIDER'S EXPERIENCE

	Male (12)	Female (25)
Previous Work Experience of Provider		
Clerical		16%
Teacher		24%
Nurse		8%
Sales		16%
Factory		8%
Other		28%
Length of Time as Day Care Provider		
6 months		4%
1-2 years		16%
2-3 years		12%
3-4 years		16%
More than 4 years		52%
Number of Days per Week Provider Cares For Other People's Children		
Five		96%
Six		4%
Number and Ages of Children Cared For By Provider		
0-12 months		
one		57%
two		29%
three		7%
1-2 years		
one		40%
two		33%
three		7%
four		13%
2-3 years		
one		33%
two		47%
three		13%
four		7%
3-4 years		
one		55%
two		30%
three		10%
four		5%
4-5 years		
one		50%
two		21%
three		21%
four		7%
5-6 years		
one		82%
two		9%
three		9%
6 and over		
one		67%
two		13%
three		13%
four		7%
Amount Charged Per Day Per Child		
\$5.00-\$10.00		88%
\$10.01-\$15.00		12%





study, however, the women in these settings were considered to be the primary caretakers.

#### Summary of Demographics

In comparing the dual-earner and family day care settings on demographic data, both similarities and differences became evident. The two settings were similar in race, religion, and type of family dwelling. Family day care providers and their spouses were slightly older than parents in the dual-earner families. Although the dual-earner family and the family day care families had about the same number of children, the children of the provider and spouse were older. Occupations of the spouses in both settings were similar, but both adults in the dual-earner family had more years of formal education, and most worked in occupations which were categorized as professional/technical by Duncan. Consequently, incomes were higher in the dual-earner family than in the family day care setting.

#### MEANS AND STANDARD DEVIATIONS OF INSTRUMENTAL COMPETENCY AND BEHAVIORAL STRATEGY SCORES

The means and standard deviations for both instrumental competency and behavioral strategy scores are presented in Tables 4 and 5. Since the means and standard deviations provide the basis for further analyses, these data are provided prior to reporting data for individual hypotheses.



TABLE 4  
MEANS AND STANDARD DEVIATIONS OF INSTRUMENTAL COMPETENCY SCORES BY ADULT

VARIABLES	DUAL-EARNER SETTING				FAMILY DAY CARE SETTING			
	MALES (25)		FEMALES (25)		MALES (12)		FEMALES (25)	
	M	SD	M	SD	M	SD	M	SD
Good Manners	3.00	.913	3.00	.646	2.50	.674	2.64	.70
Tries Hard to Succeed	2.32	.90	2.92	.953	2.50	.904	2.56	.768
Honest	3.32	.557	3.52	.918	4.00	.963	3.56	.870
Neat and Clean	2.40	.707	2.32	.690	2.08	.793	2.28	.614
Self-Control	3.00	.817	2.84	.987	3.00	.739	3.28	.936
Acts like boy/girl Should	1.76	1.30	1.28	.541	1.83	1.19	1.28	.614
Gets Along with Other Children	3.52	.823	3.48	.653	3.67	.779	3.80	.817
Obeys Parents Well	3.12	.60	3.08	.862	2.83	.389	3.32	.690
Considerate	4.20	.817	4.00	.763	4.00	.739	3.76	.830
Interested in How and Why Things Happen	3.36	1.22	3.60	1.08	3.58	.996	3.52	1.08



TABLE 5  
MEANS AND STANDARD DEVIATIONS OF BEHAVIORAL STRATEGY SCORES BY ADULT

VARIABLES	DUAL-EARNER SETTING				FAMILY DAY CARE SETTING			
	MALES (25)		FEMALES (25)		MALES (12)		FEMALES (25)	
	M	SD	M	SD	M	SD	M	SD
Good Manners	3.95	.603	4.04	.487	4.02	.652	4.23	.528
Tries Hard to Succeed	4.02	.458	4.13	.435	4.17	.416	4.17	.442
Honest	4.42	.477	4.53	.443	4.58	.413	4.66	.250
Neat and Clean	3.44	.70	3.88	.676	3.42	.555	3.58	.708
Self-Control	3.52	.630	3.63	.711	3.98	.384	4.27	.493
Acts like boy/girl Should	2.44	.690	2.30	.700	2.32	.615	1.75	.563
Gets Along with Other Children	3.50	.666	3.96	.497	4.05	.522	4.14	.364
Obeys Parents Well	3.55	.642	3.72	.569	3.95	.370	4.14	.531
Considerate	3.37	.704	3.31	.60	3.65	.672	3.72	.640
Interested in How and Why Things Happen	3.38	.623	3.66	.455	3.78	.830	3.56	.661



## ANALYSIS OF INSTRUMENTAL COMPETENCIES VALUED

### Hypothesis 1: Males and Females in Both Dual-Earner and Family Day Care Settings

In hypothesis one, it was stated that a difference would be found when instrumental competencies valued were compared in both the dual-earner and family day care settings. For male and female adults across settings, the multivariate repeated measures analysis run on data from the Kohn Index of Parental Values revealed significance,  $F(10,24) = 40.51$ ,  $p < .001$ , by the Wilks' Lambda Criterion (see Table 6). Therefore, for adults across both settings, the null hypothesis was rejected.

The following results were found when the independent variable, adult males and females across both settings, was analyzed for its influence on each separate instrumental competency using the univariate F tests. All ten instrumental competencies were found to be significant ( $p < .05$ ) except for acts like a boy or girl should.

### Hypothesis 2: Males and Females Within Settings

In hypothesis two, it was stated that a difference would be found on instrumental competencies valued when male and female adults were compared within a setting. When the doubly multivariate repeated measures analysis was run on the data from the revised version of the Kohn Index of Parental Values, the results obtained are shown in Table 7.

#### Males and Females Within the Dual-Earner Setting

For males and females within the dual-earner setting, the doubly multivariate repeated measures analysis for instrumental competencies valued was found to be significant,  $F(10,15) = 10.82$ ,  $p < .001$ , by the Wilks' Lambda Criterion. Therefore, within the dual-earner setting, the





TABLE 6  
MULTIVARIATE AND UNIVARIATE ANALYSIS FOR INSTRUMENTAL  
COMPETENCIES VALUED ACROSS BOTH THE DUAL-EARNER AND  
FAMILY DAY CARE SETTINGS

SOURCE OF VARIATION	d.f.	MULTIVARIATE F	UNIVARIATE F										
Both dual earner males and females and family day care males and females	10, 24	40.51***	4.78*	Good Manners	44.47***	39.20***	5.82*	6.56*	.064	Gets Along Well With Others	90.32***	18.77***	4.83*
				Tries Hard to Succeed				Neat and Clean		Acts Like a Boy/Girl Should			
				Honest				Self-Control		Obeys Parents Well			
										Considerate of Others			
										How and Why Things Happen			

\* p < .05

\*\* p < .01

\*\*\* p < .001



null hypothesis was rejected. The independent variable which produced the significant multivariate effect, adults in the dual-earner family, was analyzed for its influence on each separate instrumental competency by univariate F tests. The univariate F tests revealed that good manners, tries hard to succeed, honest, neat and clean, self-control, gets along with other children, and obeys parents well were significant ( $p < .05$ ).

#### Males and Females Within the Family Day Care Setting

The doubly multivariate repeated measures analysis for instrumental competencies valued was found to be significant,  $F(10,15) = 33.44$ ,  $p < .001$ , by the Wilks' Lambda Criterion for males and females in the family day care setting. (see Table 7). Therefore, within the family day care setting the null hypothesis was rejected. When the independent variable, adults in the family day care setting, was analyzed for its influence on each separate instrumental competency by means of univariate F tests, the following results were found. Six instrumental competencies were significant ( $p < .05$ ) including tries hard to succeed, honest, neat and clean, self-control, gets along with other children and obeys parents well.

#### Hypothesis 3: Females in the Dual-Earner and Family Day Care Settings

In hypothesis three, it was stated that a difference would be found on instrumental competencies valued by adult females in the dual-earner and family day care settings. When the doubly multivariate repeated measures analysis was executed on the revised version of the Kohn Index of Parental Values, a significant effect was revealed for females



TABLE 7  
 MULTIVARIATE AND UNIVARIATE ANALYSIS FOR  
 INSTRUMENTAL COMPETENCIES VALUED WITHIN THE DUAL-EARNER  
 AND FAMILY DAY CARE SETTINGS

SOURCE OF VARIATION	d.f.	MULTIVARIATE		UNIVARIATE									
		F		Good Manners	Tries Hard to Succeed	Honest	Neat and Clean	Self- Control	Acts Like Boy- Girl Should	Gets Along Well With Others	Obeys Parents Well	Considers Others	How & Why Things Happen
Dual Earner Males & Females	10,15	10.82***	9.42**		28.47***	13.86***	4.36*	6.68*	.09	36.0***	34.63***	3.69	2.09
Family Day Care Males & Females	10,15	33.44***	0.0		130.53***	27.61***	43.46***	5.56*	.11	33.85***	57.14***	3.27	.78

\* p &lt; .05

\*\* p &lt; .01

\*\*\* p &lt; .001



in the dual-earner and family day care settings,  $F(10,15) = 22.46$ ,  $p < .001$ , by the Wilks' Lambda Criterion as indicated in Table 8. Therefore, for females in both settings, the null hypothesis was rejected.

When the independent variable, female adults in dual-earner and family day care settings, was analyzed for its influence on each separate instrumental competency using univariate F tests, the following results were found. Four instrumental competencies were found to be significant ( $p < .05$ ). They were tries hard to succeed, honest, gets along with other children, and obeys parents well.

Hypothesis 4: Males in the Dual-Earner and Family Day Care Settings

In hypothesis four it was stated that a difference would be found in instrumental competencies valued by adult males in the dual-earner and family day care settings. When the doubly multivariate repeated measures analysis was run on the data from the revised version of the Kohn Index of Parental Values, a significant effect was revealed for males in the dual-earner and family day care settings,  $F(10,15) = 46.81$   $p < .001$ , by the Wilks' Lambda Criterion as indicated in Table 9. Therefore for males in the dual-earner family and family day care settings, the null hypothesis was rejected.

The following results were found when the independent variable, male adults in the dual-earner and family day care settings, was analyzed for its influence on each separate instrumental competency using the univariate F tests. In this case all of the ten instrumental competencies were found to be significant ( $p < .05$ ), except for acts like a boy or girl should.





TABLE 8

MULTIVARIATE AND UNIVARIATE ANALYSIS FOR  
INSTRUMENTAL COMPETENCIES VALUED BY FEMALES IN THE DUAL -  
EARNER AND FAMILY DAY CARE SETTINGS

SOURCE OF VARIATION	MULTIVARIATE F		U N I V A R I A T E F									
		Good Manners	Tries Hard to Succeed	Honest	Neat and Clean	Self-Control	Acts Like Boy/girl Should	Gets Along Well	Obeys Parents Well	Considerate of Others	How & Why Things Happen	
Dual-Earner & Family Day Care Females	10.15	22.46***	.09	36.0***	34.63***	3.69	2.09	.11	33.85***	57.14***	3.27	.78

\* p &lt; .05

\*\* p &lt; .01

\*\*\* p &lt; .001



TABLE 9  
MULTIVARIATE AND UNIVARIATE ANALYSIS FOR  
INSTRUMENTAL COMPETENCIES VALUED BY MALES IN THE DUAL-  
EARNER AND FAMILY DAY CARE SETTINGS

SOURCE OF VARIATION	d.f.	MULTIVARIATE F			UNIVARIATE F									
Dual-Earner & Family Day Care Males	10,15	46.81***	9.42**	Good Manners	Tries Hard to Succeed	Honest	Neat and Clean	Self-Control	Acts Like Boy-Girl Should	Gets Along With Other Children	Obeys Parents Well	Considersate of Others	How & Why Things Happen	
					28.47***	13.86***	4.36*	6.68*	0.0	130.53***	27.60***	43.46***	5.55*	

\* p < .05

\*\* p < .01

\*\*\* p < .001



#### ANALYSIS OF BEHAVIORAL STRATEGIES USED

##### Hypothesis 5: Males and Females in Both Dual-Earner and Family Day Care Settings

Hypothesis five stated that there would be a difference in perceived behavioral strategies used by adults in the dual-earner and family day care settings. For male and female adults across settings, the doubly multivariate repeated measures analysis run on data from the Parent Behavioral Strategies Scale revealed significance,  $F(10,24) = 67.97$ ,  $p < .001$ , by the Wilks' Lambda Criterion (see Table 10). Therefore, for adults across both settings, the null hypothesis was rejected.

The following results were found when the independent variable, adult males and females across both settings, was analyzed for its influence on each separate behavioral strategy using univariate F tests. Four behavioral strategies were significant ( $p < .05$ ): tries hard to succeed, honest, gets along with other children, and obeys parents well.

##### Hypothesis 6: Males and Females Within Settings

In hypothesis six, it was stated that a difference would be found in perceived behavioral strategies used by adults when adults were compared with a setting. When the doubly multivariate repeated measures analysis was run on the data from the Parent Behavioral Strategies Scale, the results shown in Table 11 were found.

##### Males and Females Within the Dual-Earner Setting

The doubly multivariate repeated measures analysis for perceived behavioral strategies used was found to be significant,  $F(10,15) = 27.85$ ,  $p < .001$ , by the Wilks' Lambda Criterion. Therefore, within



TABLE 10

MULTIVARIATE AND UNIVARIATE ANALYSIS FOR BEHAVIORAL  
STRATEGIES USED ACROSS BOTH THE DUAL-EARNER AND  
FAMILY DAY CARE SETTINGS

SOURCE OF VARIATION	d.f.	MULTIVARIATE F	Good Manners	Tries Hard to Succeed	Honest	Neat and Clean	Self-Control	Acts Like Boy/ Girl Should	Gets Along With Other Children	Obeys Parents Well	Considerate	How & Why Things Happen
Both Dual Earner Males and Females and Family Day Care Males and Females	10,24	67.97***	.40	48.23***	78.36***	1.13	3.82	.49	159.65***	375.74***	.57	.00

\*  $p < .05$   
\*\*  $p < .01$   
\*\*\*  $p < .001$





the dual-earner setting, the null hypothesis was rejected.

The independent variable which produced the significant multivariate effect, adults within the dual-earner setting, was analyzed for its influence on each separate behavioral strategy using univariate F tests. These tests revealed that five behavioral strategies were significant ( $p < .05$ ): tries hard to succeed, honest, gets along with other children, obeys parents well, and interested in how and why things happen.

When adults within the dual-earner setting were asked how much they agreed in regard to the item, "My spouse and I agree on what we expect of children", the data showed a mean difference of -.40 between the two groups. When the means of these two groups were analyzed using the t-test, a t value of -2.31 was found which was significant ( $p < .05$ ).

#### Males and Females Within the Family Day Care Setting

The doubly multivariate repeated measures analysis for perceived behavioral strategies used was found to be significant,  $F(10,15) = 51.75$ ,  $p < .001$ , by the Wilks' Lambda Criterion. Therefore, within the family day care setting, the null hypothesis was rejected.

The independent variable, adults within the family day care setting, was analyzed for its influence on each separate behavioral strategy by univariate F tests. Four of the ten strategies were found to be significant: tries hard to succeed, honest, gets along with other children, and obeys parents well.

When adults within the family day care setting were asked how much they agreed in regard to the item, "My spouse and I agree on what we ex-

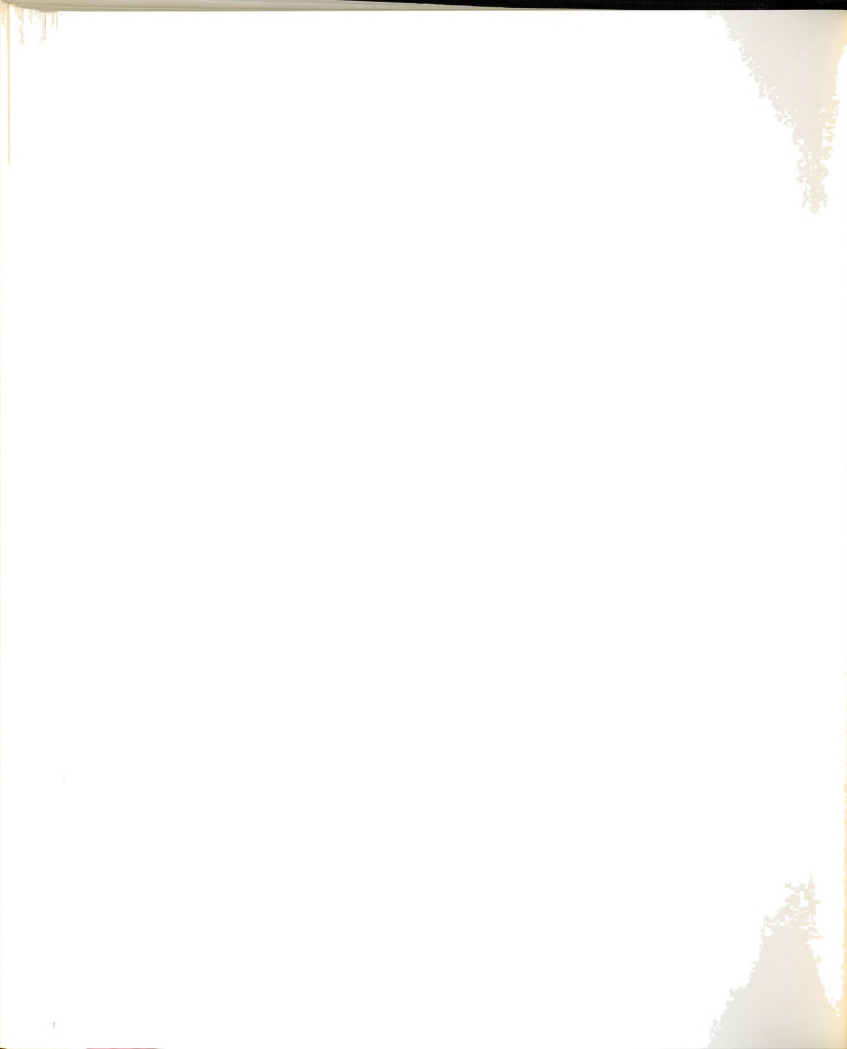


TABLE 11  
MULTIVARIATE AND UNIVARIATE ANALYSIS  
FOR BEHAVIORAL STRATEGIES USED BY MALES AND FEMALES  
WITHIN DUAL-EARNER AND FAMILY DAY CARE SETTINGS

SOURCE OF VARIATION	d.f.	MULTIVARIATE F			UNIVARIATE F									
Dual Earner Males & Females	10,15	27.85***	.10	Good Manners	Tries to Succeed	Honest	Neat and Clean	Self-Control	Acts Like a Boy/Girl	Gets Along Well With Children	Obeys Parents Well	Considers Others	How & Why Things Happen	
					45.54***	35.94***	.01	.01	.42	20.02***	58.62***	3.54	6.74*	
Family Day Care Males & Females	10,15	51.75***	3.36	143.97***	162.90***	2.17	1.31	.31	60.78***	239.18***	0.0	.85		

\* p &lt; .05

\*\* p &lt; .01

\*\*\* p &lt; .001



pect of children", the data showed a mean difference of .08. A t-test of the two group means provided a t value of .36, which was not statistically significant.

Hypothesis 7: Females in the Dual-Earner and Family Day Care Settings

Hypothesis seven stated that there would be a difference in perceived behavioral strategies used by females in the dual-earner and family day care settings. When the doubly multivariate repeated measures analysis was executed on the data from the Parent Behavioral Strategies Scale, a significant multivariate effect was revealed for females in the dual-earner and family day care settings,  $F(10,15) = 45.47$ ,  $p < .001$ , by the Wilks' Lambda Criterion as indicated in Table 12. Therefore, for females across settings, the null hypothesis was rejected.

When the independent variable, female adults in both settings, was analyzed for its influence on each separate behavioral strategy using the univariate F test, the following results were obtained. Five behavioral strategies were significant ( $p < .05$ ): tries hard to succeed, honest, self-control, gets along with other children, and obeys parents well.

Hypothesis 8: Males in the Dual-Earner and Family Day Care Settings

It was stated in hypothesis eight that there would be a difference in perceived behavioral strategies when adult males in the dual-earner and family day care settings were compared. When the doubly multivariate repeated measures analysis was run on the data from the Parent Behavioral Strategies Scale, a significant multivariate effect was revealed for males in both settings,  $F(10,15) = 30.43$ ,  $p < .001$ , by the Wilks' Lambda Cri-



TABLE 12  
MULTIVARIATE AND UNIVARIATE ANALYSIS  
FOR BEHAVIORAL STRATEGIES USED BY FEMALES  
WITHIN DUAL-EARNER AND FAMILY DAY CARE SETTINGS

SOURCE OF VARIATION	d.f.	MULTIVARIATE F	UNIVARIATE F									
Dual-Earner & Family Day Care Females	10, 15	45.47***	.42	Good Manners	20.02***	58.62***	3.54	6.74*	.31	60.76***	239.18***	0.0
				Tries Hard to Succeed								
				Honest								
				Neat & Clean								
				Self-Control								
				Acts Like Boy								
				Gets Along With Other Children								
				Obeys Parents Well								
				Considerate								
				How & Why Things Happen								

\* p < .05  
\*\* p < .01  
\*\*\* p < .001





terion as indicated in Table 13. Therefore, the null hypothesis was rejected for males across settings.

When the independent variable, male adults in both settings, was analyzed for its influence on each separate behavioral strategy using the univariate F test, four strategies were found to be significant. They were: tries hard to succeed, honest, gets along with other children, honest, and obeys parents well.

#### SUMMARY OF ANALYSES OF INSTRUMENTAL COMPETENCIES AND BEHAVIORAL STRATEGIES

When hypotheses one through eight were tested using the doubly multivariate repeated measures analysis, statistical significance was found for all of the hypotheses and therefore, the null hypothesis for each of these hypotheses was rejected. Univariate F tests were performed which revealed significant results for nine of the ten instrumental competencies and six of the ten behavioral strategies as summarized in Table 14.

#### ANALYSIS OF RELATIONSHIPS BETWEEN INSTRUMENTAL COMPETENCIES AND BEHAVIORAL STRATEGIES

##### Hypothesis 9: Adults in Both Dual-Earner and Family Day Care Settings

In hypothesis nine, it was stated that a relationship would exist between instrumental competencies valued for children and perceived behavioral strategies used by adults to instill those valued in each setting. To test hypothesis nine, the set of ten instrumental competencies were canonically correlated with the set of ten behavioral strategies for all four adults in both settings. This canonical correlation analysis revealed no statistically significant relationship between the two sets of



TABLE 13  
MULTIVARIATE AND UNIVARIATE ANALYSIS  
FOR BEHAVIORAL STRATEGIES USED BY MALES  
WITHIN DUAL-EARNER AND FAMILY DAY CARE SETTINGS

SOURCE OF VARIATION	d.f.	MULTIVARIATE F	UNIVARIATE									
			Good Manners	Tries Hard to Succeed	Honest	Neat & Clean	Self-Control	Acts Like Boy-Girl Should	Gets Along With Other Children	Obeys Parents Well	Considerate	How & Why Things Happen
Dual-Earner & Family Day Care Males	10, 15	30.43***	.10	45.54***	35.94***	.01	.01	3.36	143.97***	162.90***	2.17	1.31

\* p < .05  
\*\* p < .01  
\*\*\* p < .001



TABLE 13  
MULTIVARIATE AND UNIVARIATE ANALYSIS  
FOR BEHAVIORAL STRATEGIES USED BY MALES  
WITHIN DUAL-EARNER AND FAMILY DAY CARE SETTINGS

SOURCE OF VARIATION	d.f.	MULTIVARIATE F	UNIVARIATE									
			Good Manners	Tries Hard to Succeed	Honest	Neat & Clean	Self-Control	Acts Like Boy-Girl Should	Gets Along With Other Children	Obeys Parents Well	Considerate	How & Why Things Happen
Dual-Earner & Family Day Care Males	10,15	30.43***	.10	45.54***	35.94***	.01	.01	3.36	143.97***	162.90***	2.17	1.31

\* p < .05  
\*\* p < .01  
\*\*\* p < .001



TABLE 14  
SUMMARY OF SIGNIFICANT UNIVARIATE F TESTS FOR DUAL-EARNER  
AND FAMILY DAY CARE SETTINGS AND MALES AND FEMALES

Variables	Males and Females in Both Dual-Earner and Family Day Care Settings	Males and Females in the Dual-Earner Care Setting	Males Across Family Day Settings	Females Across Family Day Settings
Instrumental Competencies:				
Good Manners	4.78*	9.42**		9.42**
Tries Hard to Succeed	44.47***	28.47***	130.53***	36.00***
Honest	39.20***	13.86***	27.61***	34.63***
Neat and Clean	5.82*	4.36*	43.46***	4.36*
Self-Control	6.56*	6.68*	5.56*	6.68*
Gets Along with Other Children	104.14***	36.00***	33.85***	130.53***
Obeys Parents	90.32***	34.63***	57.14***	27.60***
Considerate	18.77***			43.46***
Interested in How and Why	4.83*			5.55*
Behavioral Strategies:				
Good Manners				
Tries Hard to Succeed	48.23***	45.54***	143.97***	20.02***
Honest	78.36***	35.94***	162.90***	58.62***
Neat and Clean				6.74*
Self-Control				
Gets Along with Other Children	159.65***	20.02***	60.78***	60.76***
Obeys Parents	375.74***	58.62***	239.18***	239.18***
Interested in How and Why Things Happen		6.74*		162.90***

\* p &lt; .05

\*\* p &lt; .01

\*\*\* p &lt; .001





canonical variates. Therefore, the null hypothesis was not rejected.

Not finding any statistically significant relationships using the canonical analysis, a bivariate analysis of individual pairs of instrumental competencies and matching behavioral strategies was performed using the Pearson Product Moment procedure. The results of this bivariate analysis revealed four of the ten pairs expected to be related to have statistically significant correlations ( $p < .05$ ).

As shown in Table 15, the instrumental competency "tries hard to succeed" correlated .29 with its corresponding behavioral strategy. The competency "neat and clean" correlated .18 with its corresponding behavioral strategy, and the competency "acts like a boy/girl should" correlated .20 with its strategy. A correlation of .22 was found between "interested in how and why things happen" and the corresponding strategy.

#### Hypothesis 10: Adult Males and Females Within Each Setting

In hypothesis ten, it was stated that a relationship would exist between instrumental competencies valued and behavioral strategies used by adult males and females within each setting. To test hypothesis ten, two canonical correlations were performed. The first canonical correlation assessed the relationship between the set of ten competencies valued and the set of ten strategies used by males and females in the dual-earner family. The second canonical correlation assessed the relationship between the same sets of ten variables, but with the adults from the family day care setting. In both cases, the canonical correlation revealed no statistically significant relationship between the two sets



TABLE 15  
EXPECTED AND SIGNIFICANT RELATIONSHIPS BETWEEN COMPETENCIES AND STRATEGIES ACROSS  
BOTH DUAL-EARNER AND FAMILY DAY CARE SETTINGS

Perceived Behavioral Strategies Used by Adults	Competencies Valued by Adults									
	Good Manners	Tries Hard to Succeed	Honest	Neat and Clean	Self-Control	Acts like boy (girl) Should	Gets Along with Other Children	Obeys Parents Well	Considerate of Others	Interested in How and Why Things Happen
Dual-Earner Family and Family Day Care Setting (87)										
Good Manners (85)	-.12	.29*	.04	.18*	.06	-.17*	.18*		.21*	
Tries Hard to Succeed										
Honest										
Neat and Clean (85)										
Self-Control (86)	-.28*									.26*
Acts like boy (girl) Should (82)						.20*				
Gets Along with Other Children (84)						-.27*	.04			
Obeys Parents Well (83)	-.18*							-.06		.27*
Considerate of Others (83)					.19*			-.18*	.07	
Interested in How and Why Things Happen (84)	-.19*		-.20*	-.22*					.29*	.22*

\* Indicates  $p < .05$  Number in Parenthesis indicates the number of respondents



of canonical variates. Therefore, the null hypothesis was not rejected for either the dual-earner family or family day care settings.

A bivariate analysis of individual pairs of instrumental competencies and matching behavioral strategies was performed using adults from each setting. For the dual-earner setting, the results of this bivariate analysis revealed three of the ten pairs expected to be related to have statistically significant correlations ( $p < .05$ ). As shown in Table 16, the instrumental competency "considerate" correlated .27 with its corresponding behavioral strategy. The competency "tries hard to succeed" correlated .30 with its corresponding strategy. Finally, the competency "interested in how and why things happen" correlated .28 with its corresponding strategy.

In the family day care setting, shown in Table 16, two of the ten pairs expected to be related actually showed a statistically significant relationship ( $p < .05$ ). However, one correlation was positive whereas the other was negative. The instrumental competency "tries hard to succeed" correlated positively .31 with its corresponding behavioral strategy. The competency "gets along with other children" correlated negatively (-.39) with its corresponding behavioral strategy.

Hypothesis 11: Adult Females Across Dual-Earner and Family Day Care Settings

In hypothesis eleven, it was stated that a relationship would exist between instrumental competencies valued and behavioral strategies used by adult females across settings. To test hypothesis eleven, a canonical correlation analysis was performed on the sets of competencies

TABLE 16

EXPECTED AND SIGNIFICANT RELATIONSHIPS BETWEEN COMPETENCIES AND STRATEGIES

ADULTS WITHIN SETTINGS

Perceived Behavioral Strategies Used by Adults	Competencies Valued by Adults									
	Good Manners	Tries Hard to Succeed	Honest	Neat and Clean	Self-Control	Acts like boy (girl) Should	Gets Along with Other Children	Obeys Parents Well	Considerate of Others	Interested in How and Why Things Happen
Dual-Earner Setting Males and Females (50)										
Good Manners (48)	-.07									
Tries Hard to Succeed		.30*						-.30*		
Honest			.05			-.24*				
Neat and Clean (49)				.12						
Self Control	-.23*				.07					
Acts like boy(girl) should (46)						.20				
Gets Along With Other Children (48)						-.28*	.17			
Obeys Parents Well (47)		.28*						.11		.23*
Considerate of Others (46)								-.25*	.27*	
Interested in How and Why Things Happen (49)				-.26*					.33*	.28*
Family Day Care Setting Males and Females (37)										
Good Manners	-.11						-.35*		.29*	
Tries Hard to Succeed		.31*					-.38*			
Honest	-.29*		-.07				-.41*	.30*		
Neat and Clean (36)				.25						
Self-Control (36)					-.18					
Acts like boy (girl) should (36)				.34*		.20				
Gets Along with Other Children(36)		.33*				-.32*	-.39*			
Obeys Parents Well (36)								-.08		.32*
Considerate of Others		.27*		.36*		-.39*			-.05	
Interested in How and Why Things Happen (35)	-.31*		-.29*						.31*	.16

\* p < .05

Number in parenthesis indicates the number of respondents

valued and strategies used by females in both settings. The canonical correlation revealed no statistically significant relationships between the two sets of variates. Therefore, the null hypothesis was not rejected.

In the bivariate analysis of individual pairs of competencies and corresponding behaviors for all females, two correlations were found to be statistically significant ( $p < .05$ ). As shown in Table 17, the competency "tries hard to succeed" correlated .34 with its corresponding behavioral strategy. The competency "neat and clean" correlated .35 with its corresponding behavioral strategy.

Hypothesis 12: Adult Males Across Dual-Earner and Family Day Care Settings

In hypothesis twelve, it was stated that a relationship would exist between instrumental competencies valued and behavioral strategies used by adult males across both dual-earner and family day care settings. To test hypothesis twelve, a canonical correlation analysis was performed on the sets of competencies valued and strategies used by males in both settings. The canonical correlation revealed no statistically significant relationships between the two sets of variates. Therefore, the null hypothesis was not rejected.

However, when the bivariate analysis of individual pairs of competencies and corresponding behaviors for all males was performed, two correlations were found to be statistically significant ( $p < .05$ ). As shown in Table 18, the competency "acts like a boy/girl should" correlated .28 with its corresponding strategy. The competency "interested in how and why things happen" correlated .33 with its corresponding behavioral strate-



TABLE 17

EXPECTED AND SIGNIFICANT RELATIONSHIPS BETWEEN COMPETENCIES AND STRATEGIES  
FEMALES ACROSS DUAL-EARNER AND FAMILY DAY CARE SETTINGS

Perceived Behavioral Strategies Used by Adults	Competencies Valued by Adults									
	Good Manners	Tries Hard to Succeed	Honest	Neat and Clean	Self-Control	Acts like Boy (Girl) Should	Gets Along with Other Children	Obeys Parents Well	Considerate of Others	Interested in How and Why Things Happen
Adult Females Across Settings (50)										
Good Manners	-.01			.23*						
Tries Hard to Succeed		.34*			-.28*				-.27*	
Honest			.07							
Neat and Clean				.35*						
Self-Control					.04			-.27*		.28*
Acts like Boy (Girl) Should (48)						-.08				
Gets Along with Other Children							-.008			
Obeys Parents Well								-.16		.32*
Considerate of Others (48)						-.25*			-.05	
Interested in How and Why Things Happen (49)				-.25*			-.24*		.34*	.11

\* Indicates  $p < .05$   
Number in parenthesis indicates the number of respondents

TABLE 18  
EXPECTED AND SIGNIFICANT RELATIONSHIPS BETWEEN COMPETENCIES AND STRATEGIES  
MALES ACROSS DUAL-EARNER AND FAMILY DAY CARE SETTINGS

Perceived Behavioral Strategies Used by Adults	Competencies Valued by Adults									
	Good Manners	Tries Hard to Succeed	Honest	Neat and Clean	Self-Control	Acts like Boy (Girl) Should	Gets Along with Other Children	Obeys Parents Well	Considerate of Others	Interested in How and Why Things Happen
Adult Males Across Settings (37)										
Good Manners (35)	-.23									
Tries Hard to Succeed		.20			.30*			-.30*		
Honest	-.31*		.00		.38*					
Neat and Clean (35)			-.02						.27*	
Self-Control (36)	-.47*				.07					
Acts like Boy (Girl) Should (34)		-.42*				.28*	.32*	.37*	-.31*	
Gets Along with Other Children (34)							.04			
Obeys Parents Well (33)					.30*			.05		
Considerate of Others (35)										
Interested in How and Why Things Happen (35)	-.30*		.28*				-.40*		.25	-.27*
				-.36*					.28*	.33*

\* Indicates  $p < .05$

Number in parenthesis indicates the number of respondents

gy.

#### OTHER RELATIONSHIPS FOUND BETWEEN COMPETENCIES AND STRATEGIES

In conducting the bivariate analyses for hypotheses 9 through 12, several relationships were found to be statistically significant other than those which had been hypothesized. These relationships were found both within and across settings and included both positive and negative correlations. All statistically significant relationships, both positive and negative, are shown in Tables 15, 16, 17, and 18. Further discussion of the relationships is included in Appendix E along with Table 20.

#### SUMMARY OF ANALYSES OF RELATIONSHIPS BETWEEN INSTRUMENTAL COMPETENCIES AND BEHAVIORAL STRATEGIES

When hypotheses 9 through 12 were tested using the canonical correlation analysis, no statistical significance was found for these hypotheses and, therefore, the null hypotheses were not rejected. Bivariate analysis revealed statistically significant correlations for individual pairs of competencies and behavioral strategies which were reported by setting and sex of adults.

Instrumental competencies found to be positively correlated with their behavioral strategies and the frequency of occurrence within and across settings were: (1) tries hard to succeed found in four groups of adults; (2) interested in how and why things happen found in three groups of adults; (3) neat and clean found in two groups of adults; (4) acts like a boy/girl should found in two groups of adults; and (5) considerate found in one group of adults. The one competency found to be negatively correlated with its strategy was gets along with other children (see Table 19).



TABLE 19  
SUMMARY OF SIGNIFICANT RELATIONSHIPS BETWEEN COMPETENCIES AND THEIR  
CORRESPONDING STRATEGIES FOR ALL ADULT GROUPS

Males and Females in Both Dual-Earner and Family Day Care Settings	Males and Females in Dual-Earner Setting	Males and Females in Family Day Care Setting	Females Across Settings	Males Across Settings
Tries Hard to Succeed .29*	Tries Hard to Succeed .30*	Tries Hard to Succeed .31*	Tries Hard to Succeed .34*	
Neat and Clean .18*			Neat and Clean .35*	
Acts like boy/girl Should .20*				Acts like boy/girl Should .28*
		Gets Along with Other Children -.39*		
	Considerate .27*			
Interested in How and Why Things Happen .22*	Interested in How and Why Things Happen .28*			Interested in How and Why Things Happen .33*

\* Indicates  $p < .05$

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### OVERVIEW

There are five sections in this concluding chapter: (1) a summary of the purpose, methodology, and findings of the study; (2) major conclusions of the study; (3) discussion of the findings and conclusions; (4) limitations of the study; and (5) implications and recommendations for further research.

#### SUMMARY OF THE STUDY

The purpose of this study was to compare adult males and females in two family settings, the dual-earner family and the family day care home. Comparisons were made on three dimensions; (1) the instrumental competencies of children which adults valued; (2) the behavioral strategies adults perceived they used to instill these instrumental competencies in children; and (3) the relationship between instrumental competencies valued and the behavioral strategies used in two settings.

The degree to which adults in the two settings valued ten instrumental competencies was measured using a revised version of Kohn's Index of Parental Values. Adults' use of ten behavioral strategies to instill competencies was measured using an instrument which had been designed for the study, the Parent Behavioral Strategies Scale. To further compare settings, demographic data were obtained using the Family Characteristics Interview.

There were twenty dependent variables and one independent variable with two levels. Dependent variables were the ten instrumental competencies valued and the ten behavioral strategies used. The independent variable was adults both male and female in both settings.

Interviews were conducted and questionnaires were completed by 25 pairs of dual-earner parent units and corresponding family day care providers who met specified criteria and who volunteered to participate in the study. A total of 87 adults participated: (1) 25 males and 25 females in the dual-earner setting; (2) 12 males and 25 females in the family day care setting. In 14 of the families the child referred to was a girl and in 11 families the child was a boy.

Data collected were used to test twelve hypotheses which were classified into three categories: (1) four hypotheses related to instrumental competencies valued; (2) four hypotheses related to behavioral strategies used; and (3) four hypotheses related to the relationship between the competencies valued and the strategies used.

Both descriptive and inferential analyses were performed. The descriptive analysis focused on key demographic data. The inferential analyses included use of the doubly multivariate repeated measures analysis to test the eight hypotheses concerned with the differences between adults within and between settings on competencies valued and strategies used. When significance was found, univariate F tests were conducted to identify the influence of the independent variable on each separate dependent variable. This two-step process employing the doubly multivariate repeat-

ed measures analysis and univariate F tests was used to control the overall alpha level while conducting a large number of separate univariate analyses.

Four hypotheses regarding the relationship between competencies valued and strategies used were tested using both the canonical correlation and Pearson correlation. The canonical correlation revealed the relationship between two sets of variables, while the Pearson correlation was used to determine the strength and direction of the relationship between pairs of individual variables.

The doubly multivariate repeated measures analysis was used to test hypotheses concerned with the differences between adults both within and across settings on instrumental competencies valued and behavioral strategies used. Statistically significant differences were found on all hypotheses tested using the multivariate procedure. That is, statistically significant differences were found on both instrumental competencies valued as well as behavioral strategies used for adults within and across both the dual-earner and family day care settings.

Results of univariate F tests revealed that four groups of adults consistently differed with respect to four instrumental competencies and their corresponding behavioral strategies. The four groups of adults were: (1) dual-earner males and females; (2) family day care males and females; (3) females across settings; and (4) males across settings. The four competencies and corresponding behavioral strategies



on which these four groups consistently differed were: (1) tries hard to succeed; (2) honest; (3) gets along with other children; and (4) obeys parents well.

Additional statistically significant differences were found both within and across settings on the following competencies valued; (1) good manners; (2) neat and clean; (3) self-control; (4) considerate; and (5) how and why things happen. Statistically significant differences were also found on two additional behavioral strategies within and across settings: (1) how and why things happen and (2) self-control.

The group of adults who differed the most was males across settings. They disagreed on nine competencies and four behavioral strategies. Adults within the dual-earner family also disagreed a great deal showing differences on seven competencies and five behavioral strategies. Adults within the family day care setting, and females across settings also differed but in different ways. Adults within the family day care setting disagreed on six competencies and four strategies whereas females across settings differed on four competencies and five strategies.

The canonical correlation analysis did not reveal any statistically significant relationships between instrumental competencies valued and behavioral strategies used. However, when the bivariate analysis, Pearson correlation, was performed on individual pairs of competencies and their corresponding behavioral strategies, a

number of low but statistically significant relationships were found. For example, when all four adults across both settings were compared, significant correlations were found between four pairs of competencies and corresponding strategies. When females across settings were compared, two pairs of competencies and strategies correlated. The comparison of males across settings also revealed two significant correlations. Adults in the family day care setting showed significant correlations on two pairs while dual-earner adults showed correlations on three pairs of competencies and corresponding strategies.

#### CONCLUSIONS

As a result of the analyses done on this study, six conclusions were reached.

1. Adults within and across settings consistently were different with respect to four instrumental competencies and their corresponding behavioral strategies.
2. Dual-earner adults differed on seven instrumental competencies and five behavioral strategies, four of which corresponded to one another.
3. Family day care adults differed on six instrumental competencies and four corresponding behavioral strategies.
4. Females across settings differed on four instrumental competencies and on four corresponding strategies plus one additional strategy.
5. Males compared across settings differed on nine instrumental competencies and on four corresponding behavioral strategies.
6. The strength of the relationships between instrumental competencies valued and behavioral strategies used was low within and across all settings, and the direction was inconsistent.

Each of these six conclusions is discussed separately in this chapter. Data and discussion supporting each conclusion are presented. In a separate section, limitations of the study are described, and implications for future research are suggested.

#### Conclusion 1

Adult males and females within and across both settings consistently were different with respect to four instrumental competencies and their corresponding behavioral strategies. These four were: (1) tries hard to succeed, (2) honest, (3) gets along with other children, and (4) obeys parents well.

Variability of agreement for adult males and females was found on each of the four competencies valued and their corresponding strategies. Using means from instrumental competency scores for comparison, it was found that female adults in the dual-earner setting valued the competencies, tries hard to succeed and honest, more highly than males. Dual-earner males valued gets along with other children and obeys parents well more highly than females. In the family day care setting, adult females valued the following competencies more highly than the males: (1) tries hard to succeed, (2) gets along with other children, and (3) obeys parents well. Family day care males valued the competency, honest, more highly than females. Family day care females valued the following competencies more highly than dual-earner females: (1) honest, (2) gets along with other children, and (3) obeys parents well. Dual-earner females valued the competency, tries hard to succeed, more highly than family day care females. Family day care males valued the following instrumental competencies more highly than dual-earner males:



(1) tries hard to succeed, (2) honest, and (3) gets along with other children. Dual-earner males valued the competency, obeys parents well more highly than family day care males.

In regard to behavioral strategies used, there was variability of agreement for adult males and females. Using means and standard deviations from behavioral strategy scores for comparison, it was found that female adults in the dual-earner setting used four strategies to instill competencies more frequently than males: (1) tries hard to succeed, (2) honest, (3) gets along with other children, and (4) obeys parents well. In the family day care setting female adults used three strategies to instill competencies more frequently than males: (1) honest, (2) gets along with other children, and (3) obeys parents well. Family day care females varied more in strategies used to instill the competency, tries hard to succeed, but the means were equal. Family day care females and males both used the following strategies to instill competencies more frequently than dual-earner females and males: (1) tries hard to succeed, (2) honest, (3) gets along with other children, and (4) obeys parents well.

While there was no immediately discernable rationale for the four differences consistently found, several explanations were suggested. To find an explanation, reference was made to Kohn's (1977) research on social class and parental values. Kohn concluded that the higher the social position, the greater the valuation of characteristics which emphasize self-direction; the lower the social position, the greater

the valuation of characteristics which emphasize conformity to imposed standards. Kohn's conclusion did not offer a clear explanation as to why middle-class adults in the present study differed on the four competencies, two of which could be labeled as self-directed, i.e., "tries hard to succeed" and "gets along with other children" and two which could be labeled as conforming to external standards, i.e., "honest" and "obeys parents well".

Therefore, several possible explanations were suggested for the differences. First, adults may have established priorities for their children in which competencies other than those related to this study were considered more important and their behaviors reflected this. Thus they differed on the four competencies and corresponding strategies because they had not made a conscious decision regarding them. Second, adults may never have clearly defined competencies they valued nor established the particular adult behaviors which would instill competencies. Thus they had little idea of what competencies they valued or how to develop them and little was communicated about competencies or strategies. A more detailed account of reasons for differences found across and within settings follows.

## Conclusion 2

Dual-earner males and females differed on seven instrumental competencies and five behavioral strategies, four of which corresponded to one another. Through multivariate analyses, it was found that these adults differed on four instrumental competencies and their corresponding behavioral strategies as follows: (1) tries hard to succeed, (2) honest,

(3) gets along with other children, and (4) obeys parents well.

Dual-earner males and females also differed on the valuation of three instrumental competencies: (1) good manners, (2) self-control, and (3) neat and clean, and on one behavioral strategy used to instill the competency, interested in how and why things happen.

Variability of agreement for dual-earner males and females was found on three competencies. Using the means and standard deviations from instrumental competency scores for comparison, it was found that dual-earner males valued the competencies, self-control and neat and clean, more highly than females. Although there was a greater variability among dual-earner males than females, the mean was equal for the competency, good manners.

Dual-earner males and females differed on one additional behavioral strategy used. Using the means from behavioral strategy scores, it was found that dual-earner females used the strategies to instill the competency, interested in how and why things happen, more frequently than males.

The following rationale for differences found in the dual-earner setting is based on the management theoretic framework. Differences may have been the result of little conscious decision-making on the part of the individuals or little communication regarding their beliefs. They probably had never systematically applied the management process to more philosophic issues, that is, parenting goals, or they may never have learned the process of setting goals, planning strategies to reach goals, implementing plans, and evaluating. However, since adults in this set-

ting had attained similar high educational and occupational levels, it is more likely that they were aware of the process but had never applied it to the home setting and more specifically to parenting.

A second possible rationale for differences found was rooted in expectations. The perceived role of the woman as primary caregiver within the family by spouse, society, and even the woman herself may have resulted in the woman making most of the decisions regarding children. Thus the woman was expected to have the knowledge and experience for rearing children. Her spouse may have given little thought to the decision-making process which resulted in his views being different from hers.

A third possible rationale may be related to the nature of the dual-earner family and the type of marriages many of the couples may have had. Since adults in this setting had attained similar levels of education and occupation, their marriages may have been more egalitarian as opposed to traditional. Therefore, each adult may have felt free to value different competencies for children, express these values openly, and implement strategies that were in line with what they valued. Differences then may not only have been tolerated but accepted and encouraged. Little thought may have been given to possible effects on children or adults may have thought that inconsistency was beneficial to their children.

A fourth possible rationale for conclusion 2 may be that women's work outside the home affected competencies they valued and strategies they used. With a variety of roles came more knowledge and/or skills which could have been transferred to the home setting and parenting. As their roles changed, competencies and strategies used with children



may have changed which resulted in differing viewpoints from their spouses. On the other hand, greater demands placed on working women may have resulted in tension or anxiety which might have affected competencies the women valued in their children and strategies they used. Added tensions and anxieties at home may have affected spouses' beliefs about competencies and strategies as well.

A final rationale for conclusion 2 may be that each adult had experienced different parent role models in their family of orientation and were duplicating these differences. Since it is natural to pick a current model of parenting from one's own parents, the differences found may have been attributable to this phenomenon.

### Conclusion 3

Family day care adults differed on six instrumental competencies and on four corresponding behavioral strategies. Through multivariate analyses it was found that these adults differed on the same four instrumental competencies and their corresponding behavioral strategies as the dual-earner parents. Family day care adults, however, also differed on two additional competencies, neat and clean and self-control.

Variability of agreement for family day care adults was found on two additional competencies. Using the means from the instrumental competency scores for comparison, it was found that family day care females valued neat and clean and self-control more highly than males.

Differences found between adults in the family day care setting may have been due to the nature of the caregiver's business. Spouses

in the role of caregiver were expected to be knowledgeable and experienced with children. In fact, 52% of these caregivers reported having been in family day care for more than four years. Even though they were working in an informal setting, they were expected to be knowledgeable about child development, caregiving strategies, and to some extent, the management process. Through training from local agencies, it was possible for them to improve themselves professionally although the extent to which they did this was probably self-determined. It was expected that caregivers would be more aware of instrumental competencies and behavioral strategies than their spouses who, for the most part, worked outside the home setting or had little direct contact with the caregiver's work.

Other explanations for differences found between caregivers and spouses might have been similar to those given for adults in the dual-earner setting. Marriages might have been more egalitarian than traditional and therefore different points of view may have been encouraged or adults may have had different role models in their own families of orientation.

#### Conclusion 4

Females across settings differed on four instrumental competencies and four corresponding behavioral strategies plus one additional strategy. Through multivariate analysis, it was found that females in both the dual-earner and family day care settings differed on the same four competencies and their corresponding strategies as were found with adults within set-

tings. In addition, females across settings differed on the behavioral strategy, self-control.

Variability of agreement for females across settings was found on one additional behavioral strategy. Using the means from the behavioral strategy scores for comparison, it was found that family day care females used strategies more frequently than dual-earner females to instill the competency, self-control.

According to the demographic data, the mother from the dual-earner setting and the caregiver from the family day care setting were quite similar in many respects. They were from the same race, had similar religions, and lived relatively close to each other in similar type housing. However, they varied considerably in the amount of formal education attained and in occupations. The dual-earner mother had more years of education and a professional occupation.

The women's different educational and occupational orientations may have accounted for differences found between groups. As mentioned previously, the dual-earner mothers' various roles outside the home may have influenced the competencies and strategies they chose or the fatigue of having both a career outside the home and responsibilities at home may have caused these mothers to have had too high expectations for their young children.

Family day care providers, by comparison probably had fewer roles since they were working at home. Although they may not have experienced as wide a range of skills dual-earner mothers had in the work place, they

worked with children five or six days per week and had a great deal of practical experience. Thus they may have been more child-oriented with more realistic expectations.

Another rationale for differences found between these women may have been due to little communication between them. They may never have discussed competencies valued or strategies used. Ninety-six percent of the dual-earner mothers reported that their contacts with caregivers were at transition times such as pick up and/or drop off. These times are not conducive to discussions regarding philosophic issues such as competencies valued or strategies used routinely to instill competencies. These brief visits are usually reserved for quick evaluations of children's or adults' days or discussions about children's peer relationships, caregiver-child relationships, or health related issues (Powell, 1978).

#### Conclusion 5

Males compared across settings differed on nine instrumental competencies and on four corresponding behavioral strategies. Through multivariate analysis, it was found that males in both the dual-earner and family day care settings differed on the same four instrumental competencies and their corresponding behavioral strategies as were found within settings and with females across settings. In addition, males across settings differed on the following instrumental competencies: (1) good manners, (2) neat and clean, (3) self-control, (4) considerate of others, and (5) interested in how and why things happen.

Variability of agreement for males across settings was found on

five additional instrumental competencies. Using means and standard deviations from the instrumental competency scores for comparison, it was found that dual-earner males valued the following instrumental competencies more highly than family day care males: (1) good manners, (2) neat and clean, and (3) considerate of others. Family day care males valued interested in how and why things happen more highly than dual-earner males. Dual-earner males varied more in their value of self-control than family day care males, but the means were equal.

The greater number of differences between males across settings was expected due to the lack of direct contact and communication between these two groups. The links between the two settings were the caregiver and the child being cared for in the family day care setting. Since the majority of the males worked away from home, they were gone during the day and had little direct contact with children. Males from the dual-earner setting reported that 84% of their contacts were with adults from the family day care setting at drop off and/or pick up time. As indicated previously, these are not good times to discuss philosophic issues.

#### Conclusion 6

The strength of the relationships between instrumental competencies valued and behavioral strategies used was low within and across all settings, and the direction was inconsistent. Bivariate analysis was used to analyze relationships between pairs of instrumental competencies and behavioral strategies. The rationale for the relatively low correlations and inconsistent directions of the relationships may have been due to

many uncontrolled variables and/or attenuation, the principle that correlation coefficients tend to be lowered due to the use of less-than-perfectly-reliable measures (Gay, 1976).

For example, two variables, the number and ages of children being cared for in a family day care setting at one time may have affected strategies caregivers said they used. They may not have been able to encourage being "interested in how and why things happen" even if they valued the competency if they were caring for infants at the same time they were caring for four-year-olds. It may have been impossible for them to take children on short field trips, for example, which was one measure of the competency on the Parent Behavioral Strategies Scale, even if they had thought doing so would encourage curiosity. The forced-choice design of the instrument did not allow for any explanation as to why a choice was selected. Since 57% of the caregivers reported caring for an infant below the age of 12 months and since 52% of the dual-earner parents indicated that they had two children in the same family day care home, it can be assumed that having mixed age groups affected the manner in which caregivers behaved which was reflected in their self-report on the Parent Behavioral Strategies Scale.

Other variables such as sex of children, adults' level of parent-ing skills, and adults' level of fatigue or mood at the time situations occurred may have affected relationships found between instrumental competencies and behavioral strategies. Of the 50 dual-earner parents, 56% indicated that the child referred to in the study was their first child, and 24% indicated that the child referred to was their second

child. These statistics plus the fact that 64% of the parents reported that their children were in substitute care 25 or more hours per week indicated that these parents had not had a great deal of parenting experience. The lack of parenting experience may have resulted in inconsistency between what dual-earner parents said they valued and behaviors they said they chose.

A third explanation for low or negative relationships may be due to the restricted range of scores for instrumental competencies and behavioral strategies. Each variable was measured on a one to five scale. According to Gay, this range may not have allowed for enough variability which resulted in an underestimate of the true relationship between variables which occurs when there is a restricted range of scores being correlated.

Although statistically significant relationships were found in each group of adults, it is recognized that a statistically significant correlation coefficient may suggest a cause-effect relationship, not establish one. The following discussions suggest possible rationales for the relationships found.

#### Adults in Both Dual-Earner and Family Day Care Settings

Four of the ten pairs of instrumental competencies and behavioral strategies were positively correlated. This suggests that the more adults in both settings valued a competency the more they behaved in a given situation with their children so as to instill the competencies. In other words, what these adults said they valued was reflected in what they said they actually did when referring to: (1) tries hard to succeed,

(2) neat and clean, (3) acts like a boy/girl should, and (4) interested in how and why things happen.

#### Adults Within the Dual-Earner Setting

Three of the ten pairs of instrumental competencies and behavioral strategies were positively correlated. This suggests that the more highly adults valued a competency, the more likely they were to behave in a way that would instill it. This was true for: (1) considerate, (2) tries hard to succeed, and (3) interested in how and why things happen.

#### Adults Within the Family Day Care Setting

Two of the ten pairs of instrumental competencies and behavioral strategies were correlated, but one was positively correlated and the other was negatively correlated. This suggests that the more these adults valued "tries hard to succeed" the more they behaved in situations with children that would instill this competency. However, the more parents seemed to value "gets along with other children", the less they chose behaviors which would instill this competency. This may have been due to overriding values they held or that they did not know what type of behaviors would best instill this competency.

#### Females Across Dual-Earner and Family Day Care Settings

Two of ten pairs of instrumental competencies and behavioral strategies were positively correlated. This suggests that the more these women valued "tries hard to succeed" and "neat and clean" the more they behaved in situations with their children to encourage these competencies.

#### Adult Males Across Dual-Earner and Family Day Care Settings

Two of the ten pairs of instrumental competencies and behavioral



strategies were positively correlated. This suggests that the more these men valued "acts like a boy/girl should" and "interested in how and why things happen", the more they behaved in situations with their children so as to instill these competencies.

#### LIMITATIONS OF THE STUDY

In the present ex post facto study, caution should be exercised when interpreting the findings because of certain limitations. One limitation was that randomization was not possible because families were selected using an established set of criteria and because they were willing to participate voluntarily. Since the sample was selected, rather than randomized, generalizability of the findings is limited.

A second limitation was the use of an instrument for the first time in research. Although every effort was made to maximize validity and reliability of the Parent Behavioral Strategies Scale prior to the collection of data, this instrument was used for the first time for data collection in this study.

A third limitation was encountered during data analysis. As indicated previously, there were 25 males and 25 females in the dual-earner setting, and 12 males and 25 females in the family day care setting. Therefore data was missing for 13 males in the family day care setting.

In the doubly multivariate repeated measures analysis, there can be no empty cells, according to Bock (1975). So data from the 12 participating males in the family day care setting were used to estimate the data for the 13 missing males. Regression techniques were undertaken to determine best estimates. It was found, however, that the best estimate

for each variable was the mean of the 12 participating males. Therefore, means from the 12 males in the family day care setting were used to replace the missing values in the data analysis.

#### IMPLICATIONS FOR FUTURE RESEARCH

Several implications for future research can be drawn from this study, however, practical application is not appropriate at this point in time. Further research is needed to attend to methodological problems encountered in this study and to continue to develop and test the Parent Behavioral Strategies Scale. This is important research in that this instrument measures strategies or means of instilling instrumental competencies in young children, and there are few instruments which have been designed to do this.

Additional research may also include investigating agreement between individual male and female pairs of adults, i.e., a child's natural parents and substitute parents on instrumental competencies they value and behavioral strategies they use with that specific child. Examples of questions which might be asked are: (1) to what extent do adults use the managerial process in regard to parenting; (2) what type of interactions occur both within and between settings as a result of this process, and (3) what impact do these interactions have on the child and on adults who care for the child in both natural and substitute care settings.

A third research question of interest is what effect does the inconsistency, that is, the differences found between adults within and between settings, have on children? If adults do not value the same instrumental

competencies and if they do not behave in similar ways with children, will this diminish the forcefulness of the learning experience in each setting? This author suggests as Hess (1974) did that little is known about the effects upon the child when faced with models of dissimilar and conflicting behavior. Just how adaptive are children to this type of inconsistency? Are there advantages for the child to be able to deal with different environments? How are the inconsistencies communicated by the adults in the environment?

A fourth research question of interest is what effect does the sex of the child have on adults' choice of instrumental competencies and behavioral strategies? Do parents and caregivers make a distinction between sexes at this age? In the present study an attempt was made to include parents who had boys and those who had girls, but it was beyond the scope of this study to investigate the choice of competencies or strategies by sex of the child. Therefore, a follow-up study is planned which will include gender differences.

A fifth question of interest is just what effect does a mother's working have on the choice of competencies valued and strategies used. How do a multitude of roles affect what a woman values for her children? How does a mother's working affect what a father values for his children? Very little is known about how dual-earner parenting affects young children.

A sixth question of interest would be to investigate the similarities and/or differences between the competencies valued and strategies used between family day care homes and day care centers, nursery schools, and

other institutionalized forms of child care.

In conclusion, it is hoped that the findings of this study will be helpful to other researchers in the field of family ecology.



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## APPENDIX A

# APPENDIX A

## FAMILY CHARACTERISTICS INTERVIEW

CHILD ID \_\_\_\_\_  
(1-3)  
ADULT ID \_\_\_\_\_  
(4-9)

RESPONDENT	1 MOTHER (10)	2 FATHER/FDCP (10)	3 SPOUSE (10)	4 FAMILY DAY CARE PROVIDER (10)
1. Birthday (Mo/Day/Yr) 03 24 81	_____ (11-16)	_____ (11-16)	_____ (11-16)	_____ (11-16)
2. Education (last year completed: 12=HS grad. 16=college grad.)	_____ (17-18)	_____ (17-18)	_____ (17-18)	_____ (17-18)
3. Occupation (complete description)	_____ (19-20)	_____ (19-20)	_____ (19-20)	_____ (19-20)
4. Annual Total Family Income	_____ (21)	_____ (21)	_____ (21)	_____ (21)
1. Below \$10,000				
2. \$10,000-15,000				
3. \$15,000-20,000				
4. \$20,000-25,000				
5. \$25,000-30,000				
6. Over \$30,000				
5. Household	_____ (22)	_____ (22)	_____ (22)	_____ (22)
1. alone				
2. with spouse				
3. spouse and child				
4. spouse and two children				
5. spouse and three or more children				
6. alone and child				
7. alone and two children				
8. alone and three or more children				
9. other _____				
6. Race or Ethnic Group	_____ (23)	_____ (23)	_____ (23)	_____ (23)
1. White				
2. Black				
3. Hispanic				
4. Native American				
5. Oriental				
6. Other _____				



ID \_\_\_\_\_  
(1-3)

1  
MOTHER

2 3  
FATHER/SPOUSE

4  
FAMILY DAY  
CARE PROVIDER

7. Total number of children  
in your household

\_\_\_\_\_  
(24)

\_\_\_\_\_  
(24)

\_\_\_\_\_  
(24)

\_\_\_\_\_  
(24)

1. one

2. two

3. three

4. four

5. other \_\_\_\_\_

8. Total number of  
children of each  
age in household

1. 0-1 year

\_\_\_\_\_  
(25)

\_\_\_\_\_  
(25)

\_\_\_\_\_  
(25)

\_\_\_\_\_  
(25)

2. 1-2 year

\_\_\_\_\_  
(26)

\_\_\_\_\_  
(26)

\_\_\_\_\_  
(26)

\_\_\_\_\_  
(26)

3. 2-3 year

\_\_\_\_\_  
(27)

\_\_\_\_\_  
(27)

\_\_\_\_\_  
(27)

\_\_\_\_\_  
(27)

4. 3-4 year

\_\_\_\_\_  
(28)

\_\_\_\_\_  
(28)

\_\_\_\_\_  
(28)

\_\_\_\_\_  
(28)

5. 4-5 year

\_\_\_\_\_  
(29)

\_\_\_\_\_  
(29)

\_\_\_\_\_  
(29)

\_\_\_\_\_  
(29)

6. 5-6 year

\_\_\_\_\_  
(30)

\_\_\_\_\_  
(30)

\_\_\_\_\_  
(30)

\_\_\_\_\_  
(30)

7. 6-7 year

\_\_\_\_\_  
(31)

\_\_\_\_\_  
(31)

\_\_\_\_\_  
(31)

\_\_\_\_\_  
(31)

8. 7-8 year

\_\_\_\_\_  
(32)

\_\_\_\_\_  
(32)

\_\_\_\_\_  
(32)

\_\_\_\_\_  
(32)

9. 8-9 year

\_\_\_\_\_  
(33)

\_\_\_\_\_  
(33)

\_\_\_\_\_  
(33)

\_\_\_\_\_  
(33)

10. 10 and above

\_\_\_\_\_  
(34)

\_\_\_\_\_  
(34)

\_\_\_\_\_  
(34)

\_\_\_\_\_  
(34)

9. Religion

\_\_\_\_\_  
(35)

\_\_\_\_\_  
(35)

\_\_\_\_\_  
(35)

\_\_\_\_\_  
(35)

1. Protestant

2. Roman Catholic

3. Jewish

4. Moslem

5. Other \_\_\_\_\_

ID \_\_\_\_\_  
(1-3)

1  
MOTHER

2 3  
FATHER/SPOUSE

4  
FAMILY DAY  
CARE PROVIDER

10. Type of residence \_\_\_\_\_  
(36)

1. single family dwelling
2. condominium
3. duplex
4. apartment
5. mobile home
6. other \_\_\_\_\_

\_\_\_\_\_  
(36)

11. Number of own children presently being cared for in FDCH \_\_\_\_\_  
(37)

1. one
2. two
3. three
4. four
5. other \_\_\_\_\_

12. Name of the oldest child presently being cared for in FDCH (between the ages of 36 and 60 months) \_\_\_\_\_

13. Age of \_\_\_\_\_  
(name of child) \_\_\_\_\_  
(38)

1. 36 months
2. 42 months
3. 48 months
4. 54 months
5. 60 months

14. Sex of \_\_\_\_\_  
(name of child) \_\_\_\_\_  
(39)

1. male
2. female





ID \_\_\_\_\_  
(1-3)

1  
MOTHER

2 3  
FATHER/SPOUSE

4  
FAMILY DAY  
CARE PROVIDER

15. Ordinal position \_\_\_\_\_  
of \_\_\_\_\_ (40)  
(name of child)

1. first
2. second
3. third
4. fourth
5. other \_\_\_\_\_

16. Number of substitute \_\_\_\_\_  
care situations \_\_\_\_\_ (41)  
\_\_\_\_\_ (name)  
experiences during one  
day on a regular basis \_\_\_\_\_  
Types

1. one
2. two
3. three
4. four
5. other \_\_\_\_\_

17. Average length of \_\_\_\_\_  
time \_\_\_\_\_ (name) \_\_\_\_\_ (42-43) \_\_\_\_\_ (38)  
is cared for by \_\_\_\_\_  
FDCP per week \_\_\_\_\_  
Days and Hours

1. Less than five hours \_\_\_\_\_
2. 5 to 15 hours \_\_\_\_\_
3. 15 to 25 hours \_\_\_\_\_
4. 25 to 35 hours \_\_\_\_\_
5. 35 to 45 hours \_\_\_\_\_
6. more than 45 hours \_\_\_\_\_

18. Frequency of contact \_\_\_\_\_  
between FDCP and \_\_\_\_\_ (44) \_\_\_\_\_ (36) \_\_\_\_\_ (36) \_\_\_\_\_ (39)  
parents

1. once a day
2. more than twice a day
3. twice a day
4. several times per week
5. once a week
6. several times a month
7. once a month
8. other \_\_\_\_\_



	ID _____ (1-3)				
		1 MOTHER	2 FATHER/SPOUSE	3 FATHER/SPOUSE	4 FAMILY DAY CARE PROVIDER
19. Main type of contact	_____	(45)	(37)	(37)	(40)
1. telephone					
2. visits					
3. drop off time					
4. pick up time					
5. other _____					
20. Distance between home and FDCH	_____	(46)	(38)	(38)	(41)
1. 5-10 minutes walking					
2. 5-10 minutes by car					
3. 10-20 minutes by car					
4. 20-30 minutes by car					
5. more than 30 minutes by car					
21. Type of previous work experience			_____	(39)	_____
1. clerical					(42)
2. teacher					
3. food service					
4. nurse					
5. sales					
6. factory					
7. other _____					
8. none					
22. Length of time in FDC job			_____	(40)	_____
1. six months					(43)
2. 1 to 2 years					
3. 2 to 3 years					
4. 3 to 4 years					
5. other _____					
23. Number of children cared for in FDCH other than own children					_____
1. one					(44)
2. two					
3. three					
4. four					
5. five					
6. six					
7. other _____					



	ID _____ (1-3)		
	1 MOTHER	2 FATHER/SPOUSE	3 FATHER/SPOUSE
			4 FAMILY DAY CARE PROVIDER
24. Number of each age child cared for in FDCH other than own children			
1. 0 to 12 months			_____ (45)
2. 1 to 2 years			_____ (46)
3. 2 to 3 years			_____ (47)
4. 3 to 4 years			_____ (48)
5. 4 to 5 years			_____ (49)
6. 5 to 6 years			_____ (50)
7. 6 or more years			_____ (51)
25. Number of days per week FDCP cares for children other than own			_____ (52)
1. one			
2. two			
3. three			
4. four			
5. five			
6. other			
26. Would you like to have a copy of the results of the study? 1 = yes 2 = no			
	_____ (47)		_____ (53)
27. Rater	_____ (48)		_____ (54)
1. one			
2. two			
3. three			
28. Date	_____ (49)		_____ (55-60)
29. Hour	_____ (50)		_____ (61)
1. A.M.	_____		
2. P.M.	_____		
3. Evening	_____		



ID \_\_\_\_\_  
(1-3)

1  
MOTHER

2 3  
FATHER/SPOUSE

4  
FAMILY DAY  
CARE PROVIDER

30. Amount charged per  
day per child?

\_\_\_\_\_  
(62)

1. Under \$5.00
2. \$5.00 - \$10.00
3. \$10.01 - \$15.00
4. More than \$15.00

## APPENDIX B





**PLEASE NOTE:**

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

Kohn Index of Parental Values (Pages 133-134)

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APPENDIX B

ADULT ID \_\_\_\_\_  
(1-3)

CHILD ID \_\_\_\_\_  
(4-10) RATER \_\_\_\_\_  
(11)

KOHN INDEX OF PARENTAL VALUES

1. When you think of a boy (girl) of (child's) age, are there any things (qualities) that you look for as most important or most desirable?  
(Check each that respondent mentions.)

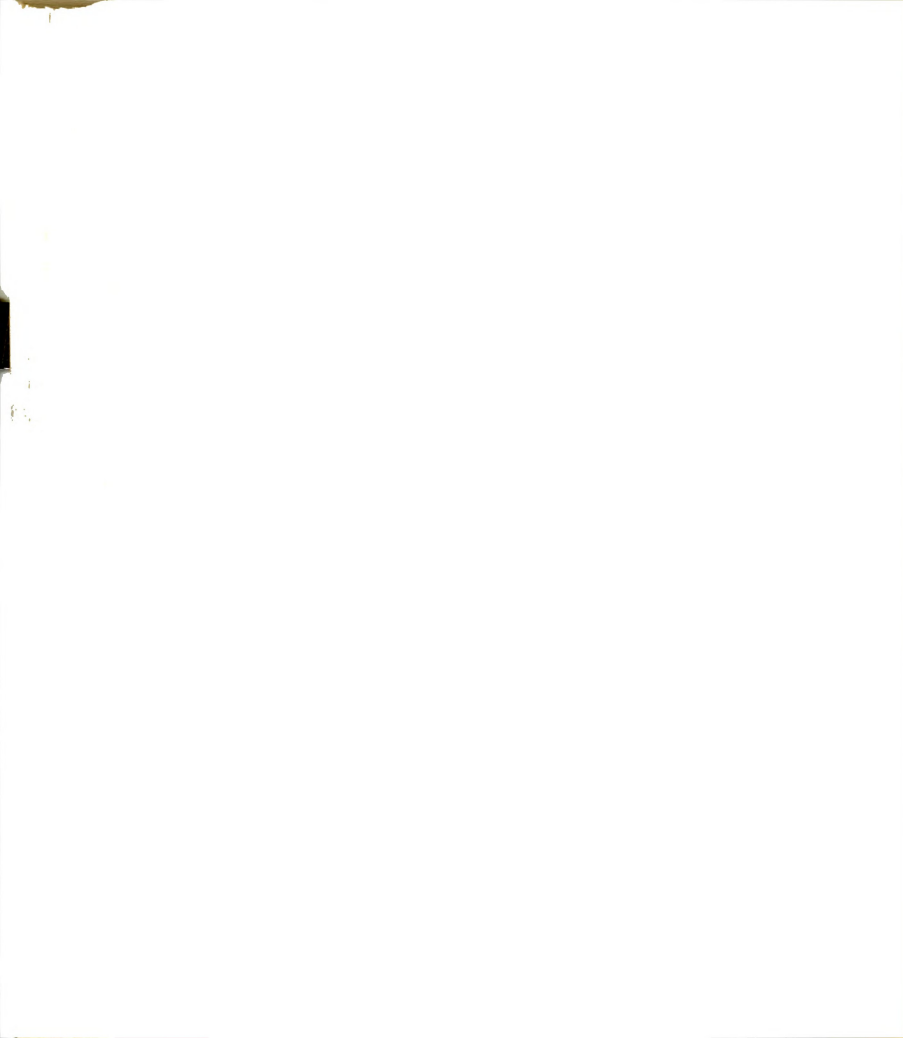
\_\_\_\_\_ that he (she) has good manners.  
\_\_\_\_\_ that he (she) tries hard to succeed.  
\_\_\_\_\_ that he (she) is honest.  
\_\_\_\_\_ that he (she) is neat and clean.  
\_\_\_\_\_ that he (she) has self-control.  
\_\_\_\_\_ that he (she) acts like a boy (girl) should.  
\_\_\_\_\_ that he (she) gets along well with other children.  
\_\_\_\_\_ that he (she) obeys his (her) parents well.  
\_\_\_\_\_ that he (she) is considerate of others.  
\_\_\_\_\_ that he (she) is interested in how and why things happen.  
\_\_\_\_\_ that he (she) is responsible.  
\_\_\_\_\_ that he (she) has good sense and sound judgment.  
\_\_\_\_\_ that he (she) is a good student.  
\_\_\_\_\_ that he (she) is self-reliant. (Baumrind, 1967)  
\_\_\_\_\_ that he (she) is contented. (Baumrind, 1967)  
\_\_\_\_\_ that he (she) is independent. (Emmerich and Smoller, 1964)  
\_\_\_\_\_ that he (she) is assertive. (Emmerich and Smoller, 1964)  
\_\_\_\_\_ that he (she) is trusting. (Emmerich and Smoller, 1964)  
\_\_\_\_\_ that he (she) is friendly. (Emmerich and Smoller, 1964)  
\_\_\_\_\_ that he (she) is cooperative. (Baumrind, 1970)  
\_\_\_\_\_ that he (she) is purposive. (Baumrind, 1970)  
\_\_\_\_\_ that he (she) is (other) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ADULT ID \_\_\_\_\_

2. In the past, when some parents were asked what they thought were important qualities for their children to have, they mentioned the qualities that are listed on this card. Which three qualities listed on this card would you say are the most desirable for a (boy, girl) of (child's) age to have? (12-21)
3. Which one of these three is the most desirable of all? (22-31)
4. All of these may be desirable, but could you tell me which three you consider least important? (32-41)
5. Which one of these three is least important of all? (42-51)
6. List the qualities that the parents or caregivers did not indicate. (52-61)

(The following qualities are listed on a card)

- 1) that he (she) has good manners
- 2) that he (she) tries hard to succeed
- 3) that he (she) is honest
- 4) that he (she) is neat and clean
- 5) that he (she) has self-control
- 6) that he (she) acts like a boy (girl) should
- 7) that he (she) gets along well with other children
- 8) that he (she) obeys his (her) parents well
- 9) that he (she) is considerate of others
- 10) that he (she) is interested in how and why things happen



## APPENDIX C





## APPENDIX C

Three versions of this scale were used. The one included in this appendix refers to a female child of dual-earner parents. A second version was designed for parents of a male child and contains language that reflects his gender. A third version was designed for caregivers, and the language used reflected either gender.



## APPENDIX C

DATE \_\_\_\_\_

ID \_\_\_\_\_

### PARENT BEHAVIORAL STRATEGIES SCALE

This survey is part of a research study designed to help us learn more about how adults (both parents and caregivers) act with young children. This survey contains many statements describing different situations in which adults and children interact. You will be asked to read each statement, then choose the response that best describes how you would act in that situation. There are no "right" responses to this survey; no responses are "better" than another. Try to be as honest as possible without worrying whether someone will judge your responses as good or bad.

All information on this survey is considered confidential and will only be seen by the researcher with no names attached.

Before you begin, think about your child (between three and five years of age) who is presently being cared for in a family day care home and respond to each statement as if this child were the one in the statement. If you have two or more children in a family day care home, select the child who is closest to five years of age and respond to each statement as if this child were the one described in each statement.

Please consider each statement separately and respond to all statements. Put today's date at the top of this page and if you have any questions, please ask the researcher. Thank you.



CHILD ID \_\_\_\_\_  
(1-3)

DATE \_\_\_\_\_ RATER \_\_\_\_\_ CARD 1 \_\_\_\_\_  
(4) (5)

PART I

In Part I, the statements should be completed by putting a circle around the number of the one answer that best describes your behavior. If none of the answers describes your behavior, circle number 6 and write in a description of your behavior.

1. When my child attempts a difficult task, I tend to \_\_\_\_\_. (6)
  1. Tell my child it's too hard.
  2. Give my child something similar but easier to do.
  3. Observe for a while and then show my child how to complete it by doing a little at a time.
  4. Encourage my child to try it anyway.
  5. Tell my child she can't do it because she is too little.
  6. Other \_\_\_\_\_.
2. When my child is angry, I tend to \_\_\_\_\_.
  1. Get angry too.
  2. Ask the child why she is angry.
  3. Stop the behavior immediately by holding the child firmly.
  4. Punish the child with spanking or slapping.
  5. Tell the child how I think she feels, but state that words rather than actions are a more acceptable way of expressing anger.
  6. Other \_\_\_\_\_.
3. When my child is having trouble getting along with other children, I tend to \_\_\_\_\_.
  1. Observe my child at play and talk to other adults about problems I see.
  2. Avoid situations which are not highly controlled by an adult.
  3. Seek help from someone such as the caregiver, my spouse, or another parent.
  4. Ignore the problem.
  5. Take a "wait and see" attitude.
  6. Other \_\_\_\_\_.



ID \_\_\_\_\_

4. If my child becomes frustrated and cries because she fails at a task, I tend to \_\_\_\_\_.

1. Tell my child, "I told you not to try it."
2. Comfort the child, talk about what she can do well, and get her involved in something easier.
3. Redirect the child to something else she can do.
4. Ignore the situation.
5. Become disgusted with the child.
6. Other \_\_\_\_\_.

5. When I tell my child what I want her to do, I tend to \_\_\_\_\_. (10)

1. Insist that my child look at me while I give specific but brief directions.
2. Call commands from across the room such as "You do this or that."
3. Tell her in a loud voice to do it or else.
4. Tell her once and expect my child to do it.
5. Give a long explanation of why she is to do it.
6. Other \_\_\_\_\_.

6. When my child is trying to solve a simple problem (trying to get the right shoe on the right foot, finding a misplaced toy, completing a puzzle, building a tower of blocks), I tend to \_\_\_\_\_.

1. Help the child immediately.
2. Redirect the child to a simpler activity.
3. Allow time to experiment and then demonstrate.
4. Ignore the situation.
5. Get disgusted with the child because it takes so long.
6. Other \_\_\_\_\_.

7. If my child asks questions when I'm busy, I tend to \_\_\_\_\_.

1. Ignore the child.
2. Discourage questions by saying "I'm busy."
3. Take the time to answer the questions with some detail.
4. Answer the question briefly.
5. Redirect the child to some activity.
6. Other \_\_\_\_\_.

8. If my child were to get into my purse or wallet and take money or something valuable, I would tend to \_\_\_\_\_.

1. Spank my child.
2. Threaten my child that punishment will occur if it's done again.
3. Ignore it.
4. Explain that the purse or wallet belongs to me and that it's wrong for her to take it without asking.
5. Keep the purse or wallet out of reach of my child in the future.
6. Other \_\_\_\_\_.





ID \_\_\_\_\_

9. When I tell my child to do something, I tend to \_\_\_\_\_.
1. Take my child's obedience for granted.
  2. Expect my child to ask why she has to do it.
  3. Expect that I will have to remind the child to do it.
  4. Check to see if my child did it.
  5. Consider it a show of respect for me when she obeys
  6. Other \_\_\_\_\_.
10. If my child hits me, I tend to \_\_\_\_\_.
1. Tell the child to stop and threaten a spanking.
  2. Grab the child and hold her tightly.
  3. Tell her that children should never hit people, and that hitting is wrong.
  4. Ignore the behavior.
  5. Hold the child and tell her that I can't let her hit me and that I won't hit her either.
  6. Other \_\_\_\_\_.
11. When my child leaves toys and belongings where others may trip or fall over them, I tend to \_\_\_\_\_.
1. Accept it.
  2. Scold the child.
  3. Pick up the toys.
  4. Show my child where I want the toys.
  5. Kick the toys out of the way.
  6. Other \_\_\_\_\_.
12. When my child takes turns with others, I tend to \_\_\_\_\_.
1. Accept it matter of factly.
  2. Listen and observe.
  3. Nod my head in approval.
  4. Praise with words such as that's good or thank you.
  5. Not notice.
  6. Other \_\_\_\_\_.
13. If my child were to take a toy or object from a neighbor or caretaker's home, I would tend to \_\_\_\_\_.
1. Have the child apologize and return the toy or object to its owner immediately.
  2. Tell the child that the toy or object has to be returned.
  3. Ignore it.
  4. Tell the owner that my child took it by mistake and give it to the owner myself.
  5. Return the toy or object to its owner without saying anything.
  6. Other \_\_\_\_\_.



ID \_\_\_\_\_

14. When my child chews with her mouth open, I tend to \_\_\_\_\_.

1. Accept it.
2. Tell my child to close her mouth when chewing.
3. Tell my child "thank you" for chewing with her mouth closed.
4. Mimic my child by chewing with my mouth open.
5. Talk about how much more pleasant it is to eat together when everyone chews with their mouths closed.
6. Other \_\_\_\_\_.

15. If my child does not follow my rules, I tend to \_\_\_\_\_ (20)

1. Punish the child by spanking.
2. Scold my child.
3. Make sure my child understands the rules and remembers them.
4. Reconsider the rules and change them.
5. Let my child help make the rules.
6. Other \_\_\_\_\_.

16. If my child screams at me to get her own way, I tend to \_\_\_\_\_.

1. Let my child have her way.
2. Raise my voice and tell the child to stop screaming.
3. Tell my child not to yell at me.
4. Tell the child in a quiet voice that screaming won't get her what she wants and explain why.
5. Ignore it.
6. Other \_\_\_\_\_.

17. When my child gets dirty while playing, I tend to \_\_\_\_\_.

1. Scold my child.
2. Ignore the fact.
3. Wash her hands and face and change the child's clothing frequently during the day.
4. Not notice.
5. Tell the child to wash her hands and face.
6. Other \_\_\_\_\_.

18. When I am preparing a meal and getting food on the table, I tend to \_\_\_\_\_.

1. Expect as much help from a boy child as I would from a girl child.
2. Do it all myself.
3. Expect my spouse or another adult to help.
4. Expect help from a girl child but not from a boy child.
5. Tell my boy or girl child that this is a woman's responsibility.
6. Other \_\_\_\_\_.



ID \_\_\_\_\_

19. When my child and I disagree, I tend to \_\_\_\_\_.

1. Tell the child that she better do what I say since I'm the boss.
2. Let my child have her way.
3. Tell the child to tell me why she thinks the way she does.
4. Threaten to punish my child if she doesn't do it my way.
5. Explain why I think the way I do, let my child explain the way she thinks, and carry through with reasonable demands.
6. Other \_\_\_\_\_.

20. If my child talks while an adult is talking, I tend to \_\_\_\_\_.

1. Prevent the child from talking by placing my hand on her mouth.
2. Tell the child to shut up.
3. Let the child talk.
4. Ask the child to wait until the adult finishes the statement.
5. Tell my child to say "excuse me" and wait until it's her turn to talk.
6. Other \_\_\_\_\_.

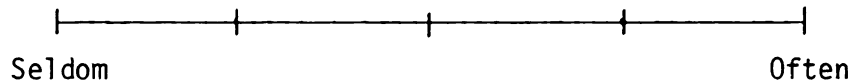


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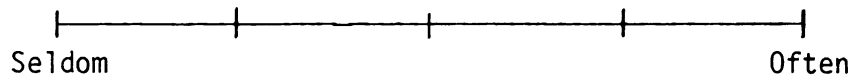
PART II

In Part II, please mark the place on the line that best describes your behavior toward the child. Mark "Seldom" if you infrequently behave that way and mark "Often" if you frequently behave that way. Use the middle points to indicate that you behave a certain way more than "Seldom" but less than "Often."

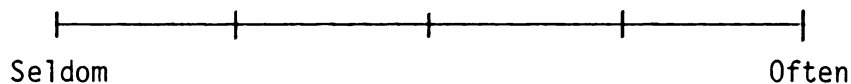
21. My child and I go to special places of interest together such as the zoo, a circus, down the block to watch machines at work, swimming, or the library.



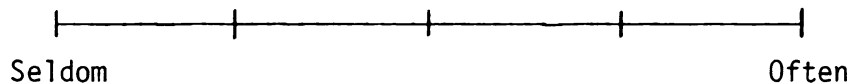
22. I encourage my child to tell the truth when she has done something wrong.



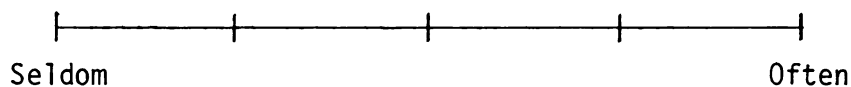
23. I tell my child to speak politely to me by using such words as "thank you, please, excuse me, I'm sorry."



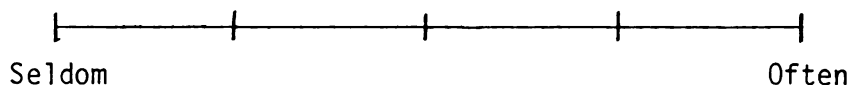
24. I keep myself well groomed each day (hair is clean and neat, clothing is clean, fingernails are manicured).



25. In our family, boys are encouraged to climb or to use carpentry tools whereas girls are encouraged to cook or to play with dolls. (30)



26. I provide new and different materials and objects for my child to explore such as toys, musical instruments, things from nature such as sand, water, seeds, or shells.

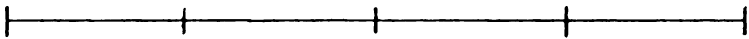




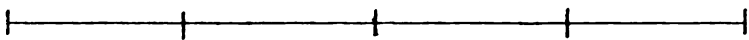


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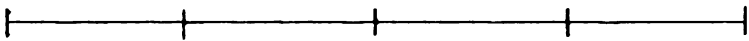
27. I tell my child I am pleased when a task is successfully completed such as setting the table, dressing herself, completing a puzzle.

Seldom  Often

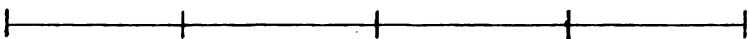
28. I explain to my child that being considerate of others means asking permission first before borrowing things.

Seldom  Often

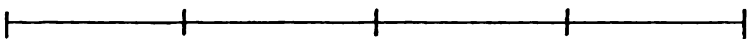
29. I make arrangements for my child to play with other children.

Seldom  Often

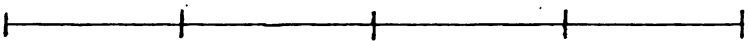
30. My child and I talk about why good grooming habits such as combing hair, washing face, brushing teeth, and cutting finger and toenails are important.

Seldom  Often

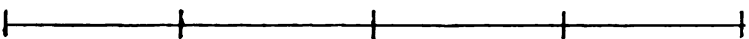
31. I show my child how to stand up for her own rights when playing or working with other children.

Seldom  Often

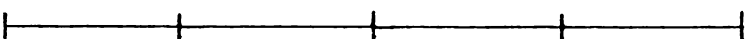
32. I check daily to see that my child's clothing is altered to fit the child and mended (buttons and snaps are on; holes are patched).

Seldom  Often

33. I help my child recognize that other people have their own points of view.


Seldom  Often

34. I tend to say "excuse me", "thank you", "please", or "I'm sorry" when talking to my child.

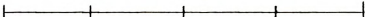
Seldom  Often




35. I am inclined to tell a girl it's okay for her to cry, but I tend to tell a boy to act brave and not to cry. (40)

Seldom  Often


36. If there is a phone call or someone at the door that I don't want to talk to, I tell my child to pretend that I'm not at home.

Seldom  Often

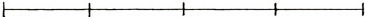
37. I provide both men and women's old clothing for my child to play dress up.

Seldom  Often

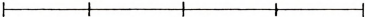
38. I show my child how to hold a fork, spoon, or knife and then how to use it.

Seldom  Often

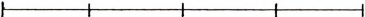
39. If I make a mistake when dealing with my child, I admit to my child that I was wrong.

Seldom  Often

40. I make the rules in our household, and I expect my child to follow them.

Seldom  Often


41. When my child angrily pushes a child out of a wagon or grabs a toy from another child, I tend to tell the child how I think she feels but that words rather than pushing or grabbing is more acceptable behavior.

Seldom  Often

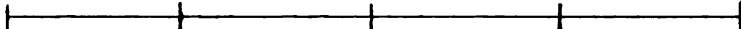


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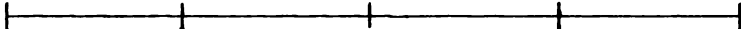
42. My child and I talk about whether or not children in a family are treated fairly (One child gets to sit on mother's lap while the other is asked to sit on the floor. One child gets punished for arguing while the other goes free).

Seldom  Often

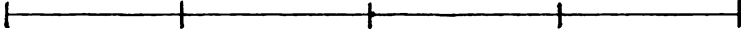
43. I tend to listen when my child tells me about a fight she has had with another child.

Seldom  Often

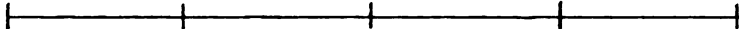
44. I encourage my child to compete with other children her own age when playing or working by asking such questions as "Who can run the fastest? Who can rake the most leaves? Who can build the tallest tower?"

Seldom  Often


45. I encourage my child to play with toys made for boys (if child is a boy) and with toys made for girls (if child is a girl). (50)

Seldom  Often

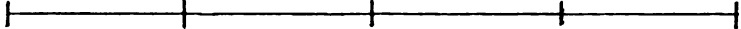
46. I praise my child when hands are washed before eating and after using the toilet.

Seldom  Often

47. I get tired of all the questions my child asks.

Seldom  Often

48. I use people's inconsiderate behavior (such as intentionally knocking down a child's tower of blocks) to show my child how that behavior makes her feel.

Seldom  Often



ID \_\_\_\_\_

49. I deliberately plan situations so that my child will ask why or how questions.

|-----|-----|-----|-----|  
Seldom Oten

50. If my child has a temper tantrum in a store or other public place, I tend to pick the child up and carry the screaming and squirming child to a quiet place until the child can calm down and gain self-control.

|-----|-----|-----|-----|  
Seldom Oten

51. My spouse and I agree on what we expect from our child. (56)

|-----|-----|-----|-----|  
Seldom Oten

PARENT ID \_\_\_\_\_ (57)





## APPENDIX D



APPENDIX D

July 12, 1981

Dear Parents,

You have been referred to me by the family day care provider who cares for your child as a possible participant in a research study which I am currently conducting.

In this study, I am comparing a child's natural family, when both parents work, to a family day care home to see what qualities adults in these settings think are important for children to have.

To participate in the study, you and your spouse would be interviewed, and each of you would complete one questionnaire. This would require one visit in your home which will take no more than one to two hours. Visits will be scheduled at your family's convenience when both you and your spouse are at home.

In conducting this study, I will take all necessary precautions to insure your privacy. For example, all records will be kept in strictest confidence, and your name will never appear with results.

The results of the study will be shared with you at the completion of the study if you so desire. I believe you will gain some insight into how caregivers and other adults regard childrearing. In addition you have an opportunity to increase our knowledge of what working parents think are important qualities for children to have. In appreciation for your assistance, parents and caregivers who participate in this study will be given a book about communicating with children.

If you have any questions about the study or if you are willing to participate, please contact me at 517-353-3392 or 517-355-7680, my telephone number at Michigan State University or return the bottom half of this letter to me.

I will telephone you to make arrangements for visit. Thank you.

Sincerely,

Betty L. Abedor, Projector Director

-----  
Return to: Betty L. Abedor  
Department of Family and Child Ecology  
Room 107 Human Ecology Building  
Michigan State University  
East Lansing, Michigan 48823

We are interested in participating in the Home and Family Day Care Study and would like to talk with you further about it.

_____ (Wife)	_____ (husband)
_____ (Telephone)	_____ (Address)
_____ (Date)	_____ (Date)



July 12, 1981

Dear Family Day Care Providers,

INTERESTED IN LEARNING MORE ABOUT YOUR PARENTS AND PROSPECTIVE PARENTS AND WHAT THEY THINK ABOUT CHILDREN?

WOULD YOU BE WILLING TO CONTRIBUTE INFORMATION TOWARD A STUDY OF FAMILY DAY CARE?

If you live in Ingham, Eaton, or Clinton Counties....

If you are currently caring for children in your home....

If you have been a family day care provider for six months or more....

If you have families in which both parents work full-time and there is a child between 36 and 60 months of age who would be willing to cooperate....

Please get in touch with me. I am conducting a study which compares a family day care home with a child's natural family to see what qualities adults think are important for children to have and I could use your help.

To participate in the study, you would be interviewed, and you would complete one questionnaire. This would require one visit in your home which would take no more than one to two hours. If you are married, your spouse would also be interviewed and would be asked to complete a questionnaire. Visits would be scheduled at your family's convenience when both you and your spouse are at home.

In conducting this study, I will take all necessary precautions to insure your privacy. For example, all records will be kept in strictest confidence, and your name will never appear with results.

By participating in this study, you would contribute toward your knowledge about family day care. In addition, you will gain more information about parent's attitudes toward children from the results of the study. In appreciation for your assistance, I will give you a book about communicating with children.

If you have any questions about the study or if you are willing to participate please contact me at 517-355-7680 or 517-353-3392 or write to me at the Department of Family and Child Ecology, Room 107 Human Ecology Building, Michigan State University, East Lansing, Michigan 48824.

I plan to start making visits during the last part of July or the first part of August, so if I have your number I can telephone you to make arrangements for a short visit at your convenience.

Sincerely,



Betty L. Abedor  
Project Director



## APPENDIX E





## SUMMARY OF ANALYSES OF RELATIONSHIPS BETWEEN INSTRUMENTAL COMPETENCIES AND BEHAVIORAL STRATEGIES BY COMPETENCY

When analyzing the results of bivariate correlations, in retrospect it seemed clearer if patterns found in correlations were summarized for each competency. Thus the significant relationships that were found when comparisons were made across settings were summarized by competency with three types of information being summarized. That information consists of: (1) the strongest correlations found; (2) the frequency with which correlations were found within and across settings; and (3) the direction of the relationships. In this summary, the three strongest correlations between competencies and behavioral strategies are reported for each group of adults in Table 20. The most frequently found correlations and the direction of the relationship are reported in the summary of instrumental competencies below.

### To Have Good Manners

All eight of the significant relationships found between the instrumental competency "good manners" and ten behavioral strategies were found to be inverse. The most frequently found relationships were between "good manners" and "self-control" (three groups showing negative correlations) and "good manners" and "interested in how and why things happen" (three groups showing negative correlations).

### Tries Hard to Succeed

Of the eight statistically significant relationships found between the instrumental competency "tries hard to succeed" and ten behavioral strategies, seven were found to be positive and only one, the relation-



ship between "tries hard to succeed" and "acts like a boy/girl should" was found to be inverse (-.42). The relationship most frequently found was between "tries hard to succeed" and its corresponding strategy. In this case, a total of four groups showed positive correlations.

#### To Be Honest

Of the five statistically significant relationships found between "honesty" and ten behavioral strategies, three were found to be negative and two, "honesty" and "acts like a boy/girl should" (.34) and "honesty" and "considerate" (.28), were found to be positive. The most frequently found relationship was between "honesty" and "interested in how and why things happen" for a total of three groups showing negative relationships.

#### To Be Neat and Clean

Of the seven statistically significant relationships found between "neat and clean" and ten behavioral strategies, three were found to be negative and four were positive. The most frequently found relationship was between "neat and clean" and "interested in how and why things happen" for a total of three groups showing negative correlations.

#### To Have Self-Control

Five statistically significant correlations were found between "self-control" and ten behavioral strategies. Four relationships were positive, while one was negative, the relationship between "self-control" and "tries hard to succeed". The relationship between "self-control" and "tries hard to succeed" was positive in two groups and negative in one group.



#### Acts Like a Boy/Girl Should

Ten statistically significant relationships were found between the competency "acts like a boy/girl should" and ten behavioral strategies. Of the ten, only the correlation between "acts like a boy/girl should" and its corresponding strategy were positive (.20 and .28) in two different settings. The most frequently found relationship was between "acts like a boy/girl should" and "gets along with other children" with a total of four groups showing negative correlations.

#### Gets Along With Other Children

Two of the nine statistically significant relationships found between "gets along with other children" and the ten behavioral strategies were found to be positive. These two positive correlations were between "gets along with other children" and "self-control" (.18) and "gets along with other children" and "acts like a boy/girl should" (.33). The most frequently found relationships were between "gets along with other children" and "good manners" with two groups showing negative correlations.

#### Obeys Parents Well

Of the eight statistically significant relationships found between "obeys parents well" and ten behavioral strategies, two were found to be positive. They were "obeys parents well" and "honesty" (.30) and "obeys parents well" and "acts like a boy/girl should" (.37). The most frequently found relationships were between "obeys parents well" and "considerate" (two settings showing negative correlations) and "obeys parents well" and "self-control" (two groups showing negative correlations).



#### To Be Considerate of Others

Eleven statistically significant relationships were found between "considerate of others" and ten behavioral strategies. Two of the ten were found to be negative relationships. They were "considerate" and "tries hard to succeed" (-.27) and "considerate" and "acts like a boy/girl should" (-.31). The most frequently found relationships were between "considerate" and "interested in how and why things happen" wherein a total of five groups showed positive correlations.

#### Interested in How and Why Things Happen

Of the eleven statistically significant relationships found between "interested" and ten behavioral strategies, only one was negative. That was between "interested" and "considerate" (-.27). The most frequently found relationship was between "interested" and "obeys parents well" wherein a total of four groups showed positive correlations.





TABLE 20

SUMMARY OF RELATIONSHIPS BETWEEN COMPETENCIES AND STRATEGIES

Males and Females in Both Dual-Earner and Family Day Care Settings	Males and Females in the Dual-Earner Setting	Males and Females in the Family Day Care Setting	Females Across Settings	Males Across Settings
		Good Manners and Interested in How and Why Things Happen -.31		Good Manners and Self-Control -.47 Honest -.31 Interested in How and Why Things Happen -.30
		Tries Hard to Succeed and Gets Along With Other Children .33	Tries Hard to Succeed and its corresponding strategy, Tries Hard to Succeed .34	Tries Hard to Succeed and Acts like a Boy (Girl) Should -.42
		Honest and Acts like Boy (Girl) Should .34 Interested in How And Why Things Happen -.29		Honest and Considerate .28
	Neat and Clean and Interested in How and Why Things Happen -.26	Neat and Clean and Considerate .36	Neat and Clean and its corresponding strategy, Neat and Clean .35	Neat and Clean and Interested in How and Why Things Happen -.38
			Self-Control and Tries Hard to Succeed -.28	Self-Control and Honest .38 Tries Hard to Succeed .30 Obeys Parents Well .30
	Acts like Boy (Girl) Should and Gets Along With Other Children -.28	Acts like Boy (Girl) and Considerate -.39 Gets Along With Other Children -.32		Acts like Boy (Girl) and its corresponding strategy, Acts like Boy(Girl) Should .28
		Gets Along With Other Children and Honest -.41 its corresponding strategy, Gets Along With Other Children -.39		Gets Along With Other Children and Considerate -.40
	Obeys Parents Well and Tries Hard to Succeed -.30	Obeys Parents Well and Honest .30 Self-Control -.28		Obeys Parents Well and Acts like Boy (Girl) Should .37 Tries Hard to Succeed -.30
	Considerate and Interested in How and Why Things Happen .33	Considerate and Interested in How and Why Things Happen .31	Considerate and Interested in How and Why Things Happen .34	Considerate and Acts like Boy (Girl) Should -.31
	Interested in How and Why Things Happen and Self-Control .34	Interested in How and Why Things Happen and Obeys Parents Well.32	Interested in How and Why Things Happen and Obeys Parents Well.32	Interested in How and Why Things Happen and its corresponding strategy, Interested in How and Why Things Happen .33





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