EXAMINING THE MESOSYSTEM OF THE YOUNG CHILD: AN ANALYSIS OF THE COMMUNICATION BETWEEN KINDERGARTEN TEACHERS AND CHILD CARE PROVIDERS

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ABSTRACT

EXAMINING THE MESOSYSTEM OF THE YOUNG CHILD: AN ANALYSIS OF THE COMMUNICATION BETWEEN KINDERGARTEN TEACHERS AND CHILD CARE PROVIDERS

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This empirical investigation examined the communication between kindergarten teachers and child care providers. It sought data to answer these questions: What are the characteristics of the communication that occurs between kindergarten teachers and child care providers? What are the attitudes teachers and providers have about one another and about the communication between them? Do teachers and providers assume that their future contacts with one another will be favorable or unfavorable? No previous research could be found on the topic of teacher-provider communication.

Eighty kindergarten teachers and 46 child care providers employed by the same school districts in the state of Michigan were surveyed by mail. The average teacher in this study was more highly educated, more experienced, and older than the average provider.

Analysis of results included tabulations, t tests, which were performed on group means to check for significant differences between teachers and providers, and Spearman's rho, used to compare frequencies of responses of the two groups.

Nearly one-half of responding teachers and over one-third of responding providers reported never communicating

with each other at all. Teachers were more satisfied than providers with both the amount and quality of communication between them, and believed less strongly in its importance. Evidence showed that teachers believe providers respect teachers, but providers do not believe teachers respect providers. The two groups differed in their perceptions regarding future contacts between them, with teachers showing more optimism than providers. Communication between teachers and providers was direct, either face to face or by telephone, and instigated by the need to give or to get information, rather than to discuss a problem. The hypothesis that teachers have less respect for providers than providers have for teachers was supported when variables related to satisfaction with communication were considered individually, but was not supported when a single score of satisfaction was computed.

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INTRODUCTION

Problem and Rationale

No child exists in isolation. A young child experiences many different people and environments. Rather than forming a whole for the child, these people and environments may constitute a fragmented series of experiences due to a lack of continuity and communication among them. Often the child is the only common link among the entire array. Few studies have examined the links or relationships that exist between these people and environments, though many researchers and writers have examined the child in a single setting, such as the family, the child care center, or the school. The purpose of this study was to explore communication links between two settings in which many five year old children find themselves - the primary school and a child care program.

Both the school and the child care setting have rules, expectations, objects, and actors, which in many cases may be specific to that setting alone. School lunches, for example, may include foods or combinations of foods that a child does not see at home, or at the child care center (Waxler, Thompson & Poblete, 1990). A family may expect a

male child to physically defend himself when aggressively confronted by another child, while the school and child care center may have strict rules that prohibit physical retaliation. In each setting the child must learn, remember and obey the rules at the appropriate time, meet the expectations of the setting, and carry information back and forth (Carlson, Whiren & Howe, 1980; Elkind & Lyke, 1975; Silvern 1988). She or he may be the only link between home and school, home and child care center, or child care center and school. By virtue of the child's youth and inexperience she or he does not and cannot communicate well, thus these links may be weak (Bronfenbrenner, 1979; Landecker, 1951; Levin & Klein, 1988; Silvern, 1988).

The Child in Context

All of the people and environments that influence child development form a context that Bronfenbrenner (1977; 1979; 1989) calls a human ecosystem. This ecosystem is composed of four subsystems: the microsystem; the mesosystem; the exosystem; and the macrosystem. These subsystems will be discussed in greater detail in the next chapter. In spite of the fact that many children during the kindergarten year move daily from one setting to another, boundaries of each microsystem may not be fully permeable, making communication between them difficult. Families, schools and child care centers all have ways to regulate the behaviors of their

members and the approach and access of outsiders (Broderick & Smith, 1979; Kantor & Lehr, 1975; Landecker, 1951; Power & Bartholomew, 1985). The set of microsystems in which young children find themselves has the potential to become a coherent and smoothly functioning mesosystem. When boundaries are permeable the adults in each setting communicate with each other to form what Bronfenbrenner (1979) calls intermediate links, transmitting intersetting information and sharing intersetting knowledge. He further proposes that "second order" or "third party effects", defined as "the indirect influence of third parties on the interaction between members of a dyad" (1979, p 68) have an important effect on each member of a microsystem. The quality of a relationship between a child's mother and father, for instance, has an impact on the child (Minuchin, 1987). In addition, one may logically extend this to expect the relationship between the parent and teacher to have an effect on the child, as well as the interactions between the teacher and child care provider. Further, Bronfenbrenner states that perhaps the most destructive influence third parties may have on the developing person is by their absence. The lack of any interaction at all - as, for example, between a child's mother and father, parent and teacher, or teacher and care provider - means no opportunity for "advice, assistance, encouragement, or mere companionship"(1979, p 81).

Each element of the child's ecosystem influences and is influenced by the other elements. The component parts are not fixed and unchanging, but move through time and space in a more or less organized manner (Kantor & Lehr, 1975; Smith & London, 1981). A change in one subsystem may engender a change - of greater or lesser magnitude - in other subsystems. (Bronfenbrenner, 1977). If a kindergartner begins to exhibit aggressive behavior at school, for example, the teacher may report this to the parents. Together they may arrive at a plan for helping the child learn more socially acceptable behaviors. In turn, the parents may request that the staff at the child care center reinforce the acceptable behaviors and ignore or redirect the child's aggressive acts. The child's acquisition of new prosocial behaviors may also help him or her make new friends in the neighborhood at home. Such cooperation and coordination of efforts among adults in the life of a young child is possible only if the boundaries of microsystems are permeable, allowing open lines of communication.

Communication is a source of energy, information, pleasure, nurturance, and understanding and facilitates an individual's movements from one microsystem to another. Communication informs and prepares the child for what is expected; supports and sustains self-image; and creates an environment in which the child may acquire feelings of competence and self-worth that strengthen and enhance interpersonal relationships (Tubbs & Moss, 1981), thereby

encouraging a child's optimal development (Bronfenbrenner, 1979; Herrera, 1988; Johnston, 1982; Kantor & Lehr, 1975; Power & Bartholomew, 1987; Tubbs & Moss, 1981). The overall problem of interest in this study was the communication and the nature of the interaction between adults in two particular microsystems that form a part of the young child's mesosystem, the kindergarten teacher and the child care provider.

Research to Date

Many researchers have studied the child in one or another microsystem. (Belsky & Steinberg, 1979; Brazelton, 1969; Dreikurs & Soltz, 1964; Hendrick, 1984; Kostelnik, Stein, Whiren & Soderman, 1988; Minuchin, 1987; Spodek, 1986; White, 1975). Less is known, however, about the young child in the mesosystem, that is, the interactions between settings in which the child is an active participant.

Purpose of the Study

The purpose of this study was two-fold: to examine and document what kinds of communication exist between two elements of the child's mesosystem, the child care center and the school; and to describe various attributes of that communication. Those attributes included teachers' and child care providers' satisfaction with communication links as

they currently exist between the school and the child care center; the strength of teachers' and child care providers' belief in the importance of communication between the two settings; teachers' and providers' feelings about one another and their estimations of how they in turn were perceived; and teachers' and providers' perceptions about past and future contacts with one another. All data were used in a preliminary analysis of the quality of functioning of a portion of the young child's mesosystem. Answers to these questions were sought:

What are the characteristics of the communication that occurs between kindergarten teachers and child care providers?

What are the attitudes teachers and providers have about one another and about the communication between them?

Do teachers and providers assume that their future contacts with one another will be favorable or unfavorable?

In addition, the data collected were examined as a source of potential recommendations for ways in which communication among two elements of the child's mesosystem might be facilitated.

In the next chapter the theoretical foundations of the study will be established and literature related to the relationships among several aspects of the young child's mesosystem will be examined.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The previous chapter presented the problem examined by this study, the questions posed, and the rationale for conducting the research. This chapter offers a review of the current literature related to the communication and relationship between kindergarten teachers and child care providers.

The review of literature is divided into five parts. The first examines the application and usefulness of family ecosystems theory to this study, specifically Bronfenbrenner's model; the second, communication and its relevance to this study; the third, the family-school relationship; the fourth, the family-child care relationship; and the fifth, the child care-school relationship.

Family Ecosystems Theory

Families, like children, exist not in isolation, but in a variety of physical and social environments. The physical

environments of some families may remain relatively constant. Their geographic location and climate, their homes and neighborhoods, the parents' work places and local shopping centers, schools, and churches change slowly, if at all. Other more transient families may see regular changes in their physical environments. Social environments tend to be more fluid for everyone. Neighbors move into and out of the area; children grow and advance in school, make new friends and learn from different teachers; parents may change jobs or join different community groups. The family, the schools and child care may be thought of as subsystems of the larger system - the community as a whole.

The systems approach to the study of families and young children has several advantages that make it useful for this study. It allows the researcher to look at interfaces and communication processes among subsystems and is inclusive of "structure, sources, pathways, repository sites and integrative functions" in addition to content (Auerswald, 1968, p. 204). It examines phenomena in context, rather than in isolation, and allows the use of several theoretical models while ensuring that those models, and any recommendations growing out of them remain rooted in reality.

Family life is dynamic and in a state of constant flux. Social institutions created to serve families, such as schools and child care, must change to meet their evolving needs. To ensure that changes are based upon actual needs,

in addition to the perceptions and opinions of experts, research must be reality based (Smith & London, 1981).

Bronfenbrenner's Model

Bronfenbrenner's (1977; 1979; 1986; 1989) theory of human ecosystems focuses upon the individual and his or her relationship to the environment. Its basic structure may be diagrammed as a set of concentric or nested elements or circles.

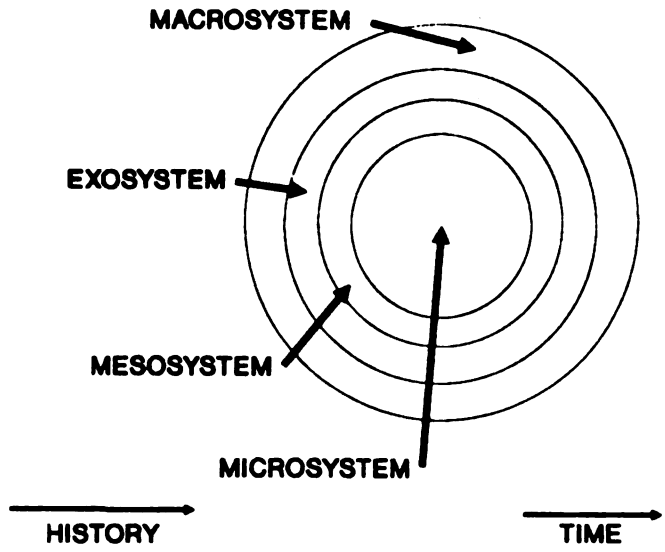

Figure 1

Bronfenbrenner's Model of the Human Ecosystem

The innermost circle is called the microsystem, the next larger the mesosystem, the third the exosystem, and the outermost circle the macrosystem. The young child's microsystem may be defined as the activities, persons and relationships in any one setting. Individual microsystems of

relationships in any one setting. Individual microsystems of the child, such as the neighborhood, the day care center or the school have been the subjects of many authors' research and writing (Belsky & Steinberg, 1979; Hobbs, 1966; 1978; Johnston, 1982; Minuchin, 1987; Power & Bartholomew, 1985; 1987). The young child's mesosystem is the aggregation of his or her microsystems and the relationships among them. This study examined specifically the relationships between the child's child care provider and kindergarten teacher. No research could be located specific to the mesosystem of the young child. In a personal conversation with the researcher on November 27, 1990, Dr. Bronfenbrenner confirmed that very little research has been done on the young child's mesosystem. The child's exosystem is the set of relationships among settings in which the child does not personally participate, but in which events occur that directly affect him or her. Those settings might include the parents' social groups and their work places. The child's exosystem was the subject of Powell's (1979) article on parents' social networks and neighborhoods and Cochran and Brassard's (1979) research article on adults' personal social networks and their effect on child development. Literature on the child's macrosystem was not explored.

Bronfenbrenner (1979) hypothesizes that positive relationships, called supportive links, between microsystems can enhance the developmental potential of a setting in the mesosystem of the individual. These links must "encourage

the growth of mutual trust, positive orientation, goal consensus between settings and an evolving balance of power responsive to action in behalf of the developing person" (1979, p 214). Goodnow (1988) expresses some reservations, however, claiming that less interaction between settings allows for novelty and more freedom for the individual to experiment with roles and behaviors. Smith and London (1981) believe, however, that schools, child care centers and families are not linked as strongly and supportively as they might be. Dittman (1979) and others feel those links represent and sustain continuity and wholeness of experience for the child, who is often the only link there is between settings (Elkind & Lyke, 1975; Gotts & Purnell, 1986; Johnston, 1982; Kagan, 1989; Kontos, Raikes & Woods, 1983; Minuchin, 1987; Mitchell, Seligson & Marx, 1989; Williams, 1989). Related to supportive links are second order effects, or the effects on the individual of the relationships between members of various microsystems in the mesosystem, as for example between the child's parent and teacher, or between the child care provider and teacher (Bronfenbrenner, 1979; Cochran & Brassard, 1979; Lightfoot, 1978; Powell, 1979).

Bronfenbrenner's ecological theory of human development is the basis upon which this study was designed. The research examined and documented a portion of the child's mesosystem and the links between two of its microsystems - the child care center and the kindergarten. Since those

links are formed by communication between teachers and child care providers, the nature and elements of communication and its consequences will be reviewed in the following section.

Communication

There are many ways to define communication. It exists in many forms and may be supportive and beneficial or obstructive and harmful, depending upon its qualities and the circumstances in which it occurs. As it relates to families, schools, and child care communication is defined or implied in the literature by words and phrases such as transactions, influences, interchanges, contacts, relationship, involvement, support, participation, social exchange, communicative integration, information sharing, and, more simply, talking with (Hobbs, 1978; Hough & Stevens, 1981; Johnston, 1982; Kontos & Wells, 1986; Landecker, 1951; Mager, 1980; Minuchin, 1987; Morgan, 1989; Power & Bartholomew, 1987).

Interpersonal communication is a complex process (Bundy, 1991), rather than a product, of "creating a meaning" (Tubbs & Moss, 1981, p.4) by "adjusting understandings and attitudes" (Pierce, 1972, p.36) though perfect sharing of meaning is only approximated, never realized (Tubbs & Moss, 1981). It is verbal as well as nonverbal, formal as well as informal, and direct as well as indirect (Galinsky, 1988).

According to Pierce (1972) communication can take place only between people who have a common aim, problem, curiosity and interest, such as parents, teachers and child care providers, whose common concern is the welfare of the child. Communication may be affected by attitudes (Kontos, Raikes & Woods, 1983), and can be observed, recorded, segmented, and rated. Four elements comprise the communication process: the communicator or source; the message; the channel; and the receiver. Other important features of communication include: relations among all elements described above; the affective dimensions of the person's message; sequential structures and boundaries; extraneous material; and internal and external factors operating for the parties involved (Gotts & Purnell, 1986).

Communication has a variety of consequences. Its positive effects on people may include the prevention of isolation (Landecker, 1951) and alienation, and a contribution to the arrangement of "optimum conditions" (Hobbs, 1966, p 1109). Pierce (1972) states that "our existence depends on communication in more ways than one can easily enumerate" (p. 31). Without it we would be ignorant and lonely; "we would have neither the inspiration of accumulated skill and knowledge nor the support of a society" (p. 31).

Communication between parents and teachers or child care providers may take many forms and serve many purposes. It can "enhance the educational experience of the child"

(Hobbs, 1978, p.761), offer enriched opportunities, and enhance the family's child rearing processes (Hough & Stevens, 1981). Powell, as reported in Kontos, Raikes and Woods (1983) found that communication among adults influences the quality of the child's socialization processes. It also may assure lasting achievement for children (Rich, 1986). It empowers parents with knowledge and accurate information and gives them control (Hough & Stevens, 1981; Johnston, 1982; Kagan, 1989; Stevenson & Baker, 1987).

Poor communication, or the absence of it altogether, may have negative consequences. In looking at the effects of social networks as support for parents, Hough and Stevens (1981) found that network influences, as well as being supportive, may also be restrictive, detrimental or hindering. When parents are not included in early childhood programs they may feel a sense of loss, isolation or even guilt about not sharing their child's experiences. Without information parents may play a less effective role in the lives of their children (Levin & Klein, 1988). O'Brien (1990) cites the lack of communication among family members as a major cause of family stress.

All early childhood programs, including child care, preschool, Head Start and kindergarten, can become inappropriate for children without interaction among the adults responsible for them. Hymes (1980) warned of the possibility of separation, coldness, suspicion,

misunderstanding, intolerance and lack of appreciation without bridges between programs. He believes school teachers and child care providers must communicate with each other.

On the other hand, sometimes communication should be restricted. Several authors caution that respect for privacy must be maintained. Goodnow (1988) notes that we all have strategies "to maintain the degrees and forms of autonomy, privacy, control and constraint that each sees proper" (p.65). Hough & Stevens (1981) warn early childhood teachers to "avoid undue invasion of privacy and the likelihood of doing harm" (p. 58). Joffe (1977) wrote extensively about the intrusion of child care professionals into family life. Communication must remain helpful and supportive and not interfere with or impede family functioning.

Communication may be inhibited by various barriers such as negative attitudes including antagonism, prejudice, mistrust and distrust. Inaccuracy, distortion of messages and misinformation also may prohibit effective communication. The result may be the isolation of individuals and lines drawn around subdivisions of a group so inter-group communication is thwarted and prejudice within subdivisions flourishes where other connecting relationships are weak. For example, Head Start teachers may be isolated from other early childhood teachers and caregivers, or family day care providers may have no contact with preschool and kindergarten teachers in the community

(Gotts & Purnell, 1985; Landecker, 1951; Levin & Klein, 1988; Tubbs & Moss, 1981).

In the school or child care setting staff members may alienate parents with "inadequate, lopsided" and overly formal communication to the home (Johnston, 1982, p.56), impersonal messages from authority figures, and use of educational jargon (Rust, 1989; Williams, 1989). Early childhood program personnel may not be motivated to make the effort to communicate with parents because of poor past success. Parents, for their part, may also have had poor past experiences and in addition be suffering from role overload (Kontos & Wells, 1986). Both parents and staff members may carry misperceptions of the other that lead to distrust (Lightfoot, 1978). Galinsky (1988) points to lack of clarity of communication in early childhood programs as a critical contributor to occupational stress among teacher-caregivers. Honig (1979) cites impatience with the pace of change as a barrier to communication between parents and caregivers.

It is clear from the literature that communication is a vital human need. It follows that parents, who have great personal investment in their children, would feel a need to communicate with other adults who share in the upbringing of their children. Early childhood professionals who teach and care for children on a regular basis, whether in schools or child care settings, share childrearing responsibility with parents. Communication between teachers and care providers

also would seem to be important to create and sustain an optimal environment for children.

This study looked at that communication - the mode of linkage for two elements of the young child's mesosystem - documented its existence or absence, as well as its attributes, and explored its effects on kindergarten teachers and child care providers. As elements of the child's mesosystem, their relationships with each other form mesosystem links for the child. The quality of these links helps determine the quality of the child's environment. In the following section the literature related to the links between two of the young child's microsystems, the family and the school, will be reviewed.

