The Relationship Between Maternal Satisfaction with Family Day Care and Mother and Caregiver Child Rearing Attitudes

Patricia Ellis Straub

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THE RELATIONSHIP BETWEEN MATERNAL SATISFACTION WITH
FAMILY DAY CARE AND MOTHER AND CAREGIVER
CHILD REARING ATTITUDES

BY
PATRICIA ELLIS STRAUB

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in
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THE RELATIONSHIP BETWEEN MATERNAL SATISFACTION WITH FAMILY DAY CARE AND MOTHER AND CAREGIVER CHILD REARING ATTITUDES

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

(Thesis Adviser)  Date

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<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Background of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Need of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Assumptions of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Definitions of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Scope of the Study</td>
<td>7</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>8</td>
</tr>
<tr>
<td>Types of Substitute Child Care</td>
<td>8</td>
</tr>
<tr>
<td>Selection of Substitute Child Care</td>
<td>11</td>
</tr>
<tr>
<td>Evaluation of Substitute Child Care</td>
<td>13</td>
</tr>
<tr>
<td>Satisfaction with Substitute Child Care</td>
<td>14</td>
</tr>
<tr>
<td>Summary</td>
<td>20</td>
</tr>
<tr>
<td>III. METHODS AND PROCEDURES</td>
<td>24</td>
</tr>
<tr>
<td>Target Population and Method of Sampling</td>
<td>24</td>
</tr>
<tr>
<td>Materials and Instrumentation</td>
<td>25</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>25</td>
</tr>
<tr>
<td>Scales</td>
<td>27</td>
</tr>
<tr>
<td>Design</td>
<td>32</td>
</tr>
<tr>
<td>Data Collection</td>
<td>32</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>33</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS (Cont.)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. RESULTS</td>
<td>35</td>
</tr>
<tr>
<td>Description of Subjects</td>
<td>35</td>
</tr>
<tr>
<td>Marital Status</td>
<td>36</td>
</tr>
<tr>
<td>Family Size</td>
<td>36</td>
</tr>
<tr>
<td>Use of Family Day Care</td>
<td>36</td>
</tr>
<tr>
<td>Differences in Caregiver and Care Receiver Attitudes</td>
<td>37</td>
</tr>
<tr>
<td>Satisfaction with Family Day Care</td>
<td>39</td>
</tr>
<tr>
<td>Correlation of Discrepancy Scores and Satisfaction Scores</td>
<td>39</td>
</tr>
<tr>
<td>V. DISCUSSION, LIMITATIONS, AND FUTURE RESEARCH</td>
<td>44</td>
</tr>
<tr>
<td>Discussion of Results</td>
<td>44</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>48</td>
</tr>
<tr>
<td>Future Research</td>
<td>48</td>
</tr>
<tr>
<td>VI. SUMMARY</td>
<td>51</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>54</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>57</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>64</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>70</td>
</tr>
</tbody>
</table>
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summary of Care Receiver and Caregiver Responses</td>
<td>26</td>
</tr>
<tr>
<td>2. Summary Table of Reliability Coefficients on the PARI by Subscale and Composite Score</td>
<td>30</td>
</tr>
<tr>
<td>3. Summary Table of Means and Standard Deviations on the PARI by Subscale and Composite Score</td>
<td>38</td>
</tr>
<tr>
<td>4. Summary Table of Discrepancy Score Means and Standard Deviations</td>
<td>40</td>
</tr>
<tr>
<td>5. Summary Table of Means and Standard Deviations of Items on the Parent Satisfaction with Family Day Care Scale</td>
<td>41</td>
</tr>
<tr>
<td>6. Summary Table of Stepwise Forward Regression Procedure with Satisfaction as the Criterion Variable</td>
<td>43</td>
</tr>
</tbody>
</table>
Chapter I

INTRODUCTION

Women in the United States have always worked. Until the middle of this century their work was limited primarily to caring for their own homes, assisting in family enterprises, and providing volunteer services to their communities. With the progression of the Industrial Age and the advent of World War II, the demand for labor increased to the point where women became essential in the labor market. As opportunities became available, more and more women entered positions of employment outside of their homes. Of the 92 million people in the labor force in 1974, 35 million or 38 percent were women (U.S. Dept. of Labor, 1975, p. 8).

Although the employment of all women has gained attention in the last thirty years, particular attention has been paid to employed women who are the mothers of dependent children under eighteen years of age. Approximately five million or 14 percent were mothers of children under five years of age (U.S. Dept. of Labor, 1975, p. 26).

Associated with the increasing number of mothers who are employed outside of the home is the concern about the effects of employment on the mother's ability to fulfill her maternal role. Continued attempts to gain an understanding of these effects have presented very little conclusive evidence at this time. What does seem to emerge from the literature is a common theme indicating that
the effects of maternal employment on the family are dependent in part upon (1) the attitudes of family members toward the mother's employment and (2) the amount of stress, discomfort, and inconvenience family members experience due to the mother's absence from the home (Baruch, 1972a, Douvan, 1963, Hoffman, 1963, Woods, 1972, and Yarrow, Scott, Deleew, and Hernig, 1962).

Background of the Problem

For most employed mothers, a primary source of stress and conflict is the strain of attempting to fulfill the dual role of mother and employee. One of the major causes of stress and conflict for the employed mother with young children is the need to make substitute child care arrangements while she is away from the home. It has been theorized (Harrell and Ridley, 1973) that until satisfactory substitute child care is found, a mother may experience feelings of guilt and conflict which may effect her ability to function effectively in her maternal role as well as her employee role. Harrell and Ridley state:

In our society, the mother who has preschool children will in most cases define her dominant role as that of mother. According to role theory this characterization should mean that the majority of her time and energy is devoted to fulfilling that role. At the same time she also performs other roles, such as wife, friend, and employee; however, these roles will be less significant than her dominant mother role. It is only when her dominant role obligations have been met satisfactorily that other roles can assume significance to her; for example, when a mother perceives that substitute child care is satisfactory she can concentrate on and become more involved in the role of employee (Harrell and Ridley, 1973, p. 9).
Having the opportunity to become more involved in the role of employee and having fewer guilt feelings about working may aid the employed mother in experiencing a feeling of satisfaction in her work. To the family of the employed mother, it is important that she experience work satisfaction as recent studies (Harrell and Ridley, 1973 and Woods, 1972) suggest that there is a positive relationship between work satisfaction and mother-child interaction which may effect the personal adjustment of children.

In light of the suggested relationships among child care satisfaction, work satisfaction, and mother-child interaction, it seems very important for the employed mother to be satisfied with the substitute child care arrangements that she has made for her children, yet, most mothers are given little direction as to what factors to consider when selecting an appropriate child care situation. Most mothers choose one of three primary child care options available to families. These options are: (1) care in the family's home by a relative or non-relative, commonly called "babysitting," (2) care in someone else's home, commonly called family day care, and (3) care in a group facility commonly called a day care center (Rana, 1973). There are few studies that have investigated the differential outcomes of these child care options. Consequently, the merits of one type of care over the other cannot be supported by research evidence (Hoffman and Nye, 1975). This lack of information leaves the mother in the position of selecting child care by other factors.
An early study of the caregivers selected by employed mothers (Perry, 1961) indicated that employed mothers seemed to want a caregiver whose care of children was similar to the care they would provide if they were not working. Some of the characteristics by which the employed mothers judged their caregivers indicated that they preferred them to have positive attitudes toward children and an ability to understand and deal with children's behavior. Perry speculated that the "employed mothers' descriptions of the 'ideal' mother substitute may have been similar to their view of themselves as mothers" (Perry, 1961, p. 189).