The Home-School Relationship

In the early years of public schools in the United States parents and teachers were united. It was parents who established the public schools early in the nineteenth century, who ran the schools, and who hired the teachers (Greenberg, 1989), Later, as communities grew, schools also grew and it became necessary to create large educational districts and systems with multilevel grades for children and numerous teachers, administrators and support staff. As our society became industrialized families and work grew separate and schools followed the industry model (Hobbs, 1978). Parents were slowly excluded from the daily

experiences of their children in school (Joffe, 1977; Smith & London, 1981). Poor and minority or ethnic children were often treated disrespectfully, widening the gap between parents and teachers (Greenberg, 1989). Teacher training began to improve and the professional status of educators rose as they distanced themselves from the mother-substitute role teachers traditionally played (Dittman, 1979). This was, perhaps, a reflection of our culture's attitude toward women (Greenberg, 1989). Gotts and Purnell (1985) remind us that educators must "recognize that citizens...own the schools" (p 172) and should be involved in policy making as well as other meaningful activities. Hobbs (1978) believes there may be recent evidence of a coming together of families and work and families and school.

Qualities and Attributes of the Home-School Relationship

The home-school relationship may be considered a continuum. At one end the major responsibility or contribution rests largely on the family and at the other on the school. Similarly, home-school communication programs may focus primarily on the family's support of the school and the child's learning, on the school's support of the family, or strike a balance somewhere in between the two extremes (Gotts & Purnell, 1985; Griffore & Bubolz, 1985). Home-school communication is a continuous developmental

process, not a finite product to be striven for and ultimately achieved (Johnston, 1982; Swick, 1979).

Authors concur that parents' involvement in and support of the child's learning is of critical importance to the child's school success (Galen, 1991; Hall & Henderson, 1991; Johnston, 1982; Kagan, 1989; Wilson, 1991). Methods to involve parents, such as training them as tutors, home-based reinforcement, using parents as regular school volunteers, and frequent parent-teacher contact have been evaluated (Gotts & Purnell, 1985; Rich, 1986; Smith & London, 1981; Stevenson & Baker, 1987). Chavkin (1989) and Gotts and Purnell (1985) reported an increase in attendance rates, in parent initiated contacts, and in parent-community support of the schools. Stevenson and Baker (1987) reported improvements in the child's school performance and student attitudes, and Greenberg (1989) noted that the child's self-esteem seems to improve greatly with more parent involvement. Early childhood programs work best when mothers are actively involved (Hobbs, 1978) and schools' efforts may even improve the relationship at home between parents and children (Levin & Klein, 1988; Schmitt, 1986).

Some authors caution that too much may be expected of home-school communication. Heath and McLaughlin (1987) believe that other community institutions in addition to schools must be a part of family life, and Griffore and Bubolz (1986) point out that families and schools are each limited in their roles. They interact complementarily and

must each be aware of and respect what the other has to offer. The reality may be that much is done to perpetuate school programs and little effort is made by schools even simply to get information from parents about their needs (Dittman, 1979; Rich, 1986).

Home-school communication often means a uni-directional process, ie, the family's support of school programs. However, educators may be increasingly aware of the need for schools to support families, or a bi-directional process, and of the notion that understanding the family leads to understanding the child. Schools can promote their own effectiveness by actively supporting the family (Fuller, 1989; Greenberg, 1989; Kontos, Raikes & Woods, 1983; Mitchell, Seligson & Marx, 1989: Rich, 1986). Elements of that support may include showing respect to parents, disseminating childrearing information and advice, giving emotional support, role modeling, and providing information about and referral to community agencies (Greenberg, 1989; Kontos, Raikes & Woods, 1983). Continuity between home and school is important because it leads to congruence of experience for the child (Dittman, 1979). It can be promoted by educators who are committed to learning from parents (Silvern 1988). Improved home-school relations may have the unanticipated effect of strengthening interactions within the family (Rich, 1986).

A competitive relationship between parents and teachers may exist and be due to teachers' wish to protect themselves

from a perceived threat from a community that holds them responsible for students' failures, or simply from encroachment into their territory. They are overloaded with responsibilities, may feel the need to seek status in a society that devalues those playing a nurturing role, and are often untrained to work with parents (Chavkin, 1989; Greenberg, 1989; Power & Bartholomew, 1987; Smith & London, 1981). Parents, for their part, may feel protective of their family's privacy from prying teachers, or defensive of their own perceived incompetence, especially if they too feel blamed for students' inadequacies. They may also be bogged down with responsibilities (Heath & McLaughlin, 1987; Power & Bartholomew, 1987).

Existing family support programs may suffer from a lack of a clearly defined place within the school system structure, or from tentative funding. Funding diverted from other programs may cause resentment among school personnel (Kagan, 1989), and competition for resources can inhibit cooperation, coordination and collaboration among adults whose goals are meant to be supportive of children and families (Hostetler, 1991).

Problems also may result from the use of a deficit model, or presuming family dysfunction or inadequacy, rather than strength and competence. Minority parents may feel isolated due to language barriers and even English speaking parents may resent the lack of a common vocabulary with school personnel. Larger societal problems such as racism,

sexism and classism may interfere with positive home-school relations and tip the balance of power in favor of the school (Bronfenbrenner, 1985; Chavkin, 1989; Greenberg, 1989; Lightfoot, 1978; Power & Bartholomew, 1987; Rich, 1986).

It is generally agreed that collaboration and partnership are the best approaches to home-school relations, although there is no prescription for how to establish them or for what they should entail (Blank, 1985; Bronfenbrenner, 1979; Bundy, 1991; Gotts & Purnell, 1986; Griffore & Bubolz, 1986; Lightfoot, 1978; Mager, 1980; Mitchell & Modigliani, 1989; Morgan, 1989; Silvern, 1988). There should be complementarity between parents and teachers and a willingness to cooperate in the best interests of the child, since the child must remain the focus. When teachers, parents and communities become more involved, teaching, parenting and child development improve. New energy and strength and a sense of satisfaction can result for both parents and teachers, information sharing is facilitated, strengths and weaknesses can be assessed, and mutual decisions implemented. Long term gains in student learning may depend on collaboration between parents and schools (Dittman, 1979; Greenberg, 1989; Johnston, 1982; Mitchell & Modigliani, 1989; Power & Bartholomew, 1985).

Variables Affecting the Home-School Relationship

A number of variables affect the home-school relationship. Skills, self-esteem, teamwork, families' cultural patterns, teachers' respect for the family's culture, teachers' time and resources, school policies, teachers' professional assignments and their years of experience, size of class enrollments, teachers' previous experiences with parents, and teachers' own conceptions of self, role and the school environment all are cited as important influences on this relationship (Chavkin, 1989; Gotts & Purnell, 1986; Johnston, 1982; Power, 1985; Power & Bartholomew, 1987). Chavkin (1989) cites the importance of training teachers to work with parents, but Galinsky,(1989) found no effect of training on teacher-parent relationships.

The behaviors of the child at school and the quality of the teacher-child relationship may affect home-school interaction (Power, 1985). Mager (1980) found that frequency of contact with parents, teachers' sense of responsibility for parent contact, and teachers' sense of parental support were positively related to the amount of contact teachers initiate with parents. In addition, the school principal's support may also be necessary for optimal teacher-parent interaction. Developmental issues at home and at school, such as the child's maturation, or the pattern of the school year, or a crisis at home will impact on this relationship, according to Power & Bartholomew (1987). Parents must

believe their participation is important and meaningful and feel a sense of shared responsibility in developing programs. They may need assistance in translating their care and concern about their child's education into action (Gotts & Purnell, 1986; Rich, 1986).

Types of Home-School Communication

Communication between home and school may be instigated by any of the parties involved - parents, teachers, or other school personnel - but most is initiated by the school with parents acting as passive receivers. Contact may be direct and personal or mediated by a third party. The audience may be an individual child's parents or parents school-wide (Gotts & Purnell, 1986; Mager, 1980; Rich, 1986).

Important Attributes of Home-School Communication

According to several authors, communication from school to the family should have certain qualities: it must be sensitive, concerned, professional, respectful, factual, warm, trustworthy, informative, precise, accurate, focused, considerate of many family variables and of parents' opinions, varied in mode, and its purposes must be clearly explained. Educators must keep in mind that parents are individuals and that teamwork is the best approach. Good listening skills are important, as is the modeling of

desired behaviors. Efforts to communicate with parents should be assessed, therefore measurable outcomes must be emphasized (Gotts & Purnell, 1986; Greenberg, 1989; Herrera & Wooden 1988; Hough & Stevens, 1981; Johnston, 1982; Kontos & Wells, 1986; Mitchell, Seligson & Marx, 1989; Morgan, 1989; Williams, 1989).

Communication Strategies

Home-school communication may involve many strategies, both one-way or uni-directional (from school to home) and two-way or bi-directional. Uni-directional strategies include notes, newsletters, announcements, notices, enrichment materials, daily checklists, report cards, homework to be acknowledged, handbooks and tutorial guides, and mass media. Bi-directional strategies include establishment of a good teacher-child relationship, use of school admission forms for parents to complete giving data on the family, parent discussion groups, informal contacts, bulletin boards, parent visits, parent-teacher conferences, parent volunteers, parent education workshops and classes, parent advisory councils, phone calls, messages through the child, parent surveys, parent resource rooms, parent counseling, home visits, school open houses and other social events, and parent-teacher organizations such as PTA (Berger, 1987; Bundy, 1991; Galen, 1991; Gotts & Purnell, 1986; Honig, 1979; Johnston, 1982; Levin & Klein, 1988;

Mitchell & Modigliani, 1989; Mitchell, Seligson & Marx, 1989; Rich, 1986). Gotts and Purnell (1986) reported that the most effective methods found were personal contacts and the use of home learning materials.

The Reality of the Home-School Relationship

Research has documented some of the realities of the home-school relationship. Gotts and Purnell (1986) reported that Epstein (1983) found that many parents receive little communication from school and Spriggs (1980) found that parents and teachers do not appear to be communicating well. At the same time, parents care a great deal about their child's school success and want to know how to help (Gotts & Purnell, 1986). Burns (1982) found schools making little effort to communicate with parents (in Gotts & Purnell, 1986). Rich (1986) reported that Williams (1981) found that teachers have certain beliefs and ideas about the way in which parents should and should not be involved in schools. They do not want parent participation in curriculum development, instruction or governance of the school, but do support parental involvement in homework and tutoring children.

The research and writing examined here have illuminated numerous characteristics of home-school interaction. The assumption of the researcher was that, in the absence of evidence related specifically to communication between

teachers and child care providers, these characteristics might point to or resemble attributes of the teacher-provider relationship. In the following section literature related to links between the family and the child care setting will be reviewed.

The Home-Child Care Center Relationship

Research results and opinions on communication between parents and school teachers reported in previous sections of this review of literature may also apply to communication between parents and child care providers. Child care providers and teachers play similar childrearing roles in the lives of young children and their families. Their relationship with the child represents an extension of the parent-child relationship (Gotts & Purnell, 1986).

The line dividing child care and elementary school blurs for several reasons. Preschool and child care programs may operate in public school buildings, either privately in rented space or under the auspices of the school district (Caldwell, 1981; Mitchell & Modigliani, 1989; Mitchell, Seligson & Marx, 1989). Child care providers may be trained as teachers of young children from birth through age six or eight, regardless of any grade level designation, and may be called teachers, caregivers, teacher-caregivers or care providers (Bredecamp, 1985). Perhaps most importantly, childhood is a time of continuous growth and development

without artificial lines of demarcation such as being five years old by December first, as many kindergartens require, or achievement of a certain score on a learning readiness test before being allowed to enter school. Some early childhood programs are labeled preschool or nursery school, implying an educational component, while others are called child care or day care, implying care, but not necessarily education. In fact, any program for young children may, should and usually does include both (Caldwell, 1986; Kagan, 1988; Trachtman, 1991). However, some writers and researchers have looked specifically at the relationship and communication between child care providers and parents, rather than teachers and parents.

Child care can be a form of family support and has become a fact of life for many American families. Fifty-five percent of mothers of young children are now in the work force and projected estimates put the figure at 90% by the year 2000 (Berger, 1987; Caldwell, 1989; Edelman, 1989; Grubb & Lazerson, 1982; Kontos & Wells, 1986; Rowley, 1991; Trachtman, 1991).

Child care began in the nineteenth century as day nurseries offering substitute child care for poor mothers working outside the home. The presumption was that parents who found it necessary to leave their children in the care of others were inadequate. It was believed that child care protected children of the poor from neglect and abuse. It was largely custodial in nature rather than educational, and

became stigmatized as a social welfare program for unwanted children, or for children of poor and neglectful parents, an image problem it contends with even today (Atkinson, 1987; Caldwell, 1984; 1989; Grubb & Lazerson, 1982; Joffe, 1977; Lightfoot, 1978).

Many claims, positive and negative, are made about the value of child care. It gives mothers freedom from childrearing, improves the skills of parents, and helps children by giving them opportunities for socialization and cognitive growth. However, it is seen by some as a threat to family life because it appears to encourage mothers to leave their children to work outside the home. Most studies of the effects of child care on children show that they are not harmed by the experience, providing the care is of high quality (Belsky & Steinberg, 1979; Berger, 1987; Grubb & Lazerson, 1982; Lightfoot, 1978).

The Parent-Caregiver Relationship

The parent-caregiver relationship and the communication between them appear to be very important (Powell, 1979). They are likely to affect and be affected by each group's attitudes toward each other. Galinsky (1989; 1990, July) looked at early childhood education program personnel, whom she called teacher-caregivers, and parents. She found that 85-95% of parents are satisfied with their child care arrangements. Also, most teacher-caregivers and parents

"respected each other's relationship with the children and acknowledged that each other's role was important" (1990, July, p 380). She noted, however, that it appeared the most advantaged mothers enjoyed the most positive relationships with teacher-caregivers. Also, both mothers and teacher-caregivers seemed somewhat ambivalent about mothers working outside the home. This attitude may have an impact upon each group's feelings about the other. Kontos, Raikes and Woods (1983) found that many caregivers have negative attitudes toward the parents of the children in their centers, but those working with the poor, and with minorities and single parents had the most negative. Staff members' feelings appeared to be negatively affected by incongruence of staff member's income to parents' income, staff members' childlessness, and the young age of staff members. Staff members' feelings appeared to be positively affected by college education and more than five years of experience. Galinsky (1990, July) found that a high commitment to their profession was positively related to caregivers' feelings toward parents, but that there was no apparent effect of training to work with parents, of caregivers' own use of child care for their children, or of the judged high quality of the child care center.

Caregivers pressured and encouraged to work with and include parents may be confused at times about just what their job is - caring for children or working with parents. Families, for their part, need early childhood program

personnel to recognize that the child lives in a family and is not an isolated individual, that the program will have an impact of some kind on the whole family, and that family members may need support services in addition to the early childhood program (Joffe, 1977; Mitchell, Seligson & Marx, 1989).

Sources of Problems Between Parents and Caregivers

Galinsky (1988) cited several factors that cause job stress for parents and that may affect how those parents interact and communicate with caregivers. The number of hours worked, lack of job autonomy, job demands, and the parents' relationship with his or her supervisor are possible contributors to tension between parents and caregivers. Caregivers also experience job stress created by, among other factors, work schedules, interpersonal relationships on the job, physical demands and resources, low income relative to the parents', and role status as a child care provider. She also cited Powell's finding that most parents do not feel it necessary to communicate with staff about family issues, yet staff do feel it is important. She also referred to Zigler and Turner's finding that a low level of communication between parents and child care staff appears to be the norm.

The home-child care center relationship is less well documented than the home-school relationship, perhaps

because it is of more recent origin for most families. Some of the data available show an uneasy or ambivalent relationship that might benefit from more communication between parents and caregivers. Therefore, by looking at the teacher-caregiver relationship and its attributes this study may serve to encourage and enable communication between them, as well as between the two subject groups, caregivers and kindergarten teachers. In the final section of this chapter literature related to the links between the school and the child care setting will be reviewed.

The Child Care Center-School Relationship

Benefits of Interaction

Throughout the literature authors cite the necessity and desirability of interaction between child care and schools (Caldwell, 1981; 1986; 1989; Carlson, Whiren & Howe, 1980; Dittman, 1979; Galinsky, 1990, September; Kagan, 1988; Lazarus & Ellwood, 1991; Mitchell, Seligson & Marx, 1989; Trachtman, 1991; Williams, 1989). In 1980, Hymes wrote "within our profession the old void between kindergarten and first grade persists, as does the ages-old void between nursery school and kindergarten" (p 72). Nall (1982) agreed: "the most significant issue...is the absence of communication between early childhood educators and kindergarten teachers...and between kindergarten and primary

teachers" (p 107). Reasons for interaction fall into four categories; it would benefit the child, the family and parents, teachers and care providers, and programs.

Benefits to the Child

Congruence among the various settings and among past, present and future experiences helps make ordered sense of the world for the child. Fragmentation interferes with the "orderly expansion of a child's mind" (Dittman, 1979, p 6). Children are "continuations of themselves" (Cohen, 1971, p 286) and their development proceeds as a whole, not in separate pieces or distinct categories. All children need developmental guidance and some, labeled at risk for school failure, may need special attention and assistance. Coordinated programs for young children can best serve those targeted for special care (Caldwell, 1986; Hollister, 1986).

As children move from one setting to another the transition can be smooth and learning can be reinforced if adults from each setting communicate with each other (Bronfenbrenner 1979; Hough & Stevens, 1981; Strother, 1987). School learning and social development can be enhanced and complemented if parents and child care providers know what has occurred at school (Howes, Oleneck & Der-Kiureghian, 1987).

Dittman (1979) describes two dimensions of continuity. Vertically over time, events and experiences in a child's

life are related by factors of individual temperament, growth rate, personal abilities and culture. Horizontally, simultaneous elements in a child's life, such as home, school and child care ideally are connected for the child in a "coherent and related whole" (p. 5). Some children spend many more hours each day in school and child care than at home. This makes the home and family less effective agents than in the past for providing stability and continuity for them.

Communication between preschool programs and kindergarten, as the child leaves one and moves sequentially into the other, allows the child enhanced access to new experiences, greater self-confidence and trust between children and teachers, and improved social relationships. Noncommunication may cause children to bear the burden of tensions between care providers and teachers (Easing the Transition... [no date]; Elkind & Lyke, 1975). In general, communication based upon positive relationships among all adults in a child's life - early childhood teacher-caregivers and parents - can help children develop into social, well disciplined, "sturdy, sound and mentally healthy" beings (Hymes, 1980, p. 74), and help children continue to benefit from early educational experiences after they enter elementary school (Boorstein, 1990).

Benefits to the Family and Parents

Child care is often necessary for families from all income levels and social and cultural groups, not only the poor. Coordination among programs for young children can help meet the needs of all parents for high quality supervision of their children. It can also enhance the executive and coordinating role parents play in the lives of their children. Benefits to parents also include; greater confidence in their child's ability to achieve and in parents' own ability to communicate with teachers and caregivers, and to influence the educational system; a feeling of pride and commitment to participation in their child's education; and more respect for and understanding of early childhood programs and teacher-providers (Easing the Transition... [no date]; Dittman, 1979; Hough & Stevens, 1981).

Benefits to Teachers and Care Providers

Teachers, caregivers and parents who communicate with each other may expect to dispel myths and learn the truth about each other, as well as avoid "misconceptions, apprehensions and misunderstandings" (Nall, 1982, p. 108). They may enjoy new energy and strength from their friendships and come to appreciate each other (Elkind & Lyke, 1975; Hymes, 1980). Teachers and caregivers may

enhance their knowledge of children and their own ability to meet individual needs; increase parental, community and network support and resources; increase community awareness of preschool and kindergarten programs; and enjoy a sense of "pride in their own efforts to reach out to young children and their families" (Easing the Transition...[no date], p. 4).

Benefits to Programs

Cooperation can support the development of public policies and programs for children and families and child care can move out of the domain of pathology where it began. Our whole society may come to recognize that child care and education are intimately linked and one is impossible without the other. Perhaps it will become clear that there are many more similarities than differences between them. Programs can be assured of complementarity and the enhancement of each when they are coordinated, rather than the diminishment of each when they are separate. The curriculum may be more coherent to the child when programs borrow from each other (Caldwell, 1984; 1986; Elkind & Lyke, 1975; Futrell, 1987; Honig, 1986; Kagan, 1988; 1989; Mitchell, Seligson & Marx, 1989; Programs..., 1988). Hymes (1980) wrote: "Without open, easy communication between all the early childhood efforts, each isolated program falls easy victim to a teacher-managed, talky, passive curriculum

approach unsuited to the ages of children involved. Bridges could mean mutual support and greater strength for resistance, but the bridges have not yet been built" (p. 72).

Tensions Between Child Care Centers and Schools

Difficulties and tensions between child care and schools have several sources. In this section some of them will be examined, namely; history; curriculum; negative attitudes; and lack of communication.

History

As noted above, child care was created as a response to the needs of poor mothers who worked outside the home. Schools were created by parents who wanted literate, educated children. Preschool education was and is available to the children of middle class families as supplemental enrichment to family life and it presumed the competence of parents. Some educators disparage child care and caregivers as ignorant mere caretakers of children. On the other hand, in recent years some child care providers have expressed disapproval of schools and teachers for using methods and curricula inappropriate for young children and for excluding the family (Boorstein, 1990; Caldwell, 1989; Schweinhart,

Koshel & Bridgman, 1987; Rowley, 1991; Strother, 1987; Trachtman, 1991).

Pervasive attitudes about the proper role of women in society affect the relationship between child care and schools. As recently as 1990 Galinsky (1990, July) reported ambivalent feelings from both parents and early childhood teacher-caregivers about women's work outside the home. If the public feels that women should be at home with young children rather than in the work force, child care will be viewed as encouragement for mothers to leave their families and of potential harm to children. School, on the other hand, is an acceptable place for children to be once they have reached entrance age. These beliefs persist, even in light of current demographic realities: over half of all mothers in the United States with children under the age of three are in the labor force, and the rate of single parent families, in which the parent often must work, is growing. Other persistent beliefs are that child care is a women's, rather than a family issue, and that parents who use child care are somehow deficient (Caldwell, 1981; 1989; Grubb & Lazerson, 1982; Joffe, 1977; Moynihan, 1989).

Curriculum

For the last several decades kindergarten teachers have felt pressured into using increasingly academic curricula and standards for five- and six-year-old children. This

approach requires children to be disciplined in the ways of teacher-centered, tightly structured programs. Children from child-centered, free-choice based preschools and child care centers create problems for those teachers. In addition, learning activities once thought to be the province of kindergarten are now often available to children in prekindergarten programs, so that by the time they reach kindergarten they have already experienced them. Early childhood experts who favor developmentally appropriate programming for young children worry that increased elementary school involvement in child care will push the academic curriculum downward even more and create greater stress for children (Elkind, 1986; Elkind & Lyke, 1975; Fromberg, 1989; Honig, 1986; Nall, 1980; Strother, 1987; Trachtman, 1991).

Negative Attitudes

Child care providers and elementary school teachers may distrust each other. As noted above, status issues emerge as teachers disregard child care providers (and, perhaps parents) as uninformed, unskilled, custodians of children, or simply babysitters. Children from child care programs may be viewed as too noisy and undisciplined for school. Child care providers look at the failure of education to cope with its own problems, fear that closer cooperation would tend to exclude parents, and the possibility of the

bureaucratization and uniformization of child care if the schools become more involved (Caldwell, 1981; Grubb & Lazerson, 1982; Hobbs, 1978).

Conflicting opinions about the goals and purposes of child care persist: what exactly is it and what should it give children? Is it a service for parents or stimulation for children? Deeper conflicts may also be found between values and science, and between the individual and society. Adding to the confusion, the very term "child care" has many meanings, from preschool to custodial care (Caldwell, 1981, Grubb & Lazerson, 1982; Strother, 1987; Williams, 1989).

Lack of Communication

Several references to the absence of communication among early childhood programs and personnel were found in the literature. Relationships noted include those between early childhood educators and kindergarten teachers; among all early childhood efforts including Head Start and other programs for the disadvantaged; between privately and publicly funded programs; and between families and teachers. There is an absence of a vocabulary and a style of communication that is "straightforward and powerful" (Williams, 1989, p. 483). In many cases, no mechanism exists for sharing records and information about children and families, and state and local agencies serving them often

are not coordinated. Sometimes within the same program adults do not communicate with each other. The only conduit or liaison may be the child himself or herself. Without communication, problems persist, at best, and have the potential to grow to unmanageable proportions, at worst (Dittman, 1979; Elkind & Lyke, 1975; Futrell, 1987; Hymes, 1989; Minuchin, 1987; Mitchell, Seligson and Marx, 1989; Nall, 1982; Strother, 1987).

Successful Interactions

A few examples of or references to successful relationships between schools and child care were found. In the winter of 1985 a conference was held in Minnesota to bring child care and public school officials together, possibly for the first time, to discuss issues of concern to both and possible collaborations (Lewis, 1987). Caldwell (1981; 1986; 1989) has written extensively about the Kramer School in Little Rock, Arkansas, where, in 1969, a child care program was established in a public school. Kagan (1989) notes recent collaborations between schools and universities, businesses, and health agencies; between Head Start, child care and schools; and between profit and nonprofit programs. These collaborations may take the form of community councils, advisory groups and resource and referral centers. Some states actively encourage interagency cooperation (Romer, Goodwin & Goodwin, 1991). Waxler,

Thompson and Poblete (1990) Describe two projects designed to ease the transition of Head Start students into kindergarten. In each case Head Start staff members and school personnel cooperate by sharing records and information, arranging visits to schools for children and parents, and planning activities to help children and families make the move into kindergarten. Espinosa (1990), Lamson, Paul and Armstrong (1990), and Rowley (1991) describe early childhood programs housed in schools that include preschool through early elementary children. For the most part these programs have been successful and parents, staff and children are pleased with them.

Mitchell, Seligson and Marx (1989) cite specific instances of communication and interaction between parents, kindergarten teachers and child care providers of the same children. Edward Zigler has proposed a plan to piggyback child care upon the public schools nationwide. He feels that since the public school system already exists it would make economic and logical sense to incorporate child care in all public school buildings along with parent and family services, outreach, and referrals to community agencies (Strother, 1987; Trotter, 1987). Hobbs (1978) agrees that schools can take responsibility for coordination of services to children.

With effort schools and child care programs can overcome difficulties between them and establish communication mechanisms, collaborations and partnerships

that will benefit families and children, as well as the schools and child care programs themselves. The results of this study may serve to assist in the development of those mechanisms by documenting the status of current communication among programs and their personnel and illuminating some of the underlying thoughts and beliefs of the individuals involved, namely kindergarten teachers and child care providers. The following chapter describes the methods used to answer the questions related to communication between teachers and providers posed by this study.

CHAPTER III

METHODS

The methods used to address the questions identified in Chapter I of this document are described in this chapter. The chapter is divided into the following sections: subjects; research questions; hypotheses; design; instrument; data collection procedures; and data analysis.

Subjects

The subjects for this study represented two groups: 87 public school kindergarten teachers, hereafter referred to as teachers; and 40 child care providers employed by public school districts, hereafter referred to as providers. Information related to the subjects may be found in Table 1.

Teachers

All kindergarten teachers in this study had earned a bachelor's degree, 37% (Nt = 32) had taken some graduate courses, and 55% (Nt = 48) had earned graduate degrees. Six percent (Nt = 5) had earned the Child Development Associate credential, and 86%

(Nt = 75) had attended professional training workshops. The majority was strongly committed to the profession and planned to continue teaching for many more years. The average teacher had taught for between eleven and twenty years, had taught kindergarten for between six and ten years, and was 36-45 years old. Sixty-six percent (Nt = 56) had employed child care providers for their own children.

Child Care Providers

All child care providers in this study had a high school diploma, 36% (Np = 17) had taken some college courses, 15% (Np = 7) had earned a bachelor's degree, 11% (Np = 4) had taken some graduate courses, and 13% (Np = 6) had earned a graduate degree. Thirteen percent (Np = 6) had earned the Child Development Associate (CDA) credential, and 70% (Np = 33) had attended professional training workshops. All agreed that they were committed to their profession, but they agreed somewhat less strongly that they would continue their work for many more years. Seventy-seven percent (Np = 36) had held their present jobs for ten years or less. The majority was 26-45 years old. Thirty-eight percent (Np = 17) had employed child care providers for their own children. The reader is referred to Table 10 for statistical data related to the providers and teachers in this study.

Table 1
Demographic Data

Variable	T		P	
Families with whom respondents work	N	%	N	%
a. Single parent				
0-25% of the group	55	63	23	58
26-50% of the group	21	24	20	50
b. Average annual income				
Below $10,000	13	15	3	8
$10,001-$25,000	31	37	23	58
$25,000-$50,000	35	40	19	48
c. Percentage with annual income higher than respondent's				
0-25%	53	61	13	33
26-50%	18	21	12	30
51-75%	5	6	12	30
76-100%	1	1	9	23
Respondents' Backgrounds				
a. Education				
High school diploma	87	100	40	100
Some college courses	87	100	17	36
Bachelor's degree	87	100	7	15
Some graduate courses	32	37	4	11
Graduate degree	48	55	6	13
Child Development Associate	5	6	6	13
Professional training workshops	75	86	33	70
b. Average years of experience	11-20		10 or fewer	
c. Average age	36-45		26-45	
d. Employed a child care provider for their own children	56	66	17	38

Limitations

The population of child care providers from which the sample for this study was drawn was limited to those who work in programs housed in public school buildings and therefore does not represent the total population of child care providers. This group was chosen, however, because these providers are the closest in proximity to kindergarten teachers, in some cases in the same building, thereby having the greatest opportunity for communication between them. Whatever characteristics of this communication emerged were likely to be better than those that might be found to exist between kindergarten teachers and child care providers located some distance apart, not under the same umbrella organization, such as a public school district. In fact, the majority of child care providers in Michigan are not in such close proximity to teachers, therefore communication between them would seem to be more difficult to arrange. The researcher believed that by examining communication in this limited sample the information collected might be used to determine the quality of communication within school districts. Perhaps communication between local teachers and child care providers situated elsewhere in the community might also benefit, and ways to improve communication might emerge.

An additional reason for limiting the sample in this way was that it seemed highly likely that it would include pairs of teachers and providers having a child (or children) in common.

These pairs would represent two microsystems - school and child care - within the mesosystem of the young child and make it possible to test part of Bronfenbrenner's theory of the human ecosystem.

Research Questions

This study asked questions and tested hypotheses related to the adults in two settings of the young child's mesosystem: kindergarten teachers, whose students also attended child care each day, and child care providers who cared for kindergarten students. Questions and hypotheses were developed from variables that emerged from the review of literature, from concepts and principles of child development, and from consultation with two child development professors at Michigan State University.

1. What are the characteristics of the communication that occurs between teachers and providers?
2. What are the attitudes teachers and providers have about one another and about the communication between them?
3. Do teachers and providers assume that their future contacts with one another will be favorable or unfavorable?

Hypotheses

1. Communication between teachers and providers is rare.

2. Communication between teachers and providers is informally scheduled.
3. Communication between teachers and providers is indirect, either in writing or through a third party.
4. Communication between teachers and providers is problem-oriented.
5. Communication between teachers and providers is child-related.
6. Teachers and providers differ in their levels of satisfaction with the amount of communication between them.
7. Teachers and providers differ in their levels of satisfaction with the quality of communication between them.
8. Teachers and providers differ in their beliefs about the importance of communication between them.
9. Teachers and providers differ in their preferences of whom to contact with concerns about a child.
10. Teachers have less respect for providers than providers have for teachers.
11. Teachers believe providers respect teachers.
12. Providers do not believe teachers respect providers.
13. Teachers and providers differ in their perceptions regarding their future contacts with one another.
14. Teachers and providers differ in their educational background.
15. Teachers and providers differ in their years of experience.

16. Teachers and providers differ in their average age.
17. Teachers and providers differ in the extent to which they used child care for their own children.

Design

The questions posed by this study were answered by using a non-experimental survey research design. Self-administered survey instruments were mailed to respondents who completed and returned them by mail to the researcher. Instruments were sent and received during a two month period, from April to June.

Instrument

Development

The review of literature cited in Chapter II of this study suggested that several variables were important to the communication among school personnel, child care providers and families. These variables, as well as the researcher's knowledge of child development, her experience in early childhood education, research methods sources (Babbie, 1986; Dillman, 1978), and a review of the literature were used to develop items for the questionnaire sent to teachers and providers.

The dependent variables in this study were kindergarten teachers and child care providers. The independent variables from which questionnaire items were developed included:

characteristics of communication between kindergarten teachers and child care providers, including its frequency, timing or scheduling, methods used, occasions prompting it, and topics covered. Other variables included teachers' and providers' level of satisfaction with communication between them, and, for those dissatisfied, ways in which they would like it to change; teachers' and providers' level of belief in the importance of communication between them, and in its benefits to the child; persons with whom teachers and providers would share concerns about a child; teachers' and providers' feelings about recent contacts with one another and expectations of future contacts with one another; teachers' perceptions of providers' and of providers' attitudes toward teachers; providers' perceptions of teachers and of teachers attitudes toward providers; demographic characteristics of teachers and providers, including educational background, years of experience, age, and the extent to which teachers and providers used child care for their own children. Other variables, unrelated to the research questions in this study, generated additional items which were included in the instrument. Future research is necessary to examine the data on the relationship between teachers and families and child care providers and families.

Two questionnaires were developed, one for teachers and one for providers. The majority of items on each were identical, but the language was adapted to the two respondent groups. The instruments were divided into 8 sections.

Part A: Communication Characteristics

This section consisted of items related to variables of communication: frequency; scheduling; method; occasions; topics; respondent's level of satisfaction with it; ways dissatisfied respondents would like it to change; beliefs about the importance of communication between teachers and providers; and beliefs about its importance to the child. On the first item respondents were asked to circle the number that represented the frequency of communication with one another on a scale from 1 (never) to 5 (often, several times a week). On other items they were to circle the number that represented their agreement level on a scale from 1 (strongly agree) to 4 (strongly disagree), or satisfaction level from 1 (very satisfied) to 4 (very dissatisfied). Some items presented a list of choices on which respondents were asked to circle all that applied.

Part B: Classroom or Child Care Center Situations

This section presented 10 hypothetical situations involving children. Respondents were asked to circle the number representing the person or persons they would contact should they confront each situation. Response options included parents; provider (for teachers) or teacher (for providers); both; neither; or other.

Part C: Feelings About Child Care Providers (for teachers) or Kindergarten Teachers (for providers)

In this section two sets of items probed for respondents feelings about communication and interactions with providers, for teachers, or with teachers, for providers. The first item presented nine pairs of opposite words, such as interest/disinterest, describing feelings about the reaction the respondents might expect to have if they contacted someone from the other group. Word pairs were connected by a horizontal line and respondents were asked to put a mark on the line to show where their feelings were. The second item was similar. Respondents were asked to think about their most recent contact with a provider (for teachers) or with a teacher (for providers). A second set of 10 pairs of opposite words was presented. Respondents were again asked to put a mark on the line to show where their feelings were.

Part D: How Teachers Perceive Child Care Providers (for teachers); How Child Care Providers Perceive Teachers (for providers)

In this section 10 items probed for respondents' perceptions of and level of respect for members of the other group. They were asked to circle the number that represented their level of agreement with each item, from 1 (strongly agree) to 4 (strongly disagree). Respect was defined by the respondents' agreement with 8 of the 10 items (2 items differed on the questionnaires).

Part E: How Child Care Providers Perceive Teachers (for teachers); How Teachers Perceive Child Care Providers (for providers)

In this section 10 items probed for how respondents think members of the other group perceive them, ie, how teachers think providers view teachers (for teachers) or how providers think teachers view providers (for providers). For each item, they were asked to circle the number that represented their agreement level from 1 (strongly agree) to 4 (strongly disagree).

Part F: Working With Parents and Families

In this section 12 items asked for respondents' feelings about working with parents and families. They were asked to circle the number for each item that represented their agreement level from 1 (strongly agree) to 4 (strongly disagree).

Part G: The Families With Whom You Work

In this section 4 items elicited information about the families with whom respondents worked. They were asked to circle the number by the response that most closely represented those families. They were also asked to write in the percentage of their class or group representing various ethnic groups.

Part H: Background Questions

In this section items elicited information about the respondents themselves. Each was asked to indicate their educational level and any additional training. Two items related to their commitment to their profession asked them to indicate their level of agreement from 1 (strongly agree) to 4 (strongly disagree). They were asked how long they had been a teacher or a provider, their age, and whether they had ever used a child care provider for their own children.

At the conclusion of the questionnaire respondents were thanked for completing it and invited to write any comments they wished.

Validity and Reliability

A panel of experts (two professors in Child Development at Michigan State University) reviewed the instruments for content validity. Changes and additions were made based on their suggestions. The instruments were then submitted to analysts at the Social Science Research Bureau at Michigan State University for format analysis. Their suggestions resulted in further revision of the instruments' layout. Reliability was strengthened by the use of a forced choice format. This ensured consistency so that responses from various individuals could be compared. A coefficient alpha reliability test was performed on the instrument resulting in a coefficient of .94 (Anastasi, p. 117).

Field Testing

As a field test, two kindergarten teachers from a school district not included in the sample, and two independent family day care providers who cared for kindergarten students the half-day they were not in school, were asked to complete the questionnaires. None of these respondents reported any difficulty understanding or responding to any item on either version of the instrument, as evidenced by their answers to a brief questionnaire, which is found in Appendix B, that was included with each instrument.

Scoring

Certain instrument items were identified as providing the appropriate data to answer each research question and to test each hypothesis. These items are listed as operational definitions in Appendix G. Scoring was done by assigning points corresponding to the numeral the respondent circled in answer to each item. For example, if a "1" was circled to indicate "strongly agree" one point was assigned to that response. All respondent selections for each item were totalled and averaged to find a mean score for the item. If respondents were asked to circle all responses that applied, 1 point was assigned to each response and they were tabulated.

For some items respondents were asked to put a mark on a horizontal line between pairs of opposite words. When the

instruments were returned the researcher divided the lines into 7 equal segments and assigned a numeral from 1 to 7 to each segment. A corresponding number of points was assigned to each response.

Scoring procedures for items related to each research question and each hypothesis may be found in Appendix H.

Data Collection Procedures

Distribution of the Instrument

A copy of the Michigan Education Directory, 1991, which lists all educational institutions in the state, was obtained by the researcher. The 57 intermediate school districts (ISDs) were numbered 1 through 57. Numbers were selected randomly and a total of 15 ISDs were contacted by telephone to identify the individual public school districts served by that ISD. In some cases a directory of the ISD was mailed to the researcher. In other cases, when there were only a few districts served, they were listed by the receptionist over the telephone. A total of 145 school districts were contacted by telephone. Of these, 29 indicated that they provided child care to children in the school district. A telephone number for the child care center was obtained.

Locating Providers

A telephone call was made to the child care center and a staff member was asked if the center cared for kindergartners the half-day they were not in school. If they did, the researcher asked if staff members who participated in the care of those kindergartners would be willing to complete an anonymous questionnaire concerning communication between themselves and the kindergarten teachers of those children. If this was acceptable, survey instruments, copies of which are found in Appendix E, were sent to them. Approximately two weeks later follow-up letters, copies of which are found in Appendix F, were sent to thank provider respondents and to remind them to complete and return the questionnaire if they had not yet done so.

Locating Teachers

In the smaller school districts, questionnaires were sent to all kindergarten teachers in the district. In larger districts the child care provider identified by name teachers whose pupils participated in child care or the buildings in which they were located. Questionnaires, copies of which are found in Appendix D, were sent to all such teachers. Approximately two weeks later follow-up letters, copies of which are found in Appendix F, were sent to thank responding

teachers and to remind them to complete and return the questionnaire if they had not yet done so.

Data Analysis

Mean scores from the two groups - teachers and providers - were compared and tested for significant differences using a t test. The null hypothesis was tested in each case and disconfirmed in all but four cases, H3, H4, H9 and H10. The Kolmogorov-Smirnov (K-S) test was used on some items because it is a more conservative test of significant differences between groups than the t test. It is nonparametric and requires no assumptions about the characteristics of the sample distribution. On some items another nonparametric measure, Spearman's rank correlation was used to compare frequencies of teachers' and providers' responses.

The next chapter presents the results of the above analysis.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

This chapter presents the statistical analysis of the data collected via the survey instrument described in chapter III. Each research question is followed by related hypotheses and data that correspond to those hypotheses.

Research Question 1

What are the characteristics of the communication that occurs between teachers and providers?

H1: Communication between teachers and providers is rare.

Thirty-eight percent of teachers and 34% of providers reported never communicating with one another, and 37% of teachers and 34% of providers reported communicating rarely, less than five times per year. The reader is referred to Figure 2 for data related to this hypothesis. In all, 75% of teachers and 68% of providers communicate with one another fewer than five times per year. Both groups reported mean frequency rates near the "rarely" level, the providers' mean being slightly

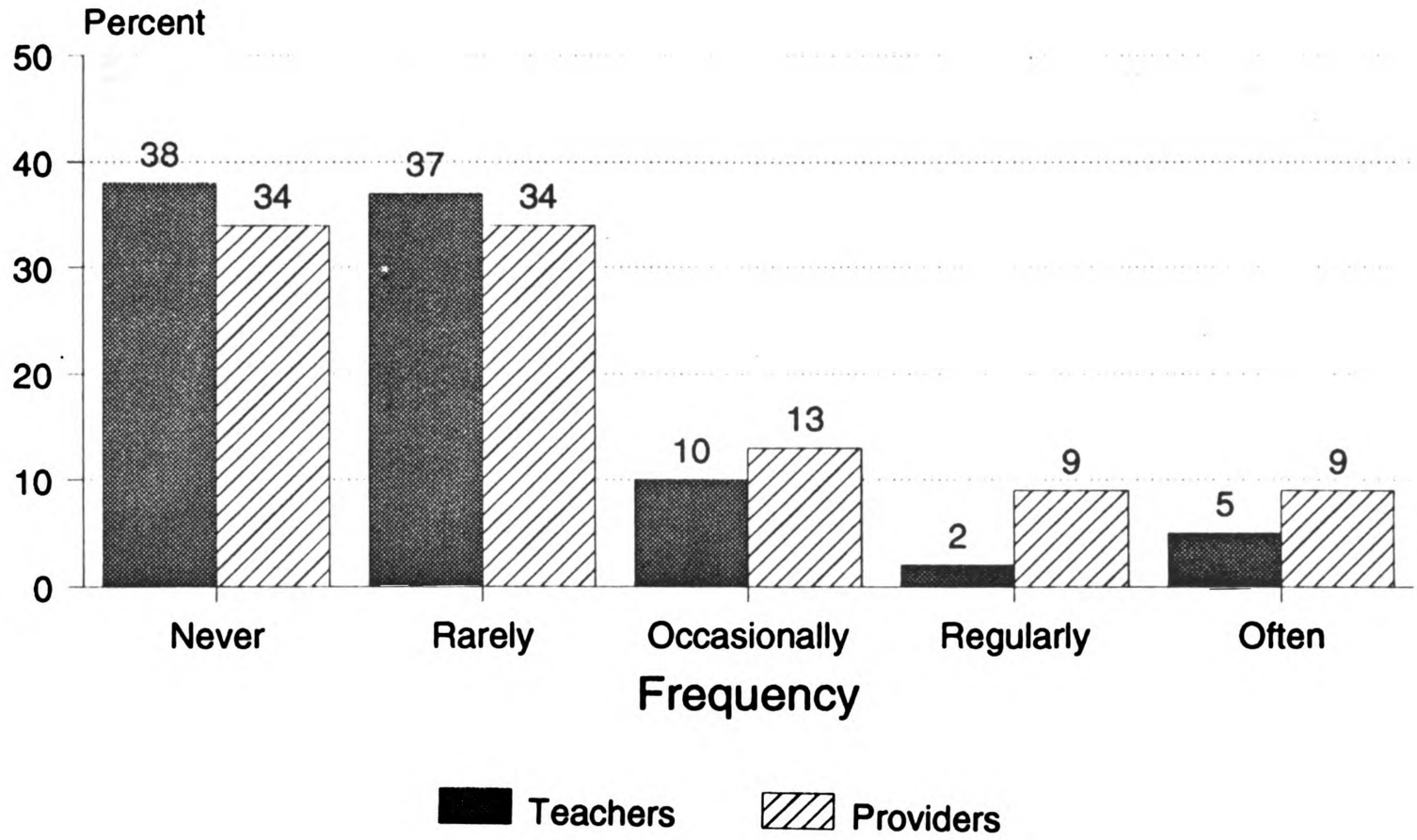

Figure 2
Frequency of Contact

higher (Xt = 1.9; Xp = 2.3). Ten percent of teachers and 13% of providers communicate occasionally, about once a month, 2% of teachers and 9% of providers communicate regularly, about once a week, and 5% of teachers and 9% of providers communicate often, several times per week.

Both groups reported mean frequency rates of communication near the "rarely" level.

H1: Supported

H2: Communication between teachers and providers is informally scheduled.

Teachers and providers who did communicate with one another (Nt = 28 of 87; Np = 18 of 47) reported the lowest frequency of contact as formally scheduled. Twenty-one percent of teachers (Nt = 6) and 11% of providers (Np = 2) communicated at formally scheduled times. The reader is referred to Table 2 for data corresponding to this hypothesis.

All responding teachers (100%; Nt = 28) reported communicating after school and whenever they happen to see one another, 72% (Nt = 20) before school and during the day, and 1% (Nt = 1) on the weekend.

All responding providers (100%; Np = 18) reported communicating with teachers during the day, 77% (Np = 14) whenever they happen to meet, 72% (Np = 13) before school and 61% (Np = 11) after school.

A test of Spearman's rank correlation was performed on the frequencies of teacher and provider reports of contact between them at formally or informally scheduled times. The result was a correlation of:

$$r_s = .46$$

which is not significant, showing that the frequencies of scheduling were dissimilar for the two groups.

A majority of incidents of communication for both groups was informally scheduled.

H2: Supported

Table 2
Formality of Scheduling of Communication

Variable	T Nt = 28 of 87 N	%	P Np = 18 of 47 N	%
Formally scheduled				
At scheduled meeting times	6	21	2	11
Informally scheduled				
a. Whenever they happen to meet	28	100	14	77
b. After school	28	100	11	61
c. During the day	20	71	18	100
d. Before school	20	71	13	72
e. In the evening	0	0	0	0
f. On the weekend	1	4	0	0

H3: Communication between teachers and providers is indirect, either in writing or through a third party.

All teachers (100%; Nt = 39 of 87) and all providers (100%; Np = 25 of 47) who responded reported communicating with providers in person. Sixty-two percent of teachers (Nt = 24) and 56% of providers (Np = 14) reported communicating by phone; the majority of contacts between groups was

direct. Less communication occurred indirectly by handwritten note (T = 15%, Nt = 6; P = 40%, Np = 10), by printed message (T = 8%, Nt = 3; P = 20%, Np = 5), or through the parent (T = 15%, Nt = 6; P = 4%, Np = 1). Refer to Table 3 for data related to this hypothesis.

A test of Spearman's rank correlation was performed on the frequencies of teacher and provider reports of direct and indirect modes of communication between them. The result was a correlation of:

$$r_s = .54$$

which is not significant, showing that the frequencies of directness of mode of communication were dissimilar for the two groups.

A majority of each group reported communicating directly, in person and by phone.

H3: Not supported

Table 3
Directness of Mode of Communication

Variable	T Nt = 39 of 87 N	%	P Np = 25 of 47 N	%
Direct				
a. In person	39	100	25	100
b. By phone	24	62	14	56
Indirect				
a. By handwritten note	6	15	10	40
b. By printed message	3	8	5	20
c. Through the parent	6	15	1	4
e. Through the child	6	15	1	4

H4: Communication between teachers and providers is problem-oriented.

A majority of respondents in each group (T = 84%, Nt = 27; P = 54%, Np = 15) reported communicating when there was a problem at school or at the child care center related to the child's transportation, illness, or medication, for example. The reader is referred to Table 4 for data corresponding to this hypothesis. All teachers (100%, Nt = 32 of 87) and 82% of providers (Np = 23 of 47) reported communicating when they needed to get information; and 78% of teachers (Nt = 25) and 100% of providers (Np = 28) reported communicating when they needed to give information. Eighty-four percent of teachers (Nt = 27) and 68% of providers (Np = 19) reported communicating when they met casually, and 44% of teachers (Nt = 14) and 29% of providers (Np = 8) reported communicating when something interesting happened at school or at the child care center. Twenty-two percent of teachers (Nt = 7) and 11% of providers (Np = 3) communicated when each visited the other's setting, 9% of teachers (Nt = 3) and 29% of providers (Np = 8) reported communicating by request from a parent, and 9% of teachers (Nt = 3) and 4 % of providers (Np = 1) reported communicating at parent-teacher conferences. No teachers or providers reported communicating when introduced to each other by a parent.

A test of Spearman's rank correlation was performed on the frequencies of teacher and provider reports of reasons for communicating with one another. The result was a correlation of:

$$r_s = .875$$

which is significant, showing that the frequencies of reasons for communicating were similar for the two groups.

A majority of each group communicated when there was a problem, but a greater percentage of respondents communicated when there was a need to give or to get information about such topics as the child's transportation arrangements or illness or medication.

H4: Not supported

Table 4
Orientation of Communication

Variable	T Nt = 32 of 87 N	%	P Np = 28 of 47 N	%
Problem-oriented				
Problem at school/center	27	84	15	54
Non-problem-oriented				
a. Something interesting at school/center	14	44	8	29
b. A need to get information	32	100	23	82
c. A need to give information	25	78	28	100
d. Request from parent	3	9	8	29
e. Introduction by parent	0	0	0	0
f. Teacher visited center/ provider visited school	7	22	3	11
g. Parent-teacher conference	3	9	1	4
h. Casual meetings	27	84	19	68

H5: Communication between teachers and providers is child-related.

All responding teachers (100%, Nt = 44 of 87) and all responding providers (P = 100%, Np = 29 of 47) reported discussing the child. Refer to Table 5 for data related to this hypothesis. In addition, 27% of teachers (Nt = 12) and 48% of providers (Np = 14) discussed the child's family, 34% of teachers (Nt = 15) and 28% of providers (Np = 8) discussed school, 30% of teachers (Nt = 13) and 28% of providers (Np = 8) discussed child care, and 18% of teachers (Nt = 8) and 7% of providers (Np = 2) discussed other topics. Refer to Figure 3 for data related to this hypothesis.

A test of Spearman's rank correlation was performed on the frequencies of teacher and provider reports of the topics discussed when they communicate with one another. The result was a correlation of:

$$r_s = .7$$

which is not significant, showing that the frequencies of topics of communication were dissimilar for the two groups.

All responding members of each group discussed the child.

H5: Supported

Table 5
Topics of Communication

Variable	T Nt = 44 of 87 N	%	P Np = 29 of 47 N	%
a. The child	44	100	29	100
b. Child care	13	30	8	28
c. The child's family	12	27	14	48
d. School	15	34	8	28
e. Other	8	18	2	7

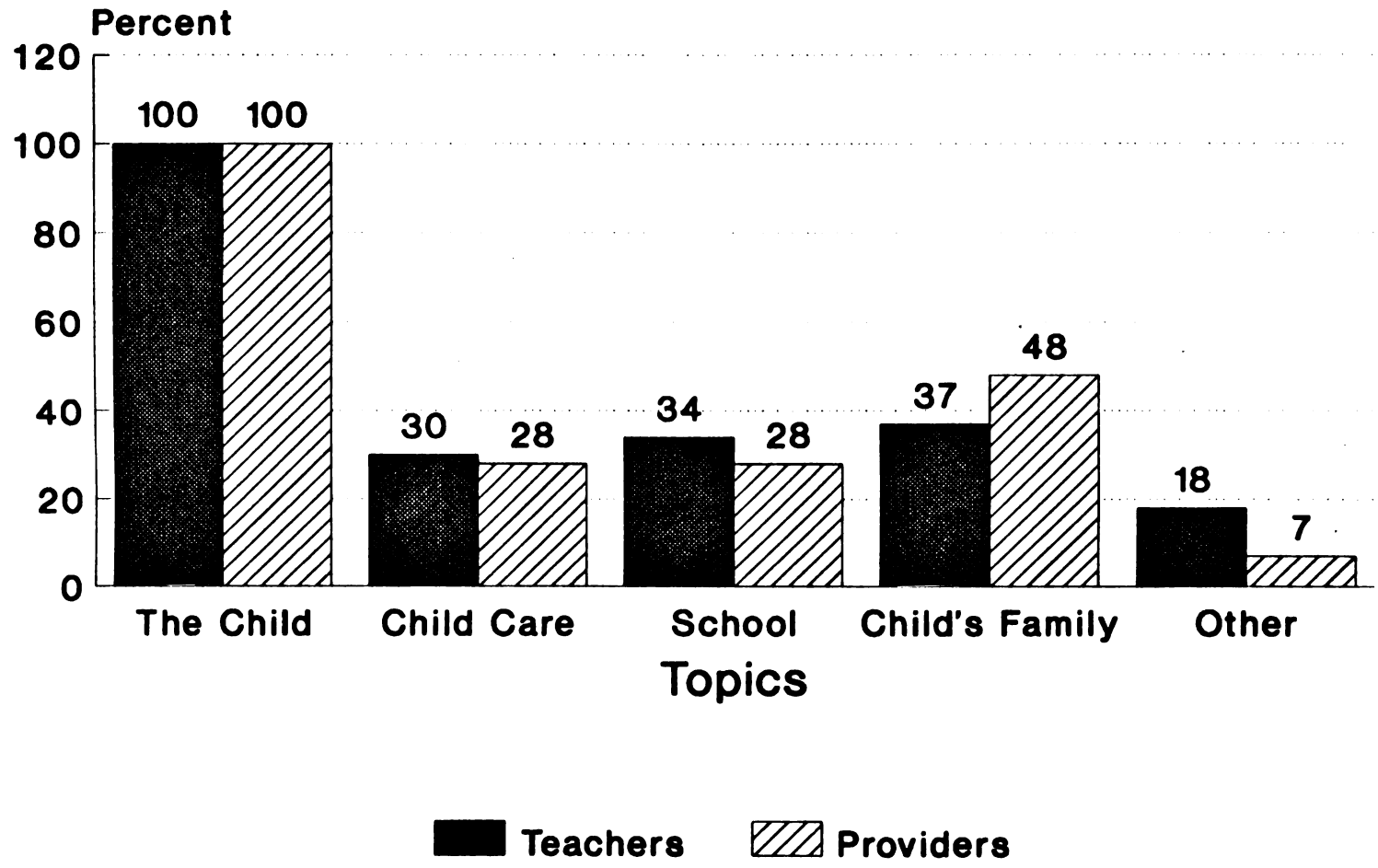

Figure 3
Topics of Communication

Research Question 2

What are the attitudes teachers and providers have about one another and about the communication between them?

H6: Teachers and providers differ in their levels of satisfaction with the amount of communication between them.

The teachers' mean score was Xt = 2.17, and the providers' mean score was Xp = 2.87 on a 4 point scale on which 1 was "very satisfied" and 4 was "very dissatisfied". A t test was performed to check for significant differences between means. A K-S test confirmed this t score.

t = 3.8 S = 2.87 p = <.01 df = 124

D

The level of satisfaction with the amount of communication differed significantly (p = <.01) between groups; providers were less satisfied than teachers.

H6: Supported

H7: Teachers and providers differ in their levels of satisfaction with the quality of communication between them.

Mean scores for ten items, 12a-j, found in Appendix D or E, were combined for teachers and for providers to give a single score of satisfaction with the quality of communication between them. The combined mean for teachers was Xt = 1.9 and for providers was Xp = 2.95. A t test was performed and resulted in a score of:

$t = 2.93 \qquad S_D = .30 \qquad p = <.01 \qquad df = 82$

Teachers were significantly more satisfied than providers with the communication between them. Mean scores of individual instrument items for teachers and for providers may be found in Appendix I.

Fewer than half of all responding teachers indicated they were not completely satisfied with the communication between themselves and providers (Nt = 40 of 87). Of those who were not satisfied, however, 100% reported that they would like to communicate more often, 22% (Nt = 9) would like to use different methods, 20% (Nt = 8) would like it to occur at different times, and 20% (Nt = 8) would like it to cover different topics. Table 6 provides data related to this hypothesis.

Sixty-eight percent of all providers who responded (Np = 32 of 47) would like to communicate with teachers more often, 28% (Np = 9) would like to use different methods, 25% (Np = 8) would like to discuss different topics, and 16% (Np = 5) would like it to occur at different times.

The level of satisfaction with the quality of communication differs significantly ($p = <.01$) between groups.

H7: Supported

Table 6
How Communication Should Change

Variable	T Nt = 40 of 87 N	%	P Np = 32 of 47 N	%
a. At different times	8	20	5	16
b. More often	40	100	32	100
c. Different methods	9	22	9	28
d. Different topics	8	20	8	25

H8: Teachers and providers differ in their beliefs about the importance of communication between them.

Responses to two items were used to indicate respondents' beliefs. On the first item, "communication between a child's kindergarten teacher and child care provider is important", the teachers' mean score was $Xt = 2.01$ and the providers' mean score was $Xp = 1.38$. A t test was conducted to check for differences between the groups. A K-S test confirmed this t score.

$t = 4.7$ $S = 0.78$ $p = <.01$ $df = 124$

D

This score indicates a significant ($p = <.01$) difference between the two groups. Providers reported

communication between themselves and teachers as more important than teachers did.

On the second item "a child benefits when his/her kindergarten teacher and child care provider communicate with each other", the teachers' mean score was Xt = 1.8 and the providers' mean score was Xp = 1.32. A t test was conducted to check for significant differences between the groups. A K-S test confirmed this t score.

t = 4.0 S = 0.69 p = <.01 df = 122

D

This score indicates a significant (p = <.01) difference between the groups. Providers believed more strongly than did teachers that communication between providers and teachers is beneficial to the child.

The groups differed significantly (p = <.01) in their beliefs about the importance of communication between them.

H8: Supported

H9: Teachers and providers differ in their preferences of whom to contact with concerns about a child.

For respondents who indicated a preference for contacting only the parents, differences of up to 15 percentage points appeared between teachers and providers in situations involving children and property rights (T = 58%, Nt = 21; P = 57%, Np = 27), safety rules (T = 60%, Nt = 21;

P = 61%, Np = 28), problems at home (T = 50%, Nt = 19; P = 43%, Np = 19), recent mood changes (T = 58%, Nt = 21; P = 43 %, Np = 20), and mastery of a new skill (T = 83%, Nt = 30; P = 69, Np = 31). Data related to this hypothesis may be found in Table 7. Differences ranging from 20 to 45 percentage points appeared in situations involving a child's possible physical problems (T = 86%, Nt = 31; P = 41%, Np = 19), a child under stress (T = 69%, Nt = 24; P = 36%, Np = 17), a child's recent growth or development (T = 86 %, Nt = 31; P = 63%, Np = 29), a child getting along with others (T = 58%, Nt = 21; P = 38%, Np = 18), and a child's worries or fears (N = 72%, Nt = 26; P = 52%, Np = 24).

A test of Spearman's rank correlation was performed on the frequencies of teachers and providers preferring to contact only the parents with concerns about a child. The result was a positive correlation of:

$$r_s = .52$$

which is not significant, showing that the frequencies of preference for contacting only the parents were similar for the two groups.

For respondents who indicated a preference for contacting both parents and the teacher or provider, differences of up to 19 percentage points appeared between teachers and providers in situations involving children and safety rules (T = 40%, Nt = 14; P = 37%, Np = 17), property rights (T = 42%, Nt = 15; P = 38%, Np = 18), problems at

home (T = 39%, Nt = 15; P = 32%, Np = 14), mastery of new skills (T = 17%, Nt = 6; P = 29%, Np = 13), getting along with others (T = 42%, Nt = 15; P = 55%, Np = 26), mood changes (T = 42%, Nt = 15; P = 57%, Np = 27), and recent growth and development (T = 42%, Nt = 15; P = 57%, Np = 27).

Differences ranging from 26 to 45 percentage points appeared in situations involving a child's possible physical problems (T = 14%, Nt = 5; P = 59%, Np = 27), a child under stress
(T = 31%, Nt = 11; P = 57%, Np = 27), and a child's worries or fears (T = 28%, Nt = 10; P = 48%, Np = 32).

A test of Spearman's rank correlation was performed on the frequencies of teachers and providers preferring to contact both the parents and the teacher or provider with concerns about a child. The result was a score of:

$$r_s = .32$$

which is not significant, showing that the frequencies of preferring to contact both parents and teacher or provider were similar for the two groups.

H9: Not supported

H10: Teachers have less respect for providers than providers have for teachers.

To get a single score indicating each group's level of respect for the other group mean scores for the 8 items were combined for teachers and for providers. Data relating to this hypothesis is found in Table 8. The mean score for teachers was Xt = 1.45; the mean score for providers was Xp = 1.40. A t test was performed and resulted in a score of:

$t = .691$ $S_D = .09$ $p = <.01$ $df = 120$

There is no significant difference between the levels of respect teachers and providers had for one another when mean scores were combined and compared.

Because individual item differences were cancelled out in this process, a second analysis of this data separated the variables and compared each one. Results were as follows. Teachers and providers agreed that one another are important influences on a child's life, although the teachers' mean score (Xt = 1.3) was slightly higher than that of the providers' (Xp = 1.13). Both groups agreed that members of the other group are interested in the whole child, not just in academic performance (Xt = 1.63; Xp = 1.72). They agreed that the others nurture young children (Xt = 1.79; Xp = 1.70), and are respectful of families (Xt = 1.63; Xp = 1.70).

Teachers disagreed that providers are well trained professionals while providers agreed that the teachers are well trained (Xt = 2.26; Xp = 1.61). Teachers disagreed that providers are knowledgeable about child growth and

development, while providers agreed that teachers are knowledgeable (Xt = 2.23; Xp = 1.76). Teachers agreed that providers communicate more frequently with parents than providers agreed that teachers do (Xt = 1.84; Xp = 2.13). Teachers agreed that providers are more open to input from others than providers agreed teachers are (Xt = 1.86; Xp = 2.31), and teachers agreed less strongly that providers are sensitive to the needs of families with young children than providers agreed teachers are (Xt = 2.41; Xp = 2.0).

When scores of individual items were combined and cumulative mean scores were compared, teachers and providers respected one another equally. When scores of individual items were compared, teachers had significantly ($p < .01$) less respect for providers than providers had for teachers on 4 of 8 variables.

H10: Not supported

Table 7
Preferences of Whom to Contact

	N T of 38	N P of 47		I would contact: Only the Parents T	Only the Parents P	Both T	Both P	Only the Provider/ Teacher T	Only the Provider/ Teacher P
If I have a child who...									
a. has undergone a mood change	36	47	N	21	20	15	27	0	0
			%	58	43	42	57	0	0
b. ignores safety rules	35	47	N	21	28	14	17	0	1
			%	60	61	40	37	0	2
c. ignores others' property rights	36	47	N	21	27	15	18	0	0
			%	58	57	42	38	0	0
d. shows signs of stress	35	47	N	24	17	11	27	0	2
			%	69	36	31	57	0	4
e. has difficulty getting along	36	47	N	21	18	15	26	0	2
			%	58	38	42	55	0	4
f. has shown growth or development	36	46	N	31	29	5	15	0	1
			%	86	63	14	33	0	2
g. is proud of a new skill	36	45	N	30	31	6	13	0	2
			%	83	69	17	29	0	4
h. expresses worry or fear	36	46	N	26	24	10	22	0	0
			%	72	52	28	48	0	0
i. talks about problems at home	38	44	N	19	15	14	1	5	0
			%	38	43	39	32	3	11
j. may have a physical problem	36	46	N	31	19	5	27	0	0
			%	86	41	14	59	0	0

Table 8
Teacher and Provider Attitudes Toward One Another

	T Nt = 81 (of 87) Xt	P Np = 46 (of 47) Xp	SD	t	p	df	
Members of the other group...							
a. are important influences on a child's life	1.30	1.13	.54	-1.67	<.01	125	*ns
b. are interested in the whole child, not just academic performance	1.63	1.72	.71	0.63	<.01	126	ns
c. are well trained professionals	2.26	1.61	.84	-4.50	<.01	125	
d. are knowledgeable about child growth and development	2.23	1.76	.86	-3.07	<.01	125	
e. nurture young children	1.79	1.70	.69	-0.71	<.01	124	ns
f. are respectful of parents and families	1.63	1.70	.59	0.59	<.01	125	ns
g. communicate frequently with parents	1.84	2.13	.73	2.20	<.01	122	
h. are open to input and suggestions from parents and others	1.86	2.31	.78	3.17	<.01	124	
Total = 14.54	14.06						
	Xt = 1.5	Xp = 1.4					

* ns = not significant

H11: Teachers believe providers respect teachers.

Teachers agreed that providers view teachers as professional colleagues (Xt = 1.91), that providers are open

to communication with teachers (Xt = 1.91), that providers believe a child's kindergarten teacher is an important influence on a child's life (Xt = 1.53), and that a provider would accept an invitation to visit the kindergarten class of a child in their care (Xt = 1.92). Teachers disagreed that providers believe information about a child should be shared only with the child's parents, not with the child's kindergarten teacher (Xt = 2.69). Refer to Table 9 for data relevant to this hypothesis. Teachers believe providers respect teachers.

H11: Supported

H12: Providers believe teachers do not respect providers.

Providers do not believe that teachers view providers as professional colleagues (Xp = 3.22), do not believe that teachers are open to communication with providers (Xp = 2.71), do not believe that teachers appreciate the importance of child care providers in the life of the family (Xp = 2.89), and do not believe teachers would accept an invitation to visit the child care center of a child in their class (Xp = 2.59). Providers agree that teachers believe information about a child should be shared only with the child's parents, not the child's care provider (Xp = 2.20). The reader is referred to Table 9 for data related to this hypothesis.

Providers believe teachers do not respect providers.

H12: Supported

Table 9
Perceptions of the Other Group's Attitudes Toward Themselves

Variable	T Nt = 80 (of 87) Xt	P Np = 46 (of 47) Xp	SD	t	p	df
Members of the other group...						
a. see teachers/providers as professional colleagues	1.91	3.22	1.06	8.18	<.01	122
b. are open to communication with teachers/providers of children	1.91	2.71	0.99	4.69	<.01	121
c. appreciate the important influence of teachers/ providers on the child	1.53	2.89	1.01	9.02	<.01	124
d. would accept an invitation to visit the class/center of a child in their class/group	1.92	2.59	0.92	4.09	<.01	124
e. believe information about a child should be shared only with parents	2.69	2.20	0.92	-2.94	<.01	122

Research Question 3

Do teachers and providers assume that their future contacts with one another will be favorable or unfavorable?

H13: Teachers and providers differ in their perceptions regarding their future contacts with one another.

Teachers reported expecting providers to be more interested in future communication than providers reported expecting teachers to be (Xt = 2.13; Xp = 3.05). Refer to Table 10 for data related to this hypothesis. Teachers also reported expecting to feel more welcome (Xt = 2,17; Xp = 2.98), to be accepted in the classroom more often (Xt = 2.18; Xp = 3.18) and to get more attention from providers (Xt = 2.20; Xp = 3.07) than providers expected to get from teachers. Teachers reported anticipating more successful outcomes of future contacts with providers (Xt = 2.49; Xp = 3.68), more follow-up (Xt = 2.76; Xp = 3.68), and to get more information (Xt = 2.38; Xp = 3.25) and more respect from providers (Xt = 2.05; Xp = 3.54) than providers expect from teachers. Teachers reported anticipating the communication to be more professional than providers reported expecting (Xt = 2.17; Xp = 3.07).

The groups reported different expectations about future contacts between them.

H13: Supported

Table 10
Expectations of Future Contacts

Dimension of Communication	T Nt = 77 (of 87) Xt	P Np = 42 (of 47) Xp	S D	t	p	df
a. Interest/disinterest	2.13	3.05	1.56	3.17	<.01	117
b. Welcome/unwelcome	2.17	2.98	1.50	2.83	<.01	115
c. Acceptance/rejection	2.18	3.18	1.57	3.34	<.01	114
d. Attention/ignored	2.20	3.07	1.58	2.92	<.01	114
e. Successful/unsuccessful	2.49	3.50	1.65	3.24	<.01	112
f. Follow-up/no follow-up	2.70	3.68	1.68	2.90	<.01	113
g. Information/ no information	2.38	3.25	1.59	2.91	<.01	112
h. Respect/disrespect	2.05	3.54	1.61	5.23	<.01	116
i. Professional/ unprofessional	2.17	3.07	1.54	3.11	<.01	115

Demographic Characteristics

H14: Teachers and providers differ in their educational background.

Teachers who participated in this study attained a higher level of education than the child care providers. The mean for teachers was Xt = 5.59 on a scale on which 5 was "some graduate courses" and 6 was "graduate degree". Table 11 provides data related to this hypothesis. Providers' mean score was Xp = 3.60, on a scale on which 3 was "some college courses" and 4 was "college degree, BA or BS". A t test was performed to test for differences between groups.

t = -12.8 S = 1.26 p = <.01 df = 126

D

Teachers in this study attained a significantly (p = .01) higher level of education than providers.

H14: Supported

H15: Teachers and providers differ in their years of experience

Teachers in this study had a mean score of Xt = 3.66. See Table 10 for data related to this hypothesis. Providers had a mean score of Xp = 1.60. A K-S test confirmed this t score.

t = -8.66 S_D = 1.61 p = <.01 df = 125

The average teacher had significantly (p = <.01) more years of experience than the average provider.

H15: Supported

H16: Teachers and providers differ in their average age

The mean for teachers in this study was Xt = 3.23. See Table 10 for data related to this hypothesis. The mean for providers was Xp = 2.29. A K-S test confirmed this t score.

t = 5.62 S_D = .17 p = <.01 df = 127

The average teacher was significantly (p = <.01) older than the average provider.

H16: Supported

H17: Teachers and providers differ in the extent to which they used child care for their own children.

Teachers in this study reported using child care for their own children less than providers did. The mean for teachers was Xt = 1.34. The mean for providers was Xp = 1.61. A K-S test confirmed this t score. See Table 10 for data related to this hypothesis.

t = -3.191 S = .08 p = <.01 df = 127
D

Teachers and providers in this study differed significantly (p = <.01) in the extent to which they used child care for their own children.

H17: Supported

Table 11
Demographic Characteristics

Variable	Nt = 83 (T) / Np = 45 (P)		SD	t	p	df
	Xt	Xp				
a. Educational background	5.59	3.60	1.26	-12.8	<.01	126
b. Years of experience	3.66	1.60	1.61	-8.66	<.01	125
c. Age	3.23	2.29	.17	5.62	<.01	127
d. Use of child care	1.34	1.61	.08	-3.191	<.01	127

Table 12
Summary of Hypotheses

Hypothesis	Supported/Not Supported
Characteristics of Communication	
1. Communication between teachers and providers is rare.	Supported
2. Communication between teachers and providers is informally scheduled.	Supported
3. Communication between teachers and providers is indirect, either in writing or through a third party.	Not supported
4. Communication between teachers and providers is problem-oriented.	Not supported
5. Communication between teachers and providers is child-related.	Supported
Attitudes About Communication With One Another	
6. Teachers and providers differ in their levels of satisfaction with the amount of communication between them.	Supported
7. Teachers and providers differ in their levels of satisfaction with the quality of the communication between them.	Supported
8. Teachers and providers differ in their beliefs about the importance of communication between them.	Supported
9. Teachers and providers differ in their preference of whom to contact with concerns about a child.	Not supported
10. Teachers have less respect for providers than providers have for teachers.	Not Supported
11. Teachers believe providers respect teachers.	Supported
12. Providers do not believe teachers respect providers.	Supported

Table 12 (cont'd.)

Expectations of Future Contacts With One Another	
13. Teachers and providers differ in their perceptions regarding future contacts with one another.	Supported
Demographic Characteristics	
14. Teachers and providers differ in their educational background.	Supported
15. Teachers and providers differ in their years of experience.	Supported
16. Teachers and providers differ in their average age.	Supported
17. Teachers and providers differ in the extent to which they used child care for their own children.	Supported

CHAPTER V

DISCUSSION

This study examined and documented a portion of what Bronfenbrenner (1989) calls the young child's mesosystem. Adults in two settings, the kindergarten teacher and the child care provider were surveyed in an attempt to discover what communication existed between them, what their attitudes were toward each other, and what their expectations were of future contacts between them. Only child care providers employed by public school districts were included in the sample. Because of their proximity to the teachers of children in their care there seemed to be the greatest opportunity for teachers and providers to communicate with each other. In addition, it was presumed by the researcher that the communication that existed between these teachers and providers would be superior to communication between teachers and providers who are located elsewhere in the community, unaffiliated with the same umbrella organization, the school district. In order to test a portion of Bronfenbrenner's theory of the human ecosystem is was also necessary to locate pairs of teachers and providers who had children in common. That allowed

examination of the relationship between two microsystems that were elements of a young child's mesosystem.

Research Question 1

What are the characteristics of the communication that occurs between providers and child care

The data from this study indicated that what Bronfenbrenner (1979) calls the intermediate links between two microsystems of the young child's mesosystem are not strong and their boundaries are only somewhat permeable. Intersetting information was infrequently transmitted, casual and informal, though when it occurred it was most often in person. It appeared that little effort was made by teachers or providers to purposefully set aside time to sit down together to talk and form a relationship that might facilitate a child's movements from one microsystem to the other. A smoothly functioning mesosystem is unlikely to exist for a child whose teacher and care provider seldom communicate.

It was hypothesized that communication between teachers and providers is rare, informal, indirect, problem-oriented, and child-related. Thirty-eight percent of teachers and 34% of providers reported never communicating with one another at all, and 37% of teachers and 34% of providers reported communicating rarely, less than five times per year. In all, 75% of teachers and 68% of providers communicated five times per year or less. Providers reported a slightly higher mean

frequency of communication with teachers than teachers did with providers. However, neither group came close to the "occasionally, about once a month" level. Respondents were invited to write any comments they might have on the questionnaire booklet, and several mentioned the difficulty of communicating when the location of the classroom or child care center was in another building some distance away. By the same token, several remarked that since the classroom and child care center were just down the hall from each other the adults spoke frequently in the hallway or coffee lounge.

Formally scheduled communication was defined as occurring "at scheduled meeting times". The data confirmed that very few teachers or providers scheduled appointments to meet and talk with each other. The great majority of contacts were informally scheduled, before or after school, during the day, or whenever they happened to run into each other.

Communication was hypothesized by the researcher to be indirect, carried through the child or the parents. However, teachers and providers both reported that half or more of all communication was direct, either face to face or by telephone. Providers did write notes to teachers more often than teachers wrote to providers, but very few in either group reported communicating through the child or through the parents.

It is possible that each group actually did get information about the other through a third party, but was unaware of this. Children typically tell their teachers what happens in child care and their care provider what happens in school. Parents relate incidents at one place to adults in the other. It may not be perceived as communication per se, but in fact each group learns and forms opinions about the other in this way.

Orientation of communication referred to the causes for or instigation of contact between teachers and providers, ie, the reason one had to communicate with the other. The data supported the notion that problems related to the child were the most common instigating factor. More than half of each group reported a problem at school or the child care center as a reason for contacting the other. A more common reason, however, related to the need to get or give information. All teachers who communicated, and a majority of providers who communicated did so when they needed information from the other about such things as transportation arrangements for the child, or his or her illness or medication. All providers and a majority of teachers did so when they needed to give information.

The direction of this data is of interest. All teachers appeared to expect providers to give them information. Fewer expected to give it to the provider. On the other hand, all providers appeared to expect to give information to teachers, but fewer appeared to expect it in return. It

appeared that transmission of information was often one-way, from provider to teacher and less often from teacher to provider.

All teachers and all providers who communicated with each other talked about the child they had in common. Less than half of each group reported discussing other topics, such as school or child care, the child's family or other issues. Under "other" one might have expected to learn that because they work for the same employer they discussed topics of mutual interest, such as school board actions, school district policies, or neighborhood or community issues. This did not appear to be the case as only a small percentage of each group reported discussing other topics. Because of the focus and wording of the survey instrument, however, respondents might easily have assumed that the only topics of interest to the researcher were the child, his or her family, and the school or child care center.

Research Question 2

What are the attitudes teachers and providers have about one another and about communication between them?

Attitudes About the Communication Between Teachers and Providers

It was hypothesized that teachers and providers have different attitudes about the existing communication between

them. This was supported by the data that showed providers to be less satisfied than teachers with the amount and desirous of more regular contact with the teachers of children in their care. Teachers appeared less interested in this. Some providers wrote comments on the instrument itself. Some of these comments involved the frustration they have felt when attempting to talk more often with teachers. They believed it was important to share information about children and their families, but got little cooperation from teachers. Some teachers, on the other hand, wrote additional comments stating that not only did they not desire more contact, they saw it as unnecessary. Several referred to their already busy schedules and felt it was unfair and unrealistic to expect them to contact child care providers in addition to all their other duties. Some believed that such communication would be unethical, and others said they would talk to a provider about a child only with the parents' specific permission.

Several responding teachers implied some concerns about the legal consequences of discussing confidential information about a child with someone other than his or her legal guardian. This may point to a conflict in their understanding of the ethics of confidentiality. Teachers commonly talk to other teachers about children in their classes, so it is difficult to think of a reason for teachers not to talk to providers about them.

When subjects who indicated they were other than "very satisfied" with the amount of communication were asked in what ways they would like it to change, all subjects in both groups who responded said they would like it to occur more frequently. It appeared that teachers as a group were moderately satisfied with the amount of contact, but some would like it to increase. Providers were less satisfied with the amount. Their score came closer to the "somewhat dissatisfied" level.

In an attempt to assess the beliefs of each group about the quality of communication between them subjects were asked to recall a recent contact with a member of the other group and to indicate their reactions to it along ten dimensions regarding that contact. From their responses a single attitude score was computed for each group. Of those subjects who had communicated with the other group, teachers were much more pleased with it than providers were. Perhaps this can be attributed to the fact that providers appeared to value contact with teachers more and were more open to it when approached. Teachers as a group were not as interested so may have acted less open when approached by providers. In fact, the dimension along which there appeared the greatest difference between groups was "interested/ disinterested". Providers thought teachers were much less interested in talking with them than teachers thought providers were. The most similar scores were on the enthusiasm dimension, but even here there was a notable difference between them, and

both groups saw the other as only moderately enthusiastic. Teachers saw providers as interested, concerned and pleasant, but less supportive or enthusiastic. For providers, it may have been difficult to feel support or enthusiasm about a relationship with someone who appeared not to be as interested in it as they were.

Providers responded more negatively on all ten dimensions of communication with teachers. They viewed teachers as somewhat concerned and pleasant, but not as enthusiastic, appreciative or supportive of the provider.

Attitudes About the Importance of Communication Between Teachers and Providers

Teachers and providers differed significantly in their beliefs about the importance of communication and its benefit to the child. Providers believed more strongly than teachers that contact is important and beneficial. If, as it begins to appear, teachers' opinions of providers are lower, because they believe they are less trained or skilled and have little to contribute to teachers' work with children, it would follow that they would have little interest in establishing a professional relationship with providers. Society recognizes the required training and experiential expertise of teachers. In Michigan, no equivalent training is necessary to become a child care provider, only a minimum level of competence as evidenced by licensure by the

Michigan Department of Social Services. Perhaps teachers assumed that because providers are not required to be trained none of them are, and therefore they have no expertise. Providers, on the other hand, may respect the formal education and experience of teachers, accept their knowledge and skill with regard to children, and look to teachers as sources of information and assistance. These attitudes will be addressed at greater length in subsequent sections of this discussion.

Preferences of Whom to Contact With Concerns About a Child

It was hypothesized that teachers and providers would differ in their preference of whom to contact with concerns about a child. In nine of ten hypothetical situations presented to respondents a majority of teachers would discuss concerns about a child with the parents alone, rather than including the provider. In six of the ten situations a majority of providers would discuss concerns with parents alone, rather than including the teacher.

In general, slightly more providers than teachers appeared willing to discuss concerns about a child with the parents and teacher, but notable differences appeared in fewer than half of the situations presented. This corresponds to the data indicating teachers believed less strongly than providers that contact between them is important, and that providers viewed teachers as not very

interested in hearing from them. Providers, for their part, however, indicated they were more willing to contact teachers with their concerns, even though they appeared not to believe teachers were very enthusiastic about or interested in communicating with them.

The greatest differences between groups with regard to contacting only the parents appeared in situations in which a physical problem is suspected, when the child shows signs of stress, and when she or he has shown a lot of recent growth or development. Far more teachers than providers would discuss these with only the parents. In other situations, the groups were somewhat similar in their preference to discuss concerns with parents alone.

Attitudes Toward One Another

The hypothesis that teachers and providers differ in their attitudes toward each other was not supported. When mean scores for each variable were totalled and those scores were compared, there were no differences between groups. Because the researcher believed differences between groups for each of the variables were of interest, however, they were analyzed also, and are discussed here. Two of the most notable differences appeared on the items "are well trained professionals" and "are knowledgeable about child growth and development". Providers agreed that teachers are well trained and knowledgeable, but teachers disagreed that

providers are. There is some basis for these conclusions in fact, since a college degree is a requirement for becoming a teacher, but providers typically are not required to have any training or knowledge of child growth and development at all. In the population sampled for this study, however, 85% of the providers actually do have some college courses, and 43% have earned a bachelor's or master's degree. When responding to this survey, teachers were asked to think only of providers employed by their school district, but some may have considered child care providers in general instead.

Another item showing notable differences between groups was "are open to input and suggestions from parents and others". Teachers believed providers were somewhat open to input from others, but providers believed much less strongly that teachers were. (It was presumed by the researcher that teachers and providers each included themselves in the "others" category). This corresponds to data discussed earlier showing that providers believed teachers were less appreciative and less accepting of them.

Teachers tend to agree that providers communicate frequently with parents, yet providers believed that teachers do so less often. This might be explained by the different logistics of getting children to school and to a child care center. Many children are transported to and from school by bus giving parents no opportunity to meet and talk with the teacher each day. But most children who attend a child care center must be either dropped off or picked up

there each day, usually by a parent. Thus the opportunity for contact with the provider is greater than with the teacher.

Respondents in each group agreed that the other group is respectful of parents and families and nurturant of young children. Differences between groups were small and not statistically significant ($p = <.01$).

A moderate difference in mean scores appeared when subjects were asked if members of the other group are important influences on a child's life. Providers were more likely to believe that teachers are; teachers were less likely to believe that providers are. It is generally accepted in our culture that school and education are valuable and worthwhile for children. It is less well accepted that child care is beneficial to children and some people believe it is actually harmful to them. Teachers in this study were asked if they believed child care providers adequately replace a child's parents in their absence. Their answers indicated that they disagree that this is true. This belief may account for these differences.

How Subjects Think Members of the Other Group View Them

Subjects were asked to indicate their perceptions of how members of the other group viewed them. Teachers were asked how they think providers feel about teachers; providers how they think teachers feel about providers. A

very great difference appeared in the level of respect each group believes they get from the other. Teachers agreed that providers view them as professional colleagues, are open to communication from them, appreciate their important influence on the child, and would accept an invitation to visit the kindergarten classroom.

Providers, for their part, disagreed that teachers view them as professional colleagues, are open to communication with them, are appreciative of their important influence on the child, and thought teachers would less often accept an invitation to visit the child care center. Several providers even commented that after receiving repeated invitations the teacher had never even responded, much less actually visited the center.

A smaller difference appeared between groups on the item "believe information about a child should be shared only with parents, not with the child's teacher/provider". Teachers disagreed more strongly than providers. Teachers seemed to think providers would share information about a child with them if asked. Providers viewed teachers as more closed to this, but neither group believed the other to be completely reluctant to discuss a child.

These data showed a distinct difference in perceptions between groups. Teachers appeared to be comfortable with their relationships with providers and confident that it is benign, at least, if not openly cordial and collegial. Providers were much less pleased with their relationships

with teachers. The infrequency of communication between groups may be a major reason for this discrepancy of perceptions. No evidence appeared of outright conflict or hostility between groups (the instrument did not probe specifically for this) but what emerged was little or no relationship. One group - teachers - saw no need for one, and the other - providers - desired more of a relationship and experienced less appreciation and respect from teachers in its absence.

Attitudes of teachers and providers toward each other appeared to be disparate: providers seemed more open to communication with teachers; teachers seemed less respectful or appreciative of providers. It is evident from these data that these two groups do not perceive themselves as colleagues, but as distinctly different from one another. If Bronfenbrenner (1979) is correct about the benefits of positive relationships among adults in the developing organism's mesosystem, opportunities are being lost for creating and maintaining optimally nurturant circumstances for young children.

Research Question 3

Do teachers and providers assume that their future contacts will be favorable or unfavorable?

Expectations of Future Contacts Between Teachers and Providers

These data confirmed the picture that emerged from data discussed previously. While all mean scores fell on the negative end of the spectrum, on each dimension teachers expected their future contacts with providers to be more favorable than providers expected their future contacts with teachers to be. The most notable difference appeared on the respect/disrespect dimension. Teachers anticipated more respect from providers than providers anticipated from teachers.

Salient differences also appeared on the interest/disinterest, acceptance/rejection, and successful/unsuccessful dimensions. Teachers expected providers would be interested and accepting, and that the contact would be successful. Providers, on the other hand, expected teachers would be less interested, less accepting and that the contact would be less successful. Teachers also anticipated that providers would be professional, but providers less often expected teachers to be. This finding is curious, since teaching is generally thought to be a

profession, while child care providing is not. Perhaps providers believed that it is unprofessional for teachers to treat them disrespectfully. There was no definition of "professional" on the instrument, however, so exact interpretation of this score is impossible without additional data.

Smaller yet notable differences appeared on the welcome/ unwelcome, attention/ignored, information/no information, and follow-up/no follow-up dimensions. Teachers more often expected to be welcome, to be given attention, to receive information, and that providers would follow-up on decisions or requests after the contact. Providers expected to be less welcome, to get less attention, to receive less information, and that there would be less follow-up later.

Demographic Characteristics

It was hypothesized that teachers and providers differ in their educational background, years of experience, age, and use of child care for their own children. As expected, teachers in this study had attained a higher mean level of education than providers, since teachers are required to have a bachelor's degree and providers are not. It is of interest, however, that the providers' mean score indicated that many of them in fact had earned a college degree and an additional number of them had taken college level courses. Several providers commented that they have moved from

classroom teaching to being child care providers, or were seeking a teaching position and were working as a provider in the interim.

Teachers in this study were on the average older and had more years of experience than the providers. Most had taught from 11 to 20 years, providers had been on the job an average of ten years or less. In Michigan in the last decade and a half the job market for all teachers has been very tight, so they may have tended to stay in their classrooms in order to assure their employment status. Resigning their position would have made it difficult to be rehired. Child care is a relatively new field, burgeoning in the last ten years as more and more families have found it necessary for both parents to be employed outside the home. In addition, child care programs housed in public school districts are of even more recent origin. It follows that most of these child care providers have had a shorter tenure than teachers since their jobs have not even existed for very long.

The groups differed in their use of child care for their own children. Teachers were slightly more likely to have used child care than providers. Providers are often parents of small children. They want to be home with them, but need to generate income, so they care for other children in their homes. If they work in a child care center it is sometimes possible for them to have their own children with them there. Teachers who are parents, however, cannot have their own children with them in the classroom, so must

employ a child care provider. The instrument item that elicited information on this point did not ask if respondents had children of their own. Therefore, a "no" response might have meant they had no children to place in child care, or they chose not to employ a child care provider for their children. Because of this ambiguity, the meaning of this data is unclear.

The next chapter will summarize the findings of this study, offer observations and conclusions, present implications of the findings for practice, and suggest directions for further research on this topic.

CHAPTER VI

SUMMARY, OBSERVATIONS, CONCLUSIONS

Summary

This study documented notable differences in attitudes between kindergarten teachers and child care providers. Teachers appeared satisfied with infrequent communication with providers and expressed only moderate interest in increasing or improving it. They seemed to believe providers have little to offer them, and they expected no problems with the relationship in the future. Many providers, however, wrote comments regarding the their frustration with the amount and quality of their communication with teachers, and appeared to be pessimistic about future contacts with them.

Teachers, who were older, more highly educated and more experienced than providers, seemed to view child care providers as pleasant, nurturant substitute parents who are less skilled and less trained than teachers. They appeared to feel respected by providers and to expect deference, appreciation and support from them.

Providers, who were generally younger, less experienced and on average less well educated than teachers, seemed to respect teachers and their perceived superior knowledge,

skill and expertise. They thought, however, that a closer working relationship would benefit the children in their care, make teachers more appreciative and respectful of providers, and improve their own effectiveness. Their attempts to improve communication have often resulted in failure, frustration and discouragement.

Nearly one-half of responding teachers and over one-third of responding child care providers reported never communicating with each other at all. Bronfenbrenner (1979) suggests that the absence of a relationship among important adults in the young child's mesosystem may have a destructive influence on the developing individual, since there is no opportunity for sharing ideas or suggestions, for cooperative problem solving, or for friendship between people who might discover they have a great deal in common. The results of this study indicate that this effect may indeed be occurring for some children who attend child care and kindergarten simultaneously.

Observations

The instrument return rate was 11% higher for providers than for teachers (Nt = 87 of 181 sent, 48%; Np = 47 of 80 sent, 59%). This may be explained partially by two factors. First, most child care providers in this study were contacted personally by telephone by the researcher in the attempt to locate programs that fit the criteria for the

study. They were typically asked if they would be willing to complete and return an anonymous questionnaire, and most providers responded affirmatively, some even enthusiastically. Teachers were not contacted personally, but were located by asking the provider to identify them, or by calling the school buildings in the identified school district and asking how many kindergarten teachers were in the building. It is possible that some teachers who did not respond saw no value in exploring this topic, therefore did not bother to complete and return the survey instrument.

Second, it appeared from the written comments some providers included at the end of their questionnaires (Np = 14, 30%) that some of them have negative feelings about the lack of communication between themselves and the kindergarten teachers in their districts, and were moved by those feelings to complete and return the questionnaire. A smaller percentage of teachers (Nt = 19, 22%) wrote comments and some of them claimed to have no interest in, or to be actually opposed to having any communication with child care providers. Some even felt it would be unethical to discuss a child with a provider without the parents' permission. It is interesting to note that, based on the personal experience of the researcher as a public school kindergarten teacher, it is not unusual for kindergarten teachers to talk to other teachers in the hallway or coffee lounge about children and families with whom they work. These data, however, indicated that it appears to be a different matter when child care

providers, even those employed by the same school district, are involved. A perception may exist of a real difference between the roles of the teacher and of the child care provider in the lives of children and their families. Discussing school-related issues with another teacher is acceptable. Discussing school- or child care-related issues with a child care provider appears not to be, even though those providers are also school district employees.

Bronfenbrenner (1979) advocates what he calls "transforming experiments" (p. 40) which by the very fact of their execution change the environment in which they are conducted. That is, simply carrying out an experiment creates change, the results of the experiment itself notwithstanding. One comment received from a teacher seemed to suggest that this research may in fact have served, at least in one instance, as a transforming experiment. She added this note at the end of the questionnaire: "After completing this survey I am going to make sure I list as many of my child care providers as I can - and remember to get in touch with them several times a year, even if it is just to touch base. Next fall I will address a special note in September just for them. Many thanks." Simply participating in this survey changed her thinking and, one may presume, enhanced the mesosystems of her students because of her efforts to improve communication between herself and their child care providers.

Nearly half of the nineteen teachers who wrote comments indicated they would be interested in having more contact with providers, although several expressed reservations about parental reaction or the ethical and/or legal ramifications of discussing confidential information about children to non-parents. Another group was not supportive of the idea of communicating with providers. Some cited time restraints, several mentioned the ethical/legal issues, and some simply said they felt it was "inappropriate".

All providers who wrote comments supported the notion of communicating with teachers. Some noted past attempts, and subsequent failures, to contact them. One provider said she had invited teachers to visit the center, but none had even responded to the invitation, much less actually come. Another wrote that she had expressed her strong feelings about the importance of cooperation between child care providers and teachers to the superintendent of schools. He responded: "You'll always be the step children in the district". Several others wrote that they would like more information about what happens in school so they could reinforce and extend it at the child care center.

Conclusions

1. The quality of communication between kindergarten teachers and child care providers employed by public schools is, in general, not robust, or is nonexistent;

therefore the quality of communication between teachers and providers unaffiliated with a school district is likely to be even weaker or more infrequent.

2. One reason for this may be that teachers and providers see themselves as separate, distinct groups, rather than as colleagues.
3. Another reason for this may be that teachers are more satisfied than providers with the current level and quality of communication between them, and see no need for changes in their relationship.
4. Another reason for the absence or poor quality of communication between teachers and providers may be that teachers have less respect for providers as a group than providers have for teachers.
5. Another reason for this may be that teachers do not believe communication between themselves and child care providers is important or beneficial to children or families.

Implications For Practice

Improving, and in some situations introducing communication between kindergarten teachers and child care providers in a school district could have many advantageous consequences. Enhancement of the child's learning and socialization, empowerment of parents and improvement of parenting processes, greater effectiveness of teachers and

educational programs, more efficient dissemination of knowledge and information, improved attitudes and relationships among school district employees, and corrected perceptions of one another among adults in the young child's mesosystem are examples of possible outcomes.

It was apparent from the respondents' written comments that some teachers who see no need for communication assume the only topic they might discuss with a provider would be confidential information about a child. (As noted above, the structure of the survey instrument may have led them to this assumption.) Communication about a variety of other nonconfidential topics which would be mutually beneficial to teachers and providers could and should be encouraged, however. Both the content of the communication and the process of interaction could benefit not only teachers and providers, but the child, the family, the school district and the larger community, since changes in one subsystem reverberate throughout the entire ecosystem (Bronfenbrenner, 1979). Offhand derogatory comments by one adult who is important to the child about another adult, also important to the child, can have harmful effects on the child's perception of those around him or her. Better communication between those adults would reduce that possibility and enhance the child's feelings of confidence in them, and perhaps in himself or herself. Child care and teaching are hard work. Teachers and providers could support and learn from one another if given opportunities and encouragement to

communicate. Vehicles for interaction might include advisory committees, inservice workshops and seminars, guest speakers, social activities, and reciprocal visits to classrooms and centers.

School boards in districts that include child care programs could establish policies and guidelines for the inclusion of child care in the mainstream of district activities. If children are truly important in the school system, child care should not be treated as unimportant or peripheral to the daily business of the schools.

School district administrators, responsible for execution of school board policies, should be instrumental in and committed to facilitating communication among all staff members. Actively assuring the inclusion of district child care personnel in any activities that may be relevant or of interest to them need not be a difficult or expensive task. Inclusion of the child care center staff in the interoffice mail system that serves the elementary schools is an easy initial step. Parental permission for teachers and providers to consult about their children can be sought to alleviate fears and concerns about potential legal and/or ethical problems. Whenever possible, the child care center should be placed in a building with kindergarten and other lower elementary classrooms. Moving from one setting to another would be easy for the child, and frequent communication and

interaction among all early childhood staff members would be more likely.

Gradually, as teachers and providers get to know one another, barriers may disappear, misperceptions may be corrected, and mutual trust may develop. Both groups may realize that they are all primarily concerned with the welfare of young children and their families. Goal consensus can be pursued (Bronfenbrenner, 1979). Providers will begin to feel less isolated and ignored, and teachers may discover providers have much more to offer than they thought. In fact, teachers may find their jobs are made easier when providers learn about the kindergarten curriculum and begin to reinforce and extend it in the child care center.

The school district itself can benefit from better relationships among staff members and it may gain a reputation for being a good place to work. Parents may appreciate coordination, cooperation, and friendly attitudes among adults who work with their children each day.

Coordination among early childhood staff members and others in the community can lead to stronger and more effective advocacy for young children and their families. Public policies and community programs can be developed and improved, and families encouraged to make use of them.

Directions for Further Research

Several findings of this study suggest avenues of further research into the communication and relationship between kindergarten teachers and child care providers. A basic premise of this study was that communication among adults in the young child's mesosystem is beneficial to all parties. Without further research, however, the opposite cannot be said - that noncommunication is harmful - nor can it be maintained that communication in all instances is beneficial to teachers, providers, children and families. There may be times, situations, and individuals for whom noncommunication is preferable. Also, this study did not address directly the effect of teacher-provider communication on the child. Additional research might examine whether there is any effect, and if so what the characteristics of that effect are.

The various attributes of child care were not addressed by this study. Additional research might look at different types of care arrangements, such as center care, in-home care, or family day care. The level of the quality of care as defined by objective criteria, and its effect on the communication between teachers and providers must be examined. Some children have a series of care providers, or even several throughout each week, which may influence communication with the child's teacher also.

It was hypothesized that information is passed indirectly between teachers and providers through a third party, such as the child. The data did not confirm this, but showed that contact between teachers and providers was most often direct, either by telephone or face to face. It seems likely, however, that they do in fact receive information about one another through the child or the parents indirectly, subtly, and nonverbally. They might be asked to be more specific about what they know or think about one another and exactly what led them to their conclusions, or what the basis is for their knowledge or opinions.

It appears from the data that teachers expect to get information from providers, but not necessarily to give it to them, and that providers also expect to give information to, but not necessarily to get it from teachers. The unidirectionality of this aspect of their relationship may indicate a perceived difference in social and/or professional status by both teachers and providers. Further research is needed to examine each group's perception of its own status and that of the other group. It might also shed more light upon why teachers appear to have less respect for providers than providers have for teachers, and the bases for other attitudes they hold toward one another. Additionally, the type of information shared, or not shared, should be documented and examined, as well as each group's vocabulary and whether they agree on the meanings of various terms and concepts. For example, a school "day" and a child

care "day" may have very different meanings, since a school day for kindergartners is typically three hours long, but a child care day may be as long as six hours.

Additional research is necessary to explore the role played by various aspects of communication between teachers and providers, such as its frequency, in forming their perceptions of one another. New data on this topic might lead to more open communication, encourage greater mutual understanding, and foster a more smoothly functioning mesosystem for the young child and his or her family.

Many respondents in this study indicated that when they do communicate they discuss only the child they have in common. Fewer reported discussing other topics, such as child development issues, school district policies or community affairs. The wording of the survey instrument used to collect the data may have led respondents to believe the researcher was primarily interested in the child-related topics they discussed. A differently worded questionnaire might show that in fact teachers and providers do communicate about other topics.

A discrepancy appeared in respondents' feelings of the other group's professionalism. Teachers reported expecting providers to be professional in their contacts with teachers, but providers less often reported expecting teachers to be professional. No definition of the word "professional" was provided on the questionnaire, and its exact meaning is open to discussion. To understand this

finding, further data is needed and "professional" must be clearly defined.

It should be stressed that the conclusions from this study are based on measures of group tendencies. Instruments were received from some teachers and some providers who reported having very good working relationships, who communicate freely and often, and who respect one another. Further research might also explore the circumstances that create these positive feelings and their effects on children, families, teachers and child care providers.

This study gives some evidence that these two groups - teachers and providers - perceive themselves as distinct and different from one another. Additional research is necessary to explore this assumption and its impact on children and families.

APPENDICES

APPENDIX A

DEFINITIONS

APPENDIX A

DEFINITIONS

Microsystem - "A pattern of activities, roles and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics" (Bronfenbrenner, 1979, p.22).

Mesosystem - "A set of interrelations between two or more settings in which the developing person becomes an active participant" (Bronfenbrenner, 1979, p.25).

Exosystem - "One or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person" (Bronfenbrenner, 1979, p.25).

Macrosystem - "Consistencies in the form and content of lower systems (micro-, meso- and exo-) that exist, or could exist at the level of the subculture or culture as a whole, along with any belief systems or ideology underlying such consistencies" (Bronfenbrenner, 1979, p.26).

Child Care Provider/Caregiver - An adult employed to care for children on a regular basis in the parents' absence for any portion of the twenty-four hour day. In this study, a teacher in a child care center operating within a public school district.

Child Care/Day Care Center - A setting in which one or more children are cared for away from their homes. It may be a private home, space set aside for child care in a school, church, or other building, or a structure built specifically for this purpose. In this study, all centers will be operated under the auspices of a public school district in Michigan and include a group of young children.

School - Places for teaching and learning which are defined as publicly funded and operated in the state of Michigan employing state certified teachers.

Kindergarten - In the state of Michigan, the public school grade for the youngest children, ages five and six years old, usually operating half-day, five days per week.

Kindergarten Teacher - A person certified by the state of Michigan as a fully qualified teacher of five and six year old children and employed by a public school district.

Kindergarten Teacher - A person certified by the state of Michigan as a fully qualified teacher of five and six year old children and employed by a public school district.

APPENDIX B

LETTER TO FIELD TEST VOLUNTEERS

March 27, 1991

Dear _____,

Thank you for agreeing to pilot this questionnaire for me.I appreciate your willingness to spend a few minutes helping me with my research. I am working on a PhD in Family and Child Ecology from Michigan State University. With your assistance I hope to finish in the next six months or so, and perhaps together we may add something to the field of early childhood education and make the world a little better place for children.

Here's what I need from you:

1. Approximately how long did this questionnaire take you to complete? _____

2. Were there any questions or sections that were:

   a. difficult to understand? _____

   b. confusing? _____

   c. incomplete? _____

3. What was your overall impression?

_____

_____

4. Are there any other comments you would like to make about it?

_____

_____

Again, thank you very much for your help. When you have completed filling it out, please call me and I will stop by and pick it up.

Sincerely,

Sue Grossman
2516 Ferdon Rd.
Kalamazoo, MI 49008
343-6091

APPENDIX C

LETTERS OF INTRODUCTION

[Date]

Dear Child Care Provider:

I am a graduate student at Michigan State University pursuing a PhD in Family and Child Ecology. I am especially interested in young children and early childhood education. Currently I am studying the communication between child care providers and kindergarten teachers.

Communication between schools and families has been widely researched and written about and is commonly accepted as important. However, little attention has been given to communication between schools and child care providers.

The intermediate school district that serves the school district in which your child care program is located was chosen at random from those in the state of Michigan. Your school district was identified within the ISD as having a child care program operating within the schools. I am interested in the communication between yourself and the kindergarten teachers in the district in which you work, so I am surveying child care providers of young children and kindergarten teachers in your school district and in several others in Michigan. The results of this research project will shed some light on communication between teachers and caregivers and may help schools and community agencies improve services to children and families.

I would very much appreciate your cooperation and assistance. The enclosed questionnaire will take approximately 20 to 30 minutes to complete. Please complete it and return it in the enclosed self-addressed, stamped envelope by [date]. Your responses will be kept strictly confidential and all information will be reported collectively. No one individual's responses will be reported. You indicate your voluntary agreement to participate by completing and returning this questionnaire. Upon request, a summary of the results of this research will be sent to you.

If you have any questions or concerns about this, please feel free to contact me.

Thank you very much.

Sincerely,

Sue Grossman
2516 Ferdon Rd.
Kalamazoo, Michigan 49008
(616) 343-6091

[Date]

Dear Kindergarten Teacher:

I am a graduate student at Michigan State University pursuing a PhD in Family and Child Ecology. I am especially interested in young children and early childhood education. Currently I am studying the communication between kindergarten teachers and child care providers and I am surveying kindergarten teachers and child care providers in your school district.

Communication between schools and families has been widely researched and written about and is commonly accepted as important. However, little attention has been given to communication between schools and child care providers.

Your intermediate school district was chosen at random from all ISDs in the state of Michigan and your school district was identified as having a child care program operating within the schools. I am interested in the communication between yourself and the child care providers in the program(s) in your district, so I am surveying teachers and caregivers of young children in your district and in several others in Michigan. The results of this research project will shed some light on communication between teachers and caregivers and may help schools and community agencies improve services to children and families.

I would very much appreciate your cooperation and assistance. The enclosed questionnaire will take approximately 20 to 30 minutes to complete. Please complete it and return it to me in the enclosed self-addressed, stamped envelope by [date]. Your responses will be kept strictly confidential and all information will be reported collectively. No one individual's responses will be reported. You indicate your voluntary agreement to participate by completing and returning this questionnaire. Upon request, a summary of the results of this research will be sent to you.

If you have any questions or concerns about this, please feel free to contact me.

Thank you very much.

Sincerely,

Sue Grossman
2516 Ferdon Road
Kalamazoo, Michigan 49008
(616) 343-6091

APPENDIX D

TEACHER QUESTIONNAIRE

COMMUNICATION SURVEY

for

KINDERGARTEN TEACHERS

This questionnaire is about the communication between yourself and the child day care providers or caregivers of the children in your kindergarten classes who are cared for before and/or after school in programs IN YOUR SCHOOL DISTRICT.

PART A: COMMUNICATION CHARACTERISTICS

The questions in this section concern the characteristics of communication between kindergarten teachers and child day care providers, and your feelings about that communication. To answer them think of a typical child in your class who attends child care in a center in your school district. For each question circle the number beside the response that is most accurate.

1. How frequently do you and the child care providers of children in your class communicate with each other?

Never 1	(GO TO #6)
Rarely, less than 5 times per year . . 2	
Occasionally, about once a month . . . 3	(GO TO #2)
Regularly, about once a week 4	
Often, several times per week 5	

If your answer is "never" please go to question # 6.

For all other answers go to question #2.

2. When do you and the child day care providers communicate with each other? (CIRCLE THE NUMBER OF ALL THAT APPLY)

Before school	1
During the day	1
After school	1
In the evening	1
On the weekend	1
At scheduled meeting times	1
Whenever we happen to run into each other	1

Other (PLEASE EXPLAIN) _____

_____

3. How do you and the child day care providers communicate with each other? (CIRCLE THE NUMBER OF ALL THAT APPLY)

In person	1
By phone	1
By handwritten note	1
By printed message	1
Through the parent	1
Through the child	1

Other (PLEASE EXPLAIN) _____

_____

4. What occasions prompt this communication between you and the child day care providers? (CIRCLE THE NUMBER OF ALL THAT APPLY)

Something interesting at school	1
A problem at school	1
A need to get information from care provider	1
A need to give information to care provider	1
Request from the parent	1
Introduction by the parent	1
Care provider visited school.	1
Parent-teacher conference	1
Casual meetings in the hall or outside of school.	1

Other (PLEASE EXPLAIN)_____

_____

5. What do you communicate about?
(CIRCLE THE NUMBER OF ALL THAT APPLY)

The child 1

(PLEASE EXPLAIN)_____

_____

Child care 1

(PLEASE EXPLAIN) _____

_____

School. 1

(PLEASE EXPLAIN) _____

_____

The child's family 1

(PLEASE EXPLAIN)_____

_____

Other. 1

(PLEASE EXPLAIN)_____

_____

---

6. How satisfied are you with the amount of communication you have with these caregivers? (CIRCLE THE NUMBER)

Very satisfied . . . . . 1 _____ (GO TO #8)

Somewhat satisfied 2

Somewhat dissatisfied . . . . . .3 (GO TO #7)

Very dissatisfied 4

If you are very satisfied, please go to question #8.
For all other answers go to question #7.

7. If you are not very satisfied, how would you like the communication to change?

(CIRCLE THE NUMBER OF ALL THAT APPLY)

a. I would like it to occur at different times. . 1

(PLEASE EXPLAIN)

_____

b. I would like it to occur: more often 1

less often 2

(PLEASE EXPLAIN)_____

c. I would like to use different methods 1

(PLEASE EXPLAIN)_____

d. I would like it to cover different topics. . . 1

(PLEASE EXPLAIN)_____

Below are two statements. Please indicate your agreement or disagreement with each one. (CIRCLE THE NUMBER)

	STRONGLY AGREE			STRONGLY DISAGREE
8. Communication between a child's kindergarten teacher and child care provider is important.	1	2	3	4
9. A child benefits when his/her kindergarten teacher and child care provider communicate with each other. .	1	2	3	4

PART B. CLASSROOM SITUATIONS

The following items are about situations in which you might want to communicate your concerns about a child with someone else. Please think about who you most typically would contact or have contacted in the past. "Both" refers to parents and teacher.

(CIRCLE THE NUMBER)

	Parents	Provider	Both	Neither	Other
10. If I have a child in my class who . . .					
a. has recently undergone a dramatic mood change I would communicate about this with the child's	1	2	3	4	5
b. consistently ignores safety rules and endangers him/herself or others I would communicate about this with the child's	1	2	3	4	5
c. consistently ignores others' property rights and takes things that do not belong to him/her I would communicate about this with the child's	1	2	3	4	5
d. shows signs of suffering from a great deal of stress I would communicate about this with the child's	1	2	3	4	5
e. has difficulty getting along with other children I would communicate about this with the child's.	1	2	3	4	5

Classroom Situations (continued)

	Parents	Provider	Both	Neither	Other

If I have a child in my class who...

f. has shown a lot of growth or development lately I would communicate about this with the child's 1 2 3 4 5

g. is proud of having mastered a new skill I would communicate about this with the child's 1 2 3 4 5

h. expresses worry or fear about something troubling him/her I would communicate about this with the child's 1 2 3 4 5

i. talks about problems at home with family members I would communicate about this with the child's 1 2 3 4 5

j. I suspect may have a physical problem, such as a vision or hearing impairment, I would communicate about this with the child's 1 2 3 4 5

PART C: FEELINGS ABOUT CHILD CARE PROVIDERS

These questions concern your feelings about communication and interactions with child day care providers.

11. In general, if you were to contact a child's day care provider what do you assume the provider's reaction would be? Put a mark on the line between each pair of words to show where your feelings lie.

a. Interest _____ Disinterest

b. Welcome _____ Unwelcome

c. Acceptance _____ Rejection

d. Attention _____ Ignored

e. Successful _____ Unsuccessful

f. Follow-up _____ No follow-up

g. Information _____ No information

h. Respect _____ Disrespect

i. Professional _____ Unprofessional

12. Think about your <u>most recent</u> contact with a child day care provider. Put a mark on the line between each pair of words to show where your feelings about that contact lie.

a. Warm _____ Cold

b. Appreciative _____ Unappreciative

c. Sensitive _____ Insensitive

d. Concerned _____ Unconcerned

e. Friendly _____ Hostile

f. Accepting _____ Rejecting

g. Pleasant _____ Unpleasant

h. Interested _____ Uninterested

i. Enthusiastic _____ Unenthusiastic

j. Supportive _____ Nonsupportive

PART D: HOW TEACHERS PERCEIVE CHILD DAY CARE PROVIDERS

The questions in this section concern the way in which you perceive child day care providers. CIRCLE THE NUMBER that most closely represents how you feel <u>in general</u> about each statement.

	STRONGLY AGREE			STRONGLY DISAGREE
13. Child day care providers...				
a. are important influences on a child's life.	1	2	3	4
b. are interested in the whole child, not just his/her academic performance.	1	2	3	4
c. are well trained professionals.	1	2	3	4
d. are knowledgeable about child growth and development.	1	2	3	4
e. nurture young children.	1	2	3	4
f. are respectful of children and families.	1	2	3	4
g. are not interested in a child's cognitive development.	1	2	3	4
h. communicate frequently with parents.	1	2	3	4
i. are open to input and suggestions from parents and others.	1	2	3	4
j. adequately replace a child's parents in their absence.	1	2	3	4

PART E: HOW CHILD DAY CARE PROVIDERS PERCEIVE TEACHERS

In this section the questions concern how you think child day care providers perceive teachers. CIRCLE THE NUMBER that most closely represents how you feel in general about each statement.

	STRONGLY AGREE			STRONGLY DISAGREE
14. Child day care providers...				
a. see kindergarten teachers as professional colleagues.	1	2	3	4
b. are open to communication with the teachers of children they care for.	1	2	3	4
c. see kindergarten teachers as interested only in the child's academic performance.	1	2	3	4
d. feel intimidated by the educational background of kindergarten teachers.	1	2	3	4
e. feel resentful of the higher social status of kindergarten teachers.	1	2	3	4
f. are envious of the higher income level of kindergarten teachers.	1	2	3	4
g. believe that kindergarten teachers are not interested in anything child care providers may have to offer.	1	2	3	4
h. think a child's kindergarten teacher is an important influence on the child's life.	1	2	3	4
i. would accept an invitation to visit the class of a child in their care.	1	2	3	4
j. believe information about a child should be shared only with the parents, not with the child's teacher.	1	2	3	4

PART F: WORKING WITH PARENTS AND FAMILIES

The questions in this section concern your feelings about working with parents and families. CIRCLE THE NUMBER that most closely represents how you feel in general about each statement.

	STRONGLY AGREE			STRONGLY DISAGREE
15. Most parents are supportive of me and my work with their children.	1	2	3	4
16. Parent participation in my kindergarten program is important.	1	2	3	4
17. Parents believe their participation in our kindergarten program is important.	1	2	3	4
18. I am interested in the ideas and opinions of parents.	1	2	3	4
19. It is important for me to be aware of each family's unique circumstances.	1	2	3	4
20. It is important for families to have access to community support services, such as medical and social services.	1	2	3	4
21. It is important for me to remember that each child is a member of a family, not an isolated individual.	1	2	3	4
22. My relationship with parents is affected by their work situations.	1	2	3	4
23. Coordination of community service agencies, including child care, schools and others, is important to families.	1	2	3	4
24. Most parents believe communication with staff members is important.	1	2	3	4
25. I am certain that parents receive written and printed materials sent home to them.	1	2	3	4

26. I have had sufficient training to work with parents. 1 2 3 4

PART G: THE FAMILIES WITH WHOM YOU WORK

The questions in this section are about the children in your class(es) and their families. CIRCLE THE NUMBER of the answer that most closely represents those families.

27. Approximately how many children in your class(es) live in single-parent homes?

0 - 25 % 1

26% - 50% 2

51% - 75% 3

76% - 100% 4

28. What is the approximate annual income of the majority of families with whom you work?

Below $10,000 1

$10,001 - $25,000 2

$25,001 - $50,000 3

Above $50,000 4

29. Approximately what percentage of families with whom you work have an income higher than yours?

0 - 25% 1

26% - 50% 2

51% - 75% 3

76% - 100% 4

30. Approximately what percentage of the children in your class(es) are: (WRITE IN THE NUMBER)

Asian . . . . . _____ %

Black/African American . . . _____ %

White . . . . . _____ %

Native American . . . . . _____ %

Other . . . . . _____ %

PART H: BACKGROUND QUESTIONS

The next few questions concern your background and training.

31. What is the highest level of education you have completed? (CIRCLE THE NUMBER)

High school with no diploma . . . 1

High school diploma 2

Some college courses 3

College, BA or BS 4

Some graduate courses 5

Graduate degree 6

Additional training

(CIRCLE THE NUMBER OF ALL THAT APPLY)

CDA 1

Professional training workshops . 1

Other (please explain) _____

_____

32. Please indicate your agreement or disagreement with these statements. (CIRCLE THE NUMBER)

	STRONGLY AGREE			STRONGLY DISAGREE
a. I am committed to my profession.	1	2	3	4
b. I plan to continue my work for many more years.	1	2	3	4

33. How many years have you been a teacher? (CIRCLE THE NUMBER)

0-5 1

6-10 2

11-15 3

6-20 4

More than 20 5

34. How many years have you been a kindergarten teacher? (CIRCLE THE NUMBER)

0-5 1

6-10 2

11-15 3

16-20 4

More than 20 . . . 5

35. What is your age? (CIRCLE THE NUMBER)

12-25 1

26-35 2

36-45 3

46-55 4

56 or older 5

36. Have you ever employed a child care provider for your own child(ren) ? (CIRCLE THE NUMBER)

yes 1

no 2

This is the end of the questionnaire.

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE!

If you have any comments you would like to add, please do so on the back of this page.

APPENDIX E

PROVIDER QUESTIONNAIRE

COMMUNICATION SURVEY

for

CHILD DAY CARE PROVIDERS

This questionnaire is about the communication between yourself and the kindergarten teachers of those children in your child care center who attend kindergarten IN THE SCHOOL DISTRICT IN WHICH YOUR CENTER IS LOCATED.

PART A: COMMUNICATION CHARACTERISTICS

The questions in this section concern the characteristics of communication between child day care providers and kindergarten teachers, and your feelings about that communication. To answer them think of a typical child in your group who goes to kindergarten part of the day. For each question circle the number beside the response that is most accurate.

1. How frequently do you and the kindergarten teachers of children in your care communicate with each other?

Never . . . . . 1 _____ (GO TO #6)

Rarely, less than 5 times per year . . 2

Occasionally, about once a month . . . 3 (GO TO #2)

Regularly, about once a week 4

Often, several times per week 5

If your answer is "never" please go to question # 6

For all other answers go to question #2.

2. When do you and the kindergarten teachers communicate with each other? (CIRCLE THE NUMBER OF ALL THAT APPLY)

Before school 1
During the day 1
After school. 1
In the evening. 1
On the weekend. 1
At scheduled meeting times. 1
Whenever we happen to run into each other . . . 1

Other (PLEASE EXPLAIN)_____

3. How do you and the teachers communicate with each other? (CIRCLE THE NUMBER OF ALL THAT APPLY)

In person 1
By phone 1
By handwritten note 1
By printed message 1
Through the parent 1
Through the child 1

Other (PLEASE EXPLAIN)_____

_____

4. What occasions prompt this communication between you and the teacher? (CIRCLE THE NUMBER OF ALL THAT APPLY)

Something interesting at the child care center 1
A problem at the center 1
A need to get information from the teacher 1
A need to give information to the teacher 1
A request from the parent 1
An introduction by the parent 1
The teacher visited the center 1
Parent-teacher conference 1
Casual meetings in the hall or outside of school . . . 1

Other (PLEASE EXPLAIN)_____

_____

5. What do you communicate about?
(CIRCLE THE NUMBER OF ALL THAT APPLY)

The child 1

(PLEASE EXPLAIN)_____

_____

Child care 1

(PLEASE EXPLAIN)_____

The child's family 1

(PLEASE EXPLAIN)_____

_____

School 1

(PLEASE EXPLAIN) _____

_____

Other 1

(PLEASE EXPLAIN)_____

_____

---

6. How satisfied are you with the amount of communication you have with kindergarten teachers? (CIRCLE YOUR ANSWER)

Very satisfied . . . . . 1 _____ (GO TO #8)

Somewhat satisfied 2

Somewhat dissatisfied . . . . . 3 (GO TO #7)

Very dissatisfied 4

If you are very satisfied, please go to question #8.

For all other answers go to question #7.

---

7. If you are not very satisfied, how would you like the communication to change?

(CIRCLE THE NUMBER OF ALL THAT APPLY)

a. I would like it to occur at different times 1

(PLEASE EXPLAIN)_____

b. I would like it to occur: more often 1

less often 2

(PLEASE EXPLAIN)_____

c. I would to use different methods 1

(PLEASE EXPLAIN)_____

d. I would like it to cover different topics . . . . .

(PLEASE EXPLAIN)_____

Below are two statements. Please indicate your agreement or disagreement with each one. (CIRCLE THE NUMBER).

	STRONGLY AGREE			STRONGLY DISAGREE
8. Communication between a child's care provider and kindergarten teacher is important.	1	2	3	4
9. A child benefits when his/her kindergarten teacher and child care provider communicate with each other. .	1	2	3	4

PART B: CHILD CARE CENTER SITUATIONS

The following items are about situations in which you might want to communicate your concerns about a child with someone else. Please think about who you most typically would contact or have contacted in the past. "Both" refers to parents and teacher.
(CIRCLE THE NUMBER)

	Parents	Teacher	Both	Neither	Other
10. If I have a child in my group who. . .					
a. has recently undergone a dramatic mood change I would communicate about this with the child's . . .	1	2	3	4	5
b. consistently ignores safety rules and endangers him/herself or others I would communicate about this with the child's	1	2	3	4	5
c. consistently ignores others' property rights and takes things that do not belong to him/her I would communicate about this with the child's	1	2	3	4	5
d. shows signs of suffering from a great deal of stress I would communicate about this with the child's	1	2	3	4	5
e. has difficulty getting along with other children I would communicate about this with the child's . . .	1	2	3	4	5

Child Care Center Situations (con't)

	Parents	Teacher	Both	Neither	Other
If I had a child in my group who...					
f. has shown a lot of growth or development recently I would communicate about this with the child's	1	2	3	4	5
g. is proud of having mastered a new skill I would communicate about this with the child's . . .	1	2	3	4	5
h. expresses worry or fear about something troubling him/her I would communicate about this with the child's	1	2	3	4	5
i. talks about problems at home with family members I would communicate about this with the child's . . .	1	2	3	4	5
j. I suspect may have a physical problem, such as a vision or hearing impairment, I would communicate about this with the child's	1	2	3	4	5

PART C: FEELINGS ABOUT KINDERGARTEN TEACHERS

These questions concern your feelings about communication and interactions with kindergarten teachers.

11. In general, if you were to contact a child's kindergarten teacher what do you assume the teacher's reaction would be? Put a mark on the line between each pair of words to show where your feelings lie.

a. Interest _____ Disinterest

b. Welcome _____ Unwelcome

c. Acceptance _____ Rejection

d. Attention _____ Ignored

e. Successful _____ Unsuccessful

f. Follow-up _____ No follow-up

g. Information _____ No information

h. Respect _____ Disrespect

i. Professional _____ Unprofessional

12. Think about your <u>most recent</u> contact with a kindergarten teacher. Put a mark on the line between each pair of words to show where your feelings about that contact lie.

a. Warm _____ Cold

b. Appreciative _____ Unappreciative

c. Sensitive _____ Insensitive

d. Concerned _____ Unconcerned

e. Friendly _____ Hostile

f. Accepting _____ Rejecting

g. Pleasant _____ Unpleasant

h. Interested _____ Uninterested

i. Enthusiastic _____ Unenthusiastic

j. Supportive _____ Nonsupportive

PART D: HOW CHILD CARE PROVIDERS PERCEIVE TEACHERS

The questions in this section concern the way in which you perceive kindergarten teachers. CIRCLE THE NUMBER that <u>most closely</u> represents how you feel <u>in general</u> about each statement.

	STRONGLY AGREE			STRONGLY DISAGREE
13. Kindergarten teachers:				
a. are important influences on a child's life.	1	2	3	4
b. are interested in the whole child, not just his/her academic performance.	1	2	3	4
c. are well trained professionals.	1	2	3	4
d. are knowledgeable about child growth and development.	1	2	3	4
e. nurture young children.	1	2	3	4
f. are respectful of parents and families.	1	2	3	4
g. push children to read and write at too young an age.	1	2	3	4
h. communicate frequently with parents.	1	2	3	4
i. are open to input and suggestions from parents and others.	1	2	3	4
j. are sensitive to the needs of families with young children.	1	2	3	4

PART E: HOW TEACHERS PERCEIVE CHILD CARE PROVIDERS

In this section the questions concern how you think kindergarten teachers perceive child care providers. CIRCLE THE NUMBER that most closely represents how you feel in general about each statement.

	STRONGLY AGREE			STRONGLY DISAGREE
14. Kindergarten teachers:				
a. appreciate the importance of child care providers in the life of a family.	1	2	3	4
b. see child care providers as professional colleagues.	1	2	3	4
c. are open to communication with the child care providers of children in their classes.	1	2	3	4
d. disapprove of mothers who work outside the home who use child care providers.	1	2	3	4
e. would be open to including child care providers in family invitations to school events.	1	2	3	4
f. see child care providers as babysitters who offer only custodial care.	1	2	3	4
g. understand the important role a child care provider plays in the life of a child.	1	2	3	4
h. would accept an invitation to visit the child care center of one of their students.	1	2	3	4
i. believe information about a child should be shared only with the parents, not with				

the child's care provider.	1	2	3	4
j. feel they are in competition with child care providers.	1	2	3	4

PART F: WORKING WITH PARENTS AND FAMILIES

The questions in this section concern your feelings about working with parents and families. CIRCLE THE NUMBER that most closely represents how you feel in general about each statement.

	STRONGLY AGREE			STRONGLY DISAGREE
15. Most parents are supportive of me and my work with their children.	1	2	3	4
16. Parent participation in my child care program is important.	1	2	3	4
17. Parents believe their participation in our child care program is important.	1	2	3	4
18. I am interested in the ideas and opinions of parents.	1	2	3	4
19. It is important for me to be aware of each family's unique circumstances.	1	2	3	4
20. It is important for families to have access to community support services, such as medical and social services.	1	2	3	4
21. It is important for me to remember that each child is a member of a family, not an isolated individual.	1	2	3	4
22. My relationship with parents is affected by their work situations.	1	2	3	4
23. Coordination of community service agencies, including child care, schools and others is important to families.	1	2	3	4
24. Most parents believe communication				

with staff members is important.	1	2	3	4
25. I am certain that parents receive written and printed materials sent home to them.	1	2	3	4
26. I have had sufficient training to work with parents.	1	2	3	4

PART G: THE FAMILIES WITH WHOM YOU WORK

The questions in this section are about the children in your group(s) and their families. CIRCLE THE NUMBER of the answer that most closely represents those families.

27. Approximately how many children in your group(s) live in single-parent homes?

0 - 25% 1

26% - 50% 2

51% - 75% 3

76% - 100% 4

28. What is the approximate annual income of the majority of families with whom you work?

Below $10,000 1

$10,001 - $25,000 2

$25,001 - $50,000 3

Above $50,000 4

29. Approximately what percentage of families with whom you work have an annual income higher that yours?

0 - 25% 1

26% - 50% 2

51% - 75% 3

76% - 100% 4

30. Approximately what percentage of the children in your group(s) are: (WRITE IN THE NUMBER)

Asian . . . . . _____ %

Black/African American . . . _____ %

White . . . . . _____ %

Native American . . . . . _____ %

Other . . . . . _____ %

PART H: BACKGROUND QUESTIONS

The next few questions concern your background and training.

31. What is the highest level of education you have completed? (CIRCLE THE NUMBER)

High school with no diploma . . . 1

High school diploma 2

Some college courses. 3

College, BA or BS 4

Some graduate courses 5

Graduate degree 6

Additional Training

(CIRCLE THE NUMBER OF ALL THAT APPLY)

CDA 1

Professional training workshops . 1

Other (PLEASE EXPLAIN) _____

_____

32. Please indicate your agreement or disagreement with these statements.

	STRONGLY AGREE			STRONGLY DISAGREE
a. I am committed to my profession.	1	2	3	4
b. I plan to continue my work for many more years.	1	2	3	4

33. How many years have you been a child care provider? (CIRCLE THE NUMBER)

0-5 1

6-10 2

11-15 3

16-20 4

More than 20 5

34. What is your age? (CIRCLE THE NUMBER)

18-25 1

26-35 2

36-45 3

46-55 4

56 or older 5

35. Have you ever employed a child care provider for your own child(ren)? (CIRCLE THE NUMBER)

yes 1

no 2

36. What is your job title? _____

This is the end of the questionnaire.

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE!

If you have any comments you would like to add, please do so on the back of this page.

APPENDIX F

FOLLOW-UP LETTERS

[Date]

Dear Kindergarten Teacher:

Recently you were sent a questionnaire about communication between kindergarten teachers and child day care providers. If you have completed that questionnaire and returned it to me I want to thank you for taking the time from your busy schedule to do so. I appreciate it very much. If you have not yet completed it, it is not too late. Please take a few minutes and do so soon. The more information that is included in this study the more valuable the results can be to schools, parents and child care providers.

Again, thank you for taking the time to share your thoughts about this topic by completing the questionnaire and returning it to me. Please contact me if you have any questions or concerns about it.

Sincerely,

Sue Grossman
2516 Ferdon Road
Kalamazoo, MI 49008
(616) 343-6091

[Date]

Dear Child Care Provider:

Recently you were sent a questionnaire about communication between kindergarten teachers and child day care providers. If you have completed that questionnaire and returned it to me I want to thank you for taking the time from your busy schedule to do so. I appreciate it very much. If you have not yet completed it, it is not too late. Please take a few minutes and do so soon. The more information that is included in this study the more valuable the results can be to schools, parents and child care providers.

Again, thank you for taking the time to share your thoughts about this topic by completing the questionnaire and returning it to me. Please contact me if you have any questions or concerns about it.

Sincerely,

Sue Grossman
2516 Ferdon Road
Kalamazoo, MI 49008
(616) 343-6091

APPENDIX G

OPERATIONAL DEFINITIONS

Operational Definitions

Data analyzed to test each hypothesis and the statistics used are listed below. T refers to teacher questionnaire, P refers to provider questionnaire.

Research Question #1: What are the characteristics of the communication that occurs between teachers and providers?

	Questionnaire Item #	Statistic(s)
H1: Communication is rare	1	tabulation
H2: Communication is informally scheduled	2a - g	tabulation & Spearman's rank correlation
H3: Communication is indirect	3a - f	tabulation & Spearman's rank correlation
H4: Communication is problem-oriented	4a - i	tabulation & Spearman's rank correlation
H5: Communication is child-related	5a - e	tabulation & Spearman's rank correlation

Research Question #2: What are the attitudes teachers and providers have about one another and about the communication between them?

	Questionnaire Item #	Statistic(s)
H6: Satisfaction with the amount of communication	6	t test & Kolmogorov-Smirnov test
H7: Satisfaction with the quality of communication	12 & 7a-d	t test & tabulation
H8: Beliefs about the importance of communication	8	t test & Kolmogorov-Smirnov test
	9	t test & Kolmogorov-Smirnov test

H9: Preferences of whom to contact with concerns	10a - j	tabulation & Spearman's rank correlation
H10: Teachers have less respect for providers	13a-f, h, i	t tests
H11: Teachers believe providers respect teachers	14 (T: a,b,h,i,j)	t tests
H12: Providers do not believe teachers respect providers	14 (P: b,c,g,h,i)	t tests

(For P14, items a - j, were renumbered to match similar T14 items.)

Research Question #3: Do teachers and providers assume their future contacts with one another will be favorable or unfavorable?

	Questionnaire Item #	Statistic(s)
H13: Perceptions of future contacts	11a - i	t tests

Demographic Characteristics

	Questionnaire Item #	Statistic(s)
H14: Educational background	31a	t test
H15: Years of experience	33	t test & Kolmogorov-Smirnov test
H16: Average age	P34 & T35	t test & Kolmogorov-Smirnov test
H17: Use of child care	P35 & T36	t test & Kolmogorov-Smirnov test

APPENDIX H

SCORING THE INSTRUMENTS

Scoring

H1: Communication is rare

To measure frequency of communication a 5 point scale was used on which 1 was "never", 2 was "rarely, less than 5 times per year", 3 was "occasionally, about once a month", 4 was "regularly, about once a week" and 5 was "often, several times per week". Points were assigned to each response corresponding to the numeral by the subject's selection. All responses for each item were totalled and averaged to arrive at mean scores for teachers and for providers.

H2: Communication is informally scheduled

Formally scheduled communication was defined as occurring at scheduled meeting times. All other item options were considered informal. Subjects were asked to select all responses that applied. One point was assigned to each selected response and all responses for the item were tabulated for teachers and for providers.

H3: Communication is indirect

The responses "in person" and "by phone" were used to define direct communication. All other item options were considered indirect. Subjects were asked to select all responses that applied. One point was assigned to each selected response and all responses for the item were tabulated for teachers and for providers.

H4: Communication is problem-oriented

The responses "a problem at school" or "a problem at the center" were used to define problem orientation of communication. All other items were considered non-problem-oriented. Subjects were asked to select all responses that applied. One point was assigned to each selected response and all responses for the item were tabulated for teachers and for providers.

H5: Communication is child-related

The response "the child" was used to indicate child-relatedness of communication. All other responses were considered non-child-related. Subjects were asked to select all responses that applied. One point was assigned to each selected response and all responses for the item were tabulated for teachers and for providers.

H6: Satisfaction with the amount of communication

A 4 point scale was used on which 1 was "very satisfied", 2 was "somewhat satisfied", 3 was "somewhat dissatisfied", and 4 was "very dissatisfied". Points were assigned to each response corresponding to the numeral by the subject's selection. All responses for the item were totalled and averaged to arrive at mean scores for teachers and for providers.

H7: Satisfaction with the quality of communication

Subjects were asked to recall their most recent contact with a member of the other group and mark where their feelings about that contact were on lines between 10 pairs of opposite words. For scoring purposes the lines were divided into 7 equal segments and numbered 1 - 7, with 1 being the positive end of the scale and 7 the negative end. A corresponding number of points was assigned to each segment. Points for each item were totalled and averaged to find a mean score for the item. To get a comprehensive score representing satisfaction, mean scores for the 10 individual items were totalled and averaged for teachers and for providers. In addition, subjects who were not completely satisfied were asked to indicate qualities of the communication that they would like changed (timing, frequency, methods or topics) by marking all options that applied and explaining each one marked. One point was assigned to each response and all responses were tabulated for teachers and for providers.

H8: Beliefs about the importance of communication between teachers and providers

Responses to two items were used to determine beliefs about communication. For each item a 4 point scale was used, on which 1 was "strongly agree", and 4 was "strongly disagree". Points were assigned to each response corresponding to the numeral by the subject's selection. All responses for each item were totalled and averaged to arrive at mean scores for teachers and for providers.

H9: Preferences of whom to contact with concerns about a child

Subjects were asked to indicate whom they would contact (parents, teacher or provider, both, neither, other) in ten hypothetical situations involving a child in their class or group. Responses were tabulated and percentage rates for teachers and for providers were calculated.

H10: Teachers have less respect for providers than providers have for teachers

Respondents were asked to indicate their level of agreement on a 4 point scale on which 1 was "strongly agree" and 4 was "strongly disagree". Points were assigned to each response corresponding to the numeral by the subject's selection. All responses for each item were totalled and averaged to arrive at mean scores for teachers and for providers.

H11: Teachers believe providers respect teachers

Respondents were asked to indicate their level of agreement on a 4 point scale on which 1 was "strongly agree" and 4 was "strongly disagree". Points were assigned to each response corresponding to the numeral by the subject's selection. All responses for each item were totalled and averaged to arrive at mean scores for teachers and for providers.

H12: Providers do not believe teachers respect providers

Respondents were asked to indicate their level of agreement on a 4 point scale on which 1 was "strongly agree" and 4 was "strongly disagree". Points were assigned to each response corresponding to the numeral by the subject's selection. All responses for each item were totalled and averaged to arrive at mean scores for teachers and for providers.

H13: Perceptions of future contacts between them

Subjects were asked to predict the response of a member of the other group if they were to contact one of them, and to mark where their feelings were on lines between 9 pairs of opposite words. For scoring purposes the lines were divided into 7 equal segments and numbered 1 - 7, with 1 being the positive end of the scale and 7 the negative end. A corresponding number of points was assigned to each segment. Points for each item were totalled and averaged to arrive at a mean score for teachers and for providers. To get a comprehensive score representing perception of future contacts mean scores for the 9 individual items were totalled and averaged for teachers and for providers.

H14: Educational background

Subjects were asked to indicate their educational level on a scale on which 1 was "high school with no diploma", 2 was " high school diploma", 3 was "some college courses", 4 was "college, BA or BS", 5 was "some graduate courses", and 6 was "graduate degree". Points were assigned to each response corresponding to the numeral by the subject's selection. All responses for each item were totalled and averaged to arrive at mean scores for teachers and for providers.

H15: Years of experience

Subjects were asked to indicate their years of experience on a scale on which 1 was "0 - 5 years", 2 was "6 - 10 years", 3 was "11 - 15 years", 4 was "16 - 20 years", and 5 was "more than 20 years". Points were assigned to each response corresponding to the numeral by the subject's selection. All responses for the item were totalled and averaged to arrive at mean scores for teachers and for providers.

H16: Average age

Subjects were asked to indicate their age on a scale on which 1 was "18 - 25 years", 2 was "26 - 35", 3 was "36 - 45", 4 was "46 - 55", and 5 was "56 or older". Points were assigned to each response corresponding to the numeral by the subject's selection. All responses for the item were totalled and averaged to arrive at mean scores for teachers and for providers.

H17: Use of child care

Subjects were asked to indicate whether they had employed a child care provider for their own children by marking 1 for "yes" or 2 for "no". Points were assigned to each response corresponding to the numeral by the subject's selection. All responses for the item were totalled and averaged to arrive at mean scores for teachers and for providers.

APPENDIX I

SATISFACTION WITH THE QUALITY OF COMMUNICATION

H7: Satisfaction with Quality of Communication

Data for instrument items 12a-j

Dimension of Communication	T of 87 Nt = 65 Xt	P of 47 Np = 37 Xp	SD	t	p	df
a. Warm/cold	1.86	2.84	1.49	3.31	.01	102
b. Appreciative/ unappreciative	1.89	3.00	1.52	3.71	.01	101
c. Sensitive/insensitive	1.91	2.97	1.50	3.6	.01	100
d. Concerned/unconcerned	1.77	2.76	1.42	3.55	.01	103
e. Friendly/hostile	1.80	2.89	1.42	3.97	.01	102
f. Accepting/rejecting	1.80	2.92	1.44	3.97	.01	101
g. Pleasant/unpleasant	1.78	2.76	1.36	3.66	.01	102
h. Interested/ uninterested	1.77	2.95	1.39	4.47	.01	102
i. Enthusiastic/ unenthusiastic	2.33	3.33	1.66	2.82	.01	82
j. Supportive/ nonsupportive	2.10	3.08	1.54	3.22	.01	100
Total =	19.01	29.50				

Xt = 1.9 Xp = 2.95

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