The majority of employed mothers prefer to have their children cared for in their own homes by a relative (usually grandmother) if that is viable alternative (Lajewski, 1959, Rana, 1973, Ruderman, 1968). One of the reasons for this preference may be the fact that a relative is perceived as providing child care that is similar to that which the mother would provide if she were home. Perhaps a person from the family of the parents has similar ideas as to how to care for children.

The maternal preferences for in-the-home care by a relative and for caregivers who provide care similar to that which mothers would provide seems to indicate that one of the factors that effects maternal satisfaction with substitute child care may be the similarity between the child rearing attitudes of the mother and the child rearing attitudes of the person who provides substitute care for the child.
A computer search of ERIC, Psychological and Sociological Abstracts, and Dissertation Abstracts, and a review of research of current journals failed to identify studies which attempted to explore the relationship between maternal satisfaction with child care and the similarity of mother and caregiver child rearing attitudes.

Statement of the Problem

This study attempted to gain information related to the following questions:

1. Do the child rearing attitudes of a mother differ from the child rearing attitudes of the caregiver that she has selected for her child?

2. If the child rearing attitudes of a mother and caregiver differ, does the mother indicate less satisfaction with the child care situation than the mother whose attitudes are similar to her caregiver?

Need of the Study

If it is found that it is important for mothers to choose caregivers whose child rearing attitudes are similar to their own, some assistance could be offered to them in the selection of an appropriate child care situation. In the United States, each state has an agency which licenses day care centers and family day care homes. In most states, this responsibility is designated to the Department of Social Services. In the licensing process, caregivers could be encouraged to complete a child rearing attitudes assessment. Mothers who seek child care situations for their children could be encouraged to contact the licensing agency and complete the same assessment. The results of these assessments could be compared and
matched, giving the mother an opportunity to contact caregivers whose attitudes toward child rearing are similar to her own.

Assumptions of the Study

The following assumptions were made in this study:

2. The mother is the family member who makes most of the arrangements for substitute child care.
3. The employed mother is the parent who has the most regular contact with the caregiver and has the most information on which to evaluate the child care situation.
4. Child care satisfaction has a greater effect on the fulfillment of the maternal role than on the fulfillment of the paternal role.

Definitions of the Study

Family Day Care Home--a private home which has met the licensing requirements of the State of South Dakota in order to provide child care to children whose parent(s) are away from the home for some portion of the day. The license limits the number of children in this home to six.

Day Care Center--a group facility which has met the licensing requirements of the State of South Dakota in order to provide child care to children whose parent(s) are away from the home for some
portion of the day. The license permits the enrollment of more than six children in the facility.

Caregiver--a person who provides care for children in the absence of their parent(s). Caregiver may be used interchangeably with mother-substitute, babysitter, and family day care operator.

Care receiver--the mother of a child who is receiving care in a family day care home or a day care center.

**Scope of the Study**

The scope of this study is limited to the caregivers who operate licensed family day care homes in the five county area that is assigned to the Brookings office of the Department of Social Services and the mothers who use the services of the licensed family day care homes. It does not include the licensed day care centers in this area. The study is further limited to those caregivers and mothers who were willing to respond to a mailout questionnaire after two attempts were made to contact these people to encourage their participation.
Chapter II

REVIEW OF LITERATURE

Types of Substitute Child Care

In 1958, the Bureau of the Census and the Children's Bureau of the Department of Health, Education and Welfare cooperated in conducting a survey of the child care arrangements of children under 12 years of age whose mothers worked full-time. This early study indicated that most supplementary child care was provided by relatives in the child's home. At that time, only 20 percent of the children under 12 years of age were cared for out of their home by non-relatives. Eight percent of the children in this age range had no arrangements made for them; while two percent of the children were cared for in group care facilities (Lajewski, 1959).

In 1968, Ruderman conducted a nation-wide survey sponsored by the Child Welfare League of America to learn about the arrangements that working mothers made for the daytime care of their children. In-home interviews were conducted with 4236 women in four geographical areas of the United States, namely the Northeast, the North Central, the South and the West. Of the 4236 women who responded to the survey, 1146 were working mothers with at least one child under 12 years of age. The working mothers were asked about the type of child care arrangements that they made for their children. The majority of the reported arrangements, 73 percent,
were in-home arrangements. Twenty-three percent of all in-home care and supervision was provided by the father of the children. Seventeen percent of all in-home arrangements were made with other relatives (other than father or siblings). In this category, Grandmothers outnumbered all "other relatives" as the selected caregiver. Twelve percent of all in-home arrangements were made with children providing care for themselves; and three percent of in-home care was provided by the mother while she was working. The remaining 27 percent of the child care arrangements were made with relatives, eleven percent with neighbors, friends, or babysitters and four percent with child care centers.

The findings of the Ruderman study lent supportive evidence to the findings of a study done at about the same time by Low and Spindler and reported in "Day Care Facts" (1973). This study indicated that almost half of the preschool children whose mothers worked were cared for in their own home, about a third in someone else's home, and a little more than five percent in group care facilities. The remainder of the children were cared for in "other arrangements" including care by their mother while she worked and self-care.

Although the percentage of children cared for in each type of substitute child care situation differs in these early studies, the general trend is consistent: the majority of working mothers arrange substitute child care in their own homes with a relative providing the care and supervision. Their second choice is
out-of-home care by a non-relative. Their third choice is out-of-home care in a group care facility.

Two studies implemented with low-income families (Smith and Herberg, 1972 and Tucker and Zell, 1975) indicated that working women who head households preferred to have their children cared for by relatives. Smith and Herberg (1972) interviewed 318 welfare mothers who were referred to the Work Incentive Program (WIN) in Detroit, Chicago, and Cleveland. The women comprised a representative sample of WIN clients in each area.

Most of the mothers used and preferred in-home care for their children. It was found however, that the preferred arrangements varied with the age of the child. Informal arrangements with a relative or sitter were the most popular. Day care centers were preferred for children who were three to five years old. Mothers preferred to have adolescents stay at home by themselves. Tucker and Zell (1975) interviewed (by telephone) 123 low-income single mothers with children under 12 years of age in the Cleveland area. Thirty-nine percent of these women had selected relatives to care for their children. Thirty-two percent selected non-relatives, and 18 percent were taking their children to a day care center.

An extensive study of family day care, the Field Study of Neighborhood Day Care, reported that "the ratio of family day care arrangements to other types of child care, usually in the child's home, was approximately 1 to 2" (Emlen, and others, 1971, p. 19). The authors suggested that this ratio was higher than the expected
ratio judging from the data in the Low and Spindler (1968) study and that they were not in a position to evaluate the causes for this difference.

**Selection of Substitute Child Care**

The fact that each of the available studies dealing with the selection and evaluation of substitute child care selected working mothers as subjects seems to indicate that researchers see the mother as the person who arranges for substitute child care. A study of day care services in Tennessee (Ayers, 1973) assessed this situation by asking mothers to indicate which of the parents made the arrangements for substitute child care. The findings of the study support the assumption that mothers almost always make the necessary child care arrangements.

There is some indication that the majority of mothers find their substitute child care situation through an informal information system. Allen (1971) found that mothers depend on the recommendations of other working mothers to locate their child care services. Perry (1961), in a study of the mother substitutes of employed mothers, found that the majority of mother substitutes found their employment through informal arrangements. The report states:

The process through which mother substitutes obtained their positions was generally informal. Only four out of the 82 obtained their jobs with the aid of an employment agency. The remainder were hired through hearing from friends that a particular mother needed someone to care for her children, a mother's learning that a particular person
was looking for children to care for, or the parents knowing the mother substitute and asking her to take the job (Perry, 1961, p. 183).

Ayer's study (1963) examined the families that had received or were receiving day care services through two day care centers in Cookeville, Tennessee. These day care centers were receiving federal funds for the provision of day care and one of their major goals was to improve the day care services to low-income families. The findings of this study indicate that the majority of families gained information about the day care centers through a social worker.

The report of a day care demonstration project conducted in eight Southern states indicated that parents do not necessarily rely on using only licensed child care services. The eight states in the project reported a total of 1600 licensed family day care homes. Yet, 360,000 children were estimated to be receiving care outside of their homes. These figures indicate that for every licensed home providing care there could, hypothetically, be 225 homes providing care without a license. The report states:

Parents willingness to place their children in unlicensed homes in states that license may stem from their ignorance of the law. However, it may reflect their willingness to accept responsibility and to depend on their own ability to judge the family day care situation that meets their own standards for their children (Galambos, 1971, p. 5).
Evaluation of Substitute Child Care

A study of mother substitutes of employed mothers done by Perry in 1961 indicated that employed mothers do have a set of standards by which they judge their mother substitutes. Perry's study was conducted to ascertain whether there were any significant differences in the adjustment of preschool children between the ages of three and five whose mothers worked and who were experiencing a variety of child care situations. Although it was not intended to be the primary focus of the study, Perry also collected descriptive material concerning the employed mother-mother substitute relationship. As it turned out, this information became the most significant finding of the study. Perry stated:

The employed mothers had definite ideas of the characteristics of a desirable mother substitute. Since they often mentioned more than one characteristic, the following list includes only items considered important by five or more employed mothers. The characteristics, in order of frequency mentioned, were that the mother substitute should: (1) like children, (2) be able to control them, (3) have good character—be dependable, responsible, trustworthy, conscientious, (4) have high moral standards, (5) understand children's thinking—get down to their level, (6) be able to care for the child's bodily needs, (7) be a mature person, (8) be intelligent and imaginative, (9) maintain a helpful relationship with the child, and (10) have experience with children (Perry, 1961, p. 183).

Perry speculated that the "employed mothers" descriptions of the "ideal" mother substitute may have been similar to their views of themselves as mothers. He stated:

The employed mothers were fairly successful in finding and keeping the kind of mother substitute that they wanted, and the treatment of the children was not radically different from that which they would have received from their mothers had they not been working (Perry, 1961, p. 189).
Ayers' study (1973), done 12 years after Perry's found that parents listed some of the same characteristics as the mothers in Perry's sample. When asked to list the desirable characteristics of persons working with children in day care centers, the parents listed:

(1) likes children (51.3 percent), (2) has patience (47.2 percent), (3) well-educated (16.4 percent), and (4) other (39.5 percent), the "other" category included such things as "should be mature, should be very confident, should be strict, should be specialized in child education, and should be young" (Ayers, 1973, p. 81).

Ayers' study also found that one of the criteria that is most important to parents in selecting day care is the program benefits to the child. This information differs from that found in other studies which found that cost, proximity, and convenience for parents were the most important criteria for selection of substitute child care (Westinghouse-Westat, 1971, Sales and Torres, 1971, and Handler, 1973). Collins found that:

The working mother may interview a number of family day care mothers and make her selection of services based on the day care arrangement which most agrees with her child rearing philosophy and values (Collins, 1966, p. 135).

Satisfaction with Substitute Child Care

As a part of the Pennsylvania Day Care Study Project, Harrell and Ridley (1973) investigated the relationships among mother's work satisfaction, satisfaction with substitute child care, and the quality of mother-child interaction. The sample for this study was randomly selected from a population of intact
families from urban and rural Pennsylvania who had either one child or more enrolled in day care or who had their name on a day care waiting list. Employed mothers were the subjects of the study. Structured interviews were conducted with the mothers in which they responded to two scales and a questionnaire. The scales used were the Parent Satisfaction with Child Care Scale (Myers et al., 1972) the Bullock Scale of Job Satisfaction (Bullock, 1952) and the Parent-child Interaction Questionnaire (Myers et al., 1972). The authors hypothesized that: (1) there is a positive relationship between maternal satisfaction with substitute child care and maternal work satisfaction; (2) there is no relationship between satisfaction with substitute child care and the quality of mother-child interaction; and (3) there is a positive relationship between maternal work satisfaction and the quality of mother-child interaction. Correlations were computed to test each of the hypotheses. The analysis indicated that the correlation of satisfaction with substitute child care and work satisfaction was significant to the .01 level and the correlation between work satisfaction and the quality of mother-child interaction was significant to the .02 level of probability. The null hypothesis that there is no relationship between satisfaction with substitute child care and the quality of mother-child interaction was not significant and the null hypothesis was not rejected.

The positive relationship between maternal satisfaction with child care and maternal work satisfaction has been suggested by
another study (Woods, 1972) which found that the mother's positive attitude towards employment was related to the child's adjustment and that her satisfaction with child care arrangements contributed to her positive attitude toward employment. The sample for this study was low-income employed mothers who were often single parents in contrast to the employed mothers from intact families in the Harrell-Ridley (1973) study.

The positive relationship between work satisfaction and satisfaction with substitute child care lends some support to the suggestion that mothers who are satisfied with their child care arrangements may find work more satisfying because they are relieved of the concern and guilt surrounding their employment.

An investigation of the available literature indicates that most employed mothers are able to find substitute child care situations that are at least minimally satisfying to them. Perry's study (1961) found that only one percent of the changes of mother substitutes made by the employed mothers were made because of dissatisfaction with the child care services. The most common reasons for changing mother substitutes were moving on the part of either the employed mother or the mother substitute, wanting a sitter closer to home, hiring mother substitutes on a temporary basis, and disagreement about the cost of care. Donoghue (1972) found that 92 percent of the employed mothers who were using a family day care home would choose the same mother substitute again if given the choice. She also found that the mother's satisfaction with the
child care arrangement was independent of her work role satisfaction and of her satisfaction with her relationship to her child. Smith and Herberg (1972) found that low-income mothers in their study were, on the whole, satisfied with their child care arrangements. Sixty-one percent said they were very satisfied, and two percent were very unsatisfied. The reasons that they listed for dissatisfaction were poor physical care and supervision, inconvenience, and cost. The satisfied mothers listed as reasons for their satisfaction: (a) an affectionate relationship with child, (b) good care and supervision, and (c) caregivers trustworthiness and dependability. Tucker and Zell’s study of low-income employed mothers (1975) found that only fifty percent of the mothers were satisfied with child care, forty-six percent were unsatisfied, and four percent were undecided. Fifty-one percent of these women used non-relatives as babysitters. When the non-relative cared for the children in the home, ninety percent of the mothers were dissatisfied. This may account for the difference from other studies as the percentage of children cared for by non-relatives in this study is higher.

Satisfaction with child care does not seem to be limited to any particular type of care. Emelen (1973) found that an "overwhelming majority of our working mothers reported that they were satisfied with their family day care arrangements" (p. 19). In Tucker and Zell's study, (1975) day care centers generated the
highest rate of satisfaction by the mother's who selected this type of care.

There is some speculation that the quality of the mother-caregiver interaction has some effect on the mothers satisfaction with child care. The Neighborhood Family Day Care Study Project (Emlen, 1971) compared the satisfaction with family day care of mothers who were friends with their caregiver prior to the arrangement and mothers who were strangers to their caregiver. The project found that there was no significant difference in satisfaction based on the prior acquaintance of the mother and her caregiver. Evidently with mothers and caregivers who started out as friends, the friendship may be a bond that holds the day care arrangement together. Mothers and caregivers who start out as strangers tended to develop a positive relationship and may in fact become friends. Handler (1973) found that parents who were dissatisfied with a day care center interacted considerably less frequently with staff members than did parents who were satisfied. The relationship between mothers and their caregivers has not been studied extensively. At the present time, a project is underway at the Merrill-Palmer Institute which will contribute information to this relationship. The preliminary findings as reported by Powell (1977) indicate that 48.7 percent of the parents and 27 percent of the caregivers were satisfied with the present level of communication between center staff and parents of children in day care centers.
Work Satisfaction and the Maternal Role. The findings of the Harrell-Ridley study point toward the importance of the employed mother experiencing work satisfaction due to its effect on the mother-child relationship. Other researchers have attempted to explore the possible effects of maternal employment on the fulfillment of the maternal role. An early study (Hoffman, 1963) found that:

The working mother who likes working is relatively high positive affect toward the child, uses mild discipline, and tends to avoid inconveniencing the child with household tasks; the child is relatively nonassertive and ineffective. The working mother who dislikes working on the other hand, seems less involved with the child altogether and obtains the child's help with tasks; the child is assertive and hostile (Hoffman, 1963, p. 102).

A study conducted by Yarrow and Coworkers (1962) suggested that although the satisfied working mother may not be as adequate a parent as the satisfied non-working mother, she is more adequate than the dissatisfied non-working mother. Baruch (1972) found that children of working mothers tend to have a more positive attitude toward their mother's employment when the employment is accompanied by a minimum of conflict and strain for the mother.

Powell (Hoffman, 1963) investigated the effect of employment on the child rearing attitudes of employed mothers. She noted that it was frequently implied that there was a relationship between maternal employment and maladjustment of children. She further states that "increasing evidence points to the importance of maternal attitudes in the personality development of children"
(Powell, 1963, p. 128). The study attempted to study the relationship among maternal employment, characteristics of children, and maternal attitudes which affect children. This study failed to present any information which would support the belief that maternal employment has a negative affect on the personality development of children. There was also no evidence that maternal employment affects the child rearing attitudes of a mother of preschool, school-age, or adolescent children.

Summary

Studies conducted by the Bureau of the Census, the Children's Bureau (Lajewski, 1958), and the Child Welfare League of America (Ruderman, 1968) found that the majority of working mothers arranged substitute child care in their own homes with a relative or non-relative providing the care and supervision. Their second choice was out-of-home care by a non-relative, while their third choice was out-of-home care in a group care facility. These studies appear to be the most recent large scale investigations of the use of substitute child care. More recent studies focus on other aspects of maternal employment and tend to study working mothers who are low-income, single, and/or heads of households. Two of these studies (Smith and Herberg, 1972 and Tucker and Zell, 1975) asked working mothers about the type of substitute child care they were using. Most of the mothers used and preferred in-home care by a relative. It was found that the preferred arrangements varied with the age of the child. Day care centers were preferred for children
who are three to five years old. Mothers preferred to have adolescents stay by themselves. The increasing preference for day care centers for three to five year olds may be related to the increase in the availability of these centers, particularly for people who qualify for low-income programs.

The working mother is almost always the family member who is responsible for selecting and evaluating substitute child care (Ayers, 1973). The majority of working mothers find their caregiver through an informal information system, perhaps another working mother or a friend (Perry, 1961). Parents do not necessarily rely on using a licensed child care facility or a licensed family day care home (Galambos, 1971).

Perry's study (1961) found that employed mothers do have a set of standards by which they judge their caregivers. The employed mothers seemed to describe the "ideal" mother substitute similarly to their views of themselves as mother. The employed mothers seemed to prefer and were able to find caregivers whose treatment of children was not radically different from that which they would have received from their own mothers if they were not working. Twelve years after Perry's study, Ayers (1973) found that parents listed some of the same desirable characteristics as the mothers in Perry's sample. The parents wanted their caregivers to (1) like children, (2) have patience, (3) be well-educated, (4) be mature and confident, (5) be strict, (6) be specialized in child education, and (7) be young. Other studies of substitute child
care have indicated that program benefits (Ayers, 1973), cost, proximity, and convenience for parents (Westinghouse-Westat, 1971, Sales and Torres, 1971, and Handler, 1973) were the most important criteria for evaluating the child care situation. Collins (1966) suggested that working mothers made their selection of services based on the arrangement that most closely agreed with their child rearing philosophy and values.

Harrell and Ridley investigated the relationships among mother's work satisfaction, satisfaction with child care, and the quality of mother-child interaction. The findings of this study along with those of Woods (1972) indicate that it is very important for mothers to experience work satisfaction due to the effect upon mother-child interaction and the personal adjustment of children. These studies lend some support to the suggestion that mothers who are satisfied with their child care arrangements may find work more satisfying because they are relieved of the concern and guilt surrounding their employment.

Most employed mothers are able to find substitute child care situations that are at least minimally satisfying to them. Perry (1961) found that only one percent of the changes in family day care situations were made because of dissatisfaction with the caregiver. The most common reasons for changing child care situations were moving on the part of either the caregiver or the child's family, wanting a caregiver who lived closer to the family home, hiring the caregiver for only a temporary arrangement,
and disagreement about the cost of care. Satisfaction with child care does not seem to be limited to any particular type of arrangement. There is some speculation that the quality of mother-caregiver interaction has an effect on the mother's satisfaction with child care. This relationship has not been extensively studied. A project at Merrill-Palmer Institute is currently examining this relationship. Handler (1973) found that parents who were dissatisfied with a day care center interacted considerably less frequently with staff members than did parents who were satisfied.

Several researchers have attempted to explore the possible effects of maternal employment on the fulfillment of the maternal role. These studies have suggested that maternal employment does not have a negative effect on maternal role fulfillment in situations where mothers like working (Hoffman, 1963 and Yarrow and others, 1962) and when their employment is accompanied by a minimum of strain and conflict (Baruch, 1972).
Chapter III

METHODS AND PROCEDURES

Target Population and Method of Sampling

The target population of this study is all of the licensed family day care operators, hereafter referred to as caregivers, in the five county area which is assigned to the Brookings office of the South Dakota Department of Social Services and all of the mothers, hereafter called care receivers, whose children receive care in these licensed family day care homes. Brookings is located in the East-central portion of the state of South Dakota which is a rural and agricultural environment. The majority of the subjects lived in a small town or city in this area.

No attempt was made to control the variables of socio-economic status, marital status, or educational background of either the licensed caregivers or the care receivers as this information is not relevant to the study.

A computerized list of the licensed family day care homes in the Brookings area was obtained from the Department of Social Services. There were 76 licensed caregivers on this list. A random sample of 45 caregivers was selected for the first mailing of the questionnaire. As the questionnaires were returned, it was found that approximately 50 percent of the licensed caregivers were not providing care to children, and were therefore, not eligible to
participate in the study. This percentage was much higher than the anticipated number of inactive caregivers. Due to this reduction in the number of prospective subjects, a decision was made to include the remaining 31 caregivers that had been eliminated by the random sampling procedure. Thus, all 76 licensed caregivers were included in the study.

As a part of the questionnaire, the caregivers were asked to list the names, addresses, and telephone numbers of all of the care receivers (mothers) who used their day care home. Ninety-five care receivers were listed by the responding caregivers.

A total of 171 questionnaires were sent to caregivers and care receivers. A summary of their responses is found in Table 1. Sixty-two caregivers (83.7 percent) responded to the questionnaire. Of this number, 33 (53.2 percent) were providing care for children. Twenty-nine (46.8 percent) indicated that they were not providing care for children and thus could not participate in the study. A total of fifty (52.1 percent) care receivers responded to the questionnaire. This group represented 26 caregivers as some of them used the same family day care home.

Materials and Instrumentation

Questionnaire. Two brief questionnaires were developed for the purpose of obtaining information from the subjects. These were entitled Information Sheet. One questionnaire was used for the caregivers and the other questionnaire was used for the care receivers.
### Table 1

**Summary of Care Receiver and Caregiver Responses**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Questionnaires Sent</th>
<th>Questionnaires Returned</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care Receivers</td>
<td>95</td>
<td>50</td>
<td>52.1</td>
</tr>
<tr>
<td>Caregivers</td>
<td>76</td>
<td>Active: 33* Inactive: 29</td>
<td>83.7</td>
</tr>
<tr>
<td>Totals</td>
<td>171</td>
<td>112</td>
<td>65.0</td>
</tr>
</tbody>
</table>

*As can be noted, only 53.2 percent of the licensed caregivers who returned the questionnaire were providing child care services at the time of the study.*
The caregiver questionnaire (Appendix A) was coded with a 4-digit identification number. The caregiver was asked to respond to questions concerning age, marital status, family size, and caregiver status. Following the completion of this section, the caregivers were asked to identify the care receivers who used their services. They were also asked to list the number of hours per week that each child spent in their home.

The care receiver questionnaire (Appendix A) contained a 4-digit identification number that had been assigned on the caregiver questionnaire. The care receivers were asked to respond to questions concerning age, marital status, family size, the number of hours per week that they used the home, as well as the length of time that they had been using the home. They were also asked if they had used any other family day care home; and if so, why they had changed homes.

Scales. Two attitude scales were used in this study. The Parental Attitude Research Instrument (Appendix B), hereafter called the PARI, and the Parent Satisfaction with Family Day Care Scale (Appendix B). The PARI was completed by the caregivers. Care receivers completed the PARI and the Parent Satisfaction with Family Day Care Scale.

The PARI was developed by Schaeffer and Bell in 1958. The original PARI contained 115 items in 23 subscales. In 1959, Zuckerman revised the instrument to control acquiescence response
set; he reversed several of the items. In 1969, Cross and Kawash shortened the original 115 items to 45 items by deleting subscales. This revised instrument was, according to the authors, a useful instrument for assessing authoritarian attitudes toward child rearing.

Sims and Paloucci (1975) evaluated the shortened form of the PARI using cluster analysis techniques. From their data, they developed ten new clusters (subscales) and a residual category to replace the original 23 subscales. The newly formed subscales are:

1. Parents are "All-wise"
2. Children Should Be Treated As Equals
3. Child Should Trust Only Parents
4. Unquestioned Loyalty
5. Deception
6. Children are Demanding
7. Occasional Dissatisfaction with Parenting
8. Frequent Dissatisfaction with Parenting
9. Homemaking is Being Trapped in a Dull Job
10. Homemaker Would Like to Get Out
11. Residuals

Sims and Paloucci's form of the PARI was used in the present study. The Rejection of Homemaking subscales were omitted due to their lack of relationship to this study. Although the items in the Residual category were used in the collection of data, they were
not included in the data analysis due to the low reliability coefficient generated in the psychometric analysis.

The items were rated on a four point fixed response scale. The response choices are: (1) Strongly Agree, (2) Mildly Agree, (3) Mildly Disagree, and (4) Strongly Disagree. The possible score ranged from 45-180 with low scores indicating strong agreement with the item and high scores indicating strong disagreement. A psychometric analysis was performed on the data retrieved in the present study.

The reliability of the FARI by subscale (Table 2) was somewhat lower than that which was reported by Sims and Paloucci (1975). They stated that the "internal consistency of each newly formed cluster (subscale) quite acceptable ... all above 0.55 with the exception of the Homemaker Would Like to Get Out cluster (0.47) which contains only two items" (p. 728). The overall reliability composite in the present study was .60.

The Parent Satisfaction with Family Day Care Scale (Myers and Others, 1972) was developed to assess a parent's overall satisfaction with substitute child care. It was developed as a part of the Pennsylvania Day Care Project which was conducted at Pennsylvania State University. This scale is copyrighted and written permission was received from the project director (Appendix C) to use the scale. The scale contains 12 items which were developed from information obtained by Perry (1961), from communications with personnel at a day care center, and from pilot
<table>
<thead>
<tr>
<th>Subscale</th>
<th>Number of Items</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are &quot;All-wise&quot;</td>
<td>7</td>
<td>0.59</td>
</tr>
<tr>
<td>Children Should Be Treated As Equals</td>
<td>7</td>
<td>0.66</td>
</tr>
<tr>
<td>Children Should Only Trust Parents</td>
<td>3</td>
<td>0.46</td>
</tr>
<tr>
<td>Unquestioned Loyalty</td>
<td>5</td>
<td>0.51</td>
</tr>
<tr>
<td>Deception</td>
<td>5</td>
<td>0.61</td>
</tr>
<tr>
<td>Children Are Demanding</td>
<td>3</td>
<td>0.53</td>
</tr>
<tr>
<td>Occasional Dissatisfaction With Parenting</td>
<td>3</td>
<td>0.41</td>
</tr>
<tr>
<td>Frequent Dissatisfaction With Parenting</td>
<td>3</td>
<td>0.44</td>
</tr>
<tr>
<td>Residual</td>
<td>9</td>
<td>-0.18</td>
</tr>
<tr>
<td>Composite Score</td>
<td>45</td>
<td>0.60</td>
</tr>
</tbody>
</table>

*Coefficient Alpha (Cronbach, 1951)
interviews with employed mothers who used a day care center. The items assess the degree of satisfaction with the following aspects of child care:

1. Convenience
2. Dependability
3. Price
4. Competence of caregiver
5. Teaching of the children
6. Discipline
7. Love and Understanding
8. Nutrition
9. Feelings about leaving child at Family Day Care Home
10. Child's feelings about going to Family Day Care Home
11. Husband's feelings about the Family Day Care Home
12. Overall feelings about Family Day Care

The items are rated on a five point fixed-response scale ranging from extremely positive to extremely negative.

For the purposes of this study item 11 was omitted. This item asks, "How would you say your husband feels about the family day care home?" It was anticipated that some of the mothers would be single parents and could not respond to this item. Therefore, the scale used contains 11 items with the possible score ranging from 11-55. The low scores represent high satisfaction with family day care, while the high scores represent dissatisfaction with the child care situation.
Design

The relationship between maternal (care receiver) satisfaction with family day care and the similarity of care receiver and caregiver child rearing attitudes was investigated by assessing the child rearing attitudes of caregivers and the care receivers who use their services. The PARI was used for this assessment. A comparison of the scores of each caregiver and her care receiver(s) was made to ascertain whether caregivers and care receivers have similar child rearing attitudes. The difference between the caregivers and the care receiver's score was expressed as a discrepancy score.

Maternal satisfaction with family day care was assessed by the Parent Satisfaction with Family Day Care Scale. Scores on the satisfaction scale were correlated with the discrepancy scores from the PARI to examine potential relationships between satisfaction and similarity of child rearing attitudes.

Data Collection

A letter of introduction, a letter of endorsement from the Department of Social Services, a questionnaire, and a copy of the PARI was sent to each of the caregivers. The caregivers were asked to return the questionnaire and the PARI in the stamped, self-addressed envelope. The questionnaire included a section which asked the caregiver to list the name, address, and telephone number of each mother whose child received care in their family day care home.
Upon receipt of the returned caregiver questionnaire, a letter of introduction, a questionnaire, a copy of the PARI, and a Parent Satisfaction with Family Day Care Scale was sent to each mother whose name was listed. This process was used to identify mothers who use the day care home. The caregiver was assigned a four-digit code number, e.g. 0100. The mothers (care receivers) who used the home were assigned a four-digit code number in which the first two digits corresponded with the caregiver's number and the last two digits distinguished them from the other care receivers who used the home, e.g. 0101, 0102, 0103.

Caregivers who had not returned the forms after 15 days were contacted by telephone to inquire as to whether they had received the forms and to encourage them to participate in the study. If they did not have a telephone or could not be reached by telephone, a post card was sent to encourage their participation.

Care receivers who had not returned the forms after 15 days were sent a postcard encouraging them to participate in the study.

Data Analysis

The Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975) was used in conjunction with the computer at South Dakota State University to obtain statistical analyses of the data.

Descriptive statistics were used to summarize the raw data obtained from the two attitude scales and from the items on the Information Sheet. Means, standard deviations, and reliability
coefficients were computed by item, subscale and composite score for the PARI and the Parent Satisfaction with Family Day Care Scale. Frequencies were computed for the items on the Information Sheet.

Discrepancy scores (the difference between the caregiver and care receiver scores on the PARI) were hand scored. Means, standard deviations, and reliability coefficients were computed by item, subscale, and composite score for the discrepancy scores.

The correlation between the discrepancy scores on the PARI by subscale and composite score and the Parent Satisfaction with Family Day Care Scale was analyzed by using a stepwise forward regression procedure (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975). The stepwise forward regression process is a descriptive multiple linear regression technique which begins with \( k(n-1) \) maximum) predictor variables and the one criterion variable (in the present case satisfaction with family day care is the criterion variable). The one predictor variable that contributes the most to the prediction of the criterion variable is identified first and each succeeding step adds the next best predictor from the remaining predictor variables. The variable to be added at each step is chosen on the basis of providing the largest gain in the multiple correlation coefficient \( R \).
CHAPTER IV

RESULTS

Description of Subjects

The Information Sheet provided data about the personal characteristics of the subjects. Characteristics recorded for the caregivers were: (a) age, (b) marital status, (c) family size, by age of children and caregiver status. Characteristics recorded for the care receivers were: (a) age, (b) marital status, (c) family size, by age of children, (d) length of time used home, (e) number of hours per week used the home, (f) previous use of family day care home, and (g) reasons for changing family day care home.

Age. Ninety-four percent \((n = 47)\) of the care receivers ranged from 20-40 years of age. Four percent \((n = 2)\) were under 20 years of age. Two percent \((n = 1)\) were between 40-50 years of age. The caregivers were slightly older than the care receivers. They ranged from 20-69 years of age. Forty-two percent \((n = 11)\) were 20-29 years old. Thirty-two percent \((n = 8)\) were 30-39 years old, 12 percent \((n = 3)\) were 40-49 years old, eight percent \((n = 2)\) were 50-59 years old, and eight percent \((n = 2)\) were over 60 years of age.
Marital Status. Sixty-six percent (n = 33) of the care receivers were married. Twenty-eight percent (n = 14) were divorced, and six percent (n = 1) were single. A higher percentage, 92 percent (n = 24), of the caregivers were married. There were no divorced caregivers; 3.8 percent (n = 1) of the caregivers were single and 3.8 percent (n = 1) were widowed.

Family Size. Fifty-six percent (n = 28) of the care receivers had one child, 32 percent (n = 16) had two children, 12 percent (n = 6) had three to seven children. The majority of the care receivers, 90 percent (n = 45), had children under six years of age. Thirty-four percent (n = 17) of the care receivers had children under 13 years of age. The caregivers had larger families. Thirty-five percent (n = 9) had two children; 23 percent (n = 6) had three children, and 23 percent (n = 6) had four to seven children. The ages of the children were slightly higher than those of the care receiver. Fifty-four percent (n = 14) had children under six years of age; 65 percent (n = 17) had children under 13 years of age, 23 percent (n = 6) had children under 18 years of age, and 18 percent (n = 5) had children 19 years old or older.

Use of Family Day Care. The care receivers have used their day care homes for varying amounts of time. The length of time ranged from 3 weeks to six years. The mean length of time was 13 months; the median was 8 months.
The number of hours per week that the care receivers used the home ranged from 5 hours to 50 hours with a mean of 28.86 hours, a median of 32.50 hours, and a mode of 40.00 hours. Sixty-four percent of the care receivers used the home for more than 20 hours each week.

Fifty-eight percent (n = 29) of the care receivers had used a family day care prior to this home. The most common reasons for changing day care homes were: (1) mother dissatisfied with care (20 percent), (2) caregiver discontinued child care (16 percent), (3) caregiver or family moved (10 percent), (4) home inconvenient for parent (six percent), (5) disagreement about the cost of care (two percent), (6) caregiver dissatisfaction with arrangement (two percent), and (7) death of the caregiver (two percent).

Differences in Caregiver and Care Receiver Attitudes

Caregiver and care receiver scores on the PARI were computed by subscale and composite score (Table 3) and reveal a mean score of 67.99 (possible scores ranged from 36-144)\(^1\), a standard deviation of 7.01.

Analysis of the data reveals that these care receivers did have attitudes that differ from their caregivers, however, there was not a sizeable difference in their attitudes. The discrepancy scores

\(^1\)Due to the low reliability coefficient, -0.18, the nine items in the residual category were deleted in further analysis.
<table>
<thead>
<tr>
<th>Subscale</th>
<th>Number of Items</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are &quot;All-wise&quot;</td>
<td>7</td>
<td>12.11</td>
<td>2.56</td>
</tr>
<tr>
<td>Children Should be Treated As Equals</td>
<td>7</td>
<td>10.46</td>
<td>2.65</td>
</tr>
<tr>
<td>Children Should Trust Only Parents</td>
<td>3</td>
<td>7.60</td>
<td>1.93</td>
</tr>
<tr>
<td>Unquestioned Loyalty</td>
<td>5</td>
<td>7.83</td>
<td>2.09</td>
</tr>
<tr>
<td>Deception</td>
<td>5</td>
<td>15.71</td>
<td>2.57</td>
</tr>
<tr>
<td>Children are Demanding</td>
<td>3</td>
<td>8.05</td>
<td>1.95</td>
</tr>
<tr>
<td>Occasional Dissatisfaction With Parenting</td>
<td>3</td>
<td>5.00</td>
<td>1.77</td>
</tr>
<tr>
<td>Frequent Dissatisfaction With Parenting</td>
<td>3</td>
<td>1.22</td>
<td>.98</td>
</tr>
<tr>
<td>Composite Score</td>
<td>36</td>
<td>67.99</td>
<td>7.01</td>
</tr>
</tbody>
</table>
as summarized in Table 4 indicated that the mean for the difference between caregiver and care receiver scores on the PARI was 31.8 (possible discrepancy ranged from 0-108). There were no care receivers who had scores exactly the same as their caregivers; the largest discrepancy was 45 points. The mean of 31.8 indicates that care receivers' and caregivers' discrepancy scores are, on the average, less than 30 percent of the possible discrepancy.

Satisfaction with Family Day Care

The care receiver scores (Table 5) on the Parent Satisfaction with Family Day Care revealed a composite mean of 21.18 (possible scores ranged from 11-55) indicating a moderate degree of satisfaction with family day care. The composite score reliability coefficient (coefficient Alpha) on the Parent Satisfaction Scale was .91.

Means of individual items on the scale ranged from 1.78 to 2.20 (individual item scores were rated from 1-5 with 1 indicating extreme satisfaction and 5 indicating extreme dissatisfaction).

Correlation of Discrepancy Scores and Satisfaction Scores

A stepwise forward regression procedure (Nie, Hull, Jenkins, Steinbrenner and Bent, 1975) was used to explore the relationship between satisfaction with family day care and dissimilarity of child rearing attitudes. In otherwords, the individual discrepancy scores as manifested by the care receivers in comparison to the caregivers on the PARI were used as predictors of the satisfaction
### TABLE 4
SUMMARY TABLE OF DISCREPANCY SCORE MEANS AND STANDARD DEVIATIONS

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Number of Items</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are &quot;All-wise&quot;</td>
<td>7</td>
<td>5.82</td>
<td>2.30</td>
</tr>
<tr>
<td>Children Should be Treated As Equals</td>
<td>7</td>
<td>4.12</td>
<td>2.13</td>
</tr>
<tr>
<td>Children Should Only Trust Parents</td>
<td>3</td>
<td>3.24</td>
<td>1.61</td>
</tr>
<tr>
<td>Unquestioned Loyalty</td>
<td>5</td>
<td>4.80</td>
<td>2.00</td>
</tr>
<tr>
<td>Deception</td>
<td>5</td>
<td>4.48</td>
<td>2.13</td>
</tr>
<tr>
<td>Children are Demanding</td>
<td>3</td>
<td>3.16</td>
<td>1.27</td>
</tr>
<tr>
<td>Occasional Dissatisfaction with Parenting</td>
<td>3</td>
<td>3.30</td>
<td>1.54</td>
</tr>
<tr>
<td>Frequent Dissatisfaction with Parenting</td>
<td>3</td>
<td>2.88</td>
<td>1.54</td>
</tr>
<tr>
<td>Composite Score</td>
<td>36</td>
<td>31.80</td>
<td>5.99</td>
</tr>
<tr>
<td>Item</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>1. Convenience</td>
<td>1.98</td>
<td>0.89</td>
<td></td>
</tr>
<tr>
<td>2. Dependability</td>
<td>1.76</td>
<td>0.87</td>
<td></td>
</tr>
<tr>
<td>3. Cost</td>
<td>1.94</td>
<td>0.89</td>
<td></td>
</tr>
<tr>
<td>4. Competence of People</td>
<td>1.84</td>
<td>0.79</td>
<td></td>
</tr>
<tr>
<td>5. Teach New Things</td>
<td>2.12</td>
<td>0.89</td>
<td></td>
</tr>
<tr>
<td>6. Discipline</td>
<td>1.92</td>
<td>0.82</td>
<td></td>
</tr>
<tr>
<td>7. Love and Understanding</td>
<td>1.94</td>
<td>0.81</td>
<td></td>
</tr>
<tr>
<td>8. Nutrition</td>
<td>2.20</td>
<td>0.90</td>
<td></td>
</tr>
<tr>
<td>9. Mother's Feelings About Leaving Child at FDC Home</td>
<td>1.82</td>
<td>0.80</td>
<td></td>
</tr>
<tr>
<td>10. Child's Feelings About Going to FDC Home</td>
<td>1.78</td>
<td>0.76</td>
<td></td>
</tr>
<tr>
<td>11. Overall Feelings About FDC Homes</td>
<td>1.84</td>
<td>0.91</td>
<td></td>
</tr>
<tr>
<td>Composite Score</td>
<td>21.18</td>
<td>6.70</td>
<td></td>
</tr>
</tbody>
</table>
with family day care score. The results of this procedure by subscale of the PARI were summarized in Table 6. An examination of Table 6 reveals that the subscale entitled Occasional Dissatisfaction with Parenting ($R = .294, R^2 = .087$) was identified as the single best predictor of satisfaction, followed by "All-wise" ($R^2$ change = .056), Frequent Dissatisfaction with Parenting ($R^2$ change = .046), Unquestioned Loyalty ($R^2$ change = .021), and Children should be Treated as Equals ($R^2$ change = .015).

As can be noted in step six, the $R^2$ change was minimal (.001). This is also reflected in the non-significant F Value ($F = 2.08$) evidenced at this step. At step five, it is apparent that 22 percent ($R^2 = .224$) of the variance in the satisfaction score is accounted for.

It should also be noted that the direction of the relationship (as reflected in the individual simple correlation coefficients) in all cases is negative. This indicates that the higher scores on the satisfaction scale (essentially dissatisfaction scores) were related to the lower discrepancy scores.
<table>
<thead>
<tr>
<th>Variable Added (Subscale)</th>
<th>R</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
<th>r</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Occasional Dissatisfaction with Parenting</td>
<td>.294</td>
<td>.087</td>
<td>.000</td>
<td>-.294</td>
<td>4.55*</td>
</tr>
<tr>
<td>2. Parents are &quot;All-wise&quot;</td>
<td>.377</td>
<td>.142</td>
<td>.056</td>
<td>-.186</td>
<td>3.90*</td>
</tr>
<tr>
<td>3. Frequent Dissatisfaction with Parenting</td>
<td>.434</td>
<td>.188</td>
<td>.046</td>
<td>-.267</td>
<td>3.55*</td>
</tr>
<tr>
<td>4. Unquestioned Loyalty</td>
<td>.457</td>
<td>.209</td>
<td>.021</td>
<td>-.150</td>
<td>2.97*</td>
</tr>
<tr>
<td>5. Children Should be Treated as Equals</td>
<td>.473</td>
<td>.224</td>
<td>.015</td>
<td>-.201</td>
<td>2.54*</td>
</tr>
<tr>
<td>6. Children Are Demanding</td>
<td>.475</td>
<td>.225</td>
<td>.001</td>
<td>-.156</td>
<td>2.08</td>
</tr>
<tr>
<td>7. Deception</td>
<td>.476</td>
<td>.227</td>
<td>.002</td>
<td>-.053</td>
<td>1.76</td>
</tr>
<tr>
<td>8. Children Should Trust Only Parents</td>
<td>.477</td>
<td>.228</td>
<td>.001</td>
<td>-.24</td>
<td>1.51</td>
</tr>
</tbody>
</table>

*Significant at the .05 level
Chapter V

DISCUSSION, LIMITATIONS, AND FUTURE RESEARCH

Discussion of Results

Early studies of substitute child care (Lajewski, 1959, Perry, 1961, Rana, 1973, and Ruderman, 1968) suggested that employed mothers prefer to have their children cared for by a caregiver whose care was similar to that which they would provide if they were not working. They also suggested that employed mothers seem to prefer to have their children cared for in their own homes—by a relative—if that were a viable alternative. These maternal preferences seem to suggest that one of the factors that affects maternal satisfaction with substitute child care may be the similarity of mother and caregiver child-rearing attitudes.

The purpose of this study was to investigate the relationship between the similarity of caregiver and care receiver (mother) child-rearing attitudes and maternal satisfaction with substitute child care. A correlation study was designed in which caregiver and care receiver child-rearing attitudes were assessed and compared using the revised form of the PARI (Sims and Paloucci, 1975). The difference between the scores of each care receiver and her caregiver were expressed as a discrepancy score. Subscale discrepancy scores as well as composite discrepancy scores were computed. Care receivers completed a Parent Satisfaction with Family Day Care
The discrepancy scores on the PARI were correlated with the scores on the satisfaction scale to explore any possible relationship.

The analysis of the data revealed a low negative correlation between the similarity of child rearing attitudes and satisfaction with family day care. The subscales that were significantly related to satisfaction are: Occasional Dissatisfaction with Parenting, Parents Are "All-wise," Frequently Dissatisfied with Parenting, Unquestioned Loyalty, and Children Should be Treated as Equals. They were all negatively correlated. This is an inverse relationship from that which has been suggested in earlier studies. This finding suggests that there was a slight relationship between similarity of child rearing attitudes and satisfaction, but that the care receivers who were most satisfied with their family day care homes were the care receivers whose scores on the PARI are most different from their caregivers.

The low correlation suggests that similarity of child rearing attitudes was not one of the primary predictors of maternal satisfaction with family day care. An analysis of the satisfaction scale indicates that care receivers were, as a general rule, satisfied with their family day care homes. The aspects that most satisfied them, in order of most satisfying to least satisfying, are: (a) dependability, (b) the child's feelings about going to the home, (c) the mother's feelings about leaving her child at the home, (d) the competence of the people, (e) overall feelings about
the home, (f) discipline, (g) the cost of care, (h) the loving and understanding attitudes in the home, (i) the convenience of the home, (j) the teaching of new things in the home, and (k) the nutrition in the home.

It is possible that care receivers evaluated the competence of their caregivers by some factor other than whether they were in agreement in the area of child rearing attitudes. Perhaps the care receivers felt that their caregivers can hold different attitudes and in fact use different methods of dealing with children's behavior and yet provide quality care to their children. The care receivers who differed the most from their caregivers may not be satisfied with their own attitudes toward child rearing and actually prefer the attitudes of their caregivers. Their lack of confidence in their own child rearing attitudes may affect their evaluation of the family day care home, causing them to feel very satisfied with the care their child receives because it is different from that which they would provide.

The fact that a caregiver is licensed by the state, infers a certain "authority" or "expertise" in the area of child care. The care receivers who are most insecure about their own parental role and child rearing attitudes may assume that their attitudes are not as positive as the caregivers and may evaluate the home as "excellent" even though they do not agree with the attitudes of the caregiver.
The negative correlation may also be the result of inability to understand the written directions which were included on the PARI that was mailed to the subjects. Perhaps the same care receivers who had a difficult time completing the questionnaire, as directed, also had a difficult time evaluating the family day care home in an objective manner.

It was further speculated that mothers who prefer to have their children cared for in their own homes by a relative may find this arrangement very convenient and perhaps not as costly as out-of-home care. They may not, in fact, prefer this arrangement because they agree with the child rearing attitudes of the person who would provide care. This suspicion would support the findings of the studies that found cost, proximity, and convenience to be factors which affect satisfaction with substitute child care.

The willingness of parents to use family day care homes that have not been licensed or approved by a state licensing agency may be a reflection of their lack of knowledge as to what qualities a family day care home should have to be considered a healthy environment for the optimal development of children. Professional people in the area of Child Development and licensing personnel in state agencies may not have an accurate picture of what parents feel is important in evaluating their substitute child care situation.

Encouraging the use of approved family day care homes and day care centers is an ongoing battle in most states. The fact
that almost 50 percent of the licensed caregivers that responded to the questionnaire in this study had no children to care for is an interesting phenomenon. There appears to be great need for child care in the geographic area of this study. Perhaps more effective methods of coordinating needs of parents to find child care and the needs of caregivers to find children would increase the use of licensed child care.

Limitations of the Study

This study is limited by the nature of the mail-out questionnaire. Using this type of data collection negated the possibility of giving verbal directions to the subjects and clarifying any questions that they may have in regard to completing the forms.

One of the most significant limitations of the study was the low reliability of the PARI. Although this instrument has undergone several changes in an effort to improve the validity and reliability, it does not appear to be a refined attitude scale. The scale does not appear to be sensitive to the age of the child referred to by the items. The reliability of the instrument may have been higher if the sample had dealt with a larger number of subjects.

Future Research

The negative relationship between satisfaction with family day care and the similarity of child rearing attitudes is an unusual phenomenon which should probably be explored further. It
would be interesting to know more about how the mothers with high discrepancy scores felt about themselves as mothers. The satisfaction scale in this study asked them to evaluate the day care home, but did not ask them to evaluate their own parenting effectiveness. Also, continued research should be done to ascertain whether mothers really do prefer in-home care by a relative and if so, why they feel this arrangement is most satisfactory.

There appears to be a great need to develop a valid and reliable child rearing attitudes instrument. An extensive search of the literature failed to locate an effective instrument that could be used in a mail-out questionnaire situation. Most of the published instruments measure a very specific attitude of parents toward their children or a very specific aspect of child rearing, such as attitudes toward aggressive behavior of children. Perhaps a set of instruments could be developed which measure attitudes toward child rearing for children of different stages of development.

This study could be replicated using a different data collection technique such as structured-interviewing. This would allow for the use of a more reliable child rearing instrument. It could also be replicated with people who are involved in group child care, such as day care centers. It would be interesting to see if the results of the study would be different for caregivers who are not licensed, however, it is difficult to sample that population due to their lack of registration in any public records.
Several notes were received from care receivers when they returned their questionnaires. These notes indicated that they had other concerns about being a working mother that were not explored by the questionnaire. Further study could be done to gain information about those concerns. The list of care receivers who responded to the questionnaire in this study could be contacted to gain further information about the effects of working on the maternal role as well as on the mother's well-being.
Chapter VI

SUMMARY

An increasing number of mothers of dependent children are entering the work force. Associated with this increase is the concern about the effects of employment upon the mother's ability to fulfill her maternal role. There is some indication that the effects of maternal employment have less impact on the family if the mother experiences less stress and conflict because of her employment.

One of the primary sources of stress and conflict is the strain of attempting to fulfill the dual role of mother and employee. Finding a substitute caregiver who will provide satisfactory care for her children may relieve the mother of stress and guilt and allow her to function more effectively in her maternal role as well as her employee role.

Very little conclusive evidence is available to aid mothers in selecting satisfactory substitute child care. This leaves the working mother in the position of selecting care without knowing what factors may affect her feelings of satisfaction with the child care situation.

Early studies of substitute child care indicated that mothers preferred to have their children cared for in their own homes by a relative if that is possible and to have the type of
care be similar to that which they would provide if they were not working. These findings seem to indicate that one of the factors that may affect satisfaction with child care is the similarity of caregiver and mother child rearing attitudes.

This study investigated the relationship between the similarity of caregiver and care receiver (mother) attitudes toward child rearing and maternal satisfaction with substitute child care. A correlation study was designed in which the child rearing attitudes of licensed family day care caregivers were compared with the child rearing attitudes of the mothers who used their services. Child rearing attitudes were assessed by using the Parental Attitude Research Instrument as revised by Sims and Paloucci (1975). The difference between the scores of each care receiver and her caregiver were expressed as a discrepancy score. Maternal satisfaction with substitute child care was assessed by using the Parent Satisfaction with Family Day Care Scale (Myers and Others, 1972). The discrepancy scores on the PARI were correlated with the satisfaction scores using a stepwise forward multiple regression procedure (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975).

A low negative correlation was found between the similarity of child rearing attitudes and satisfaction with family day care. The low correlation indicates that similarity of attitudes toward child rearing is not one of the primary indicators of maternal satisfaction with family day care.
This study does not support the inference that satisfaction with family day care is positively related to similarity of child rearing attitudes.
REFERENCES


Baruch, G. K. Maternal influences upon college women's attitudes toward women and work. Developmental Psychology, 1972, 6, 32-37.


APENDIX A
May 11, 1977

Dear Family Day Care Provider,

I know that you are busy! Providing care for children in your home is a demanding job, but please take time to read this letter and complete the enclosed forms.

I am Pat Straub. I am conducting a study to fulfill the requirements for my Master's degree in Child Development and Family Relations at South Dakota State University. I need your help!

I am a working mother whose child received excellent care in a family day care home. Through my personal experiences and through my studies, I have become aware of the importance of feeling that your child is receiving good care while you are away from the home. Information in the area of Child Development and Family Relations seems to indicate that an employed mother can be a more effective parent and employee if she feels satisfied with the child care arrangements that she has selected. What makes a mother feel satisfied with substitute child care? I have a hunch that mothers feel more satisfied with child care if their attitudes about childrearing are similar to the childrearing attitudes of their day care provider. My project will attempt to gain information about my hunch.

Your name, along with 45 others, was randomly selected from the list of licensed family day care providers in this area. I am asking you to complete the enclosed forms consisting of an Information Sheet and a Parental Attitude Research Instrument. After receiving your returned forms, I will send a letter of explanation to each of the mothers whose children receive care in your home for 15 or more hours each week. They will be asked to complete a Parental Attitude Research Instrument and a Family Day Care Satisfaction Scale.

The information that you submit will be treated confidentially. Your name is not required on the form and will not be used in the report as each provider has been assigned a code number.

You may tell the mothers on your list of your interest in cooperating in this project. Please encourage them to return the forms as quickly as possible.

After completing the forms, return them in the self-addressed envelope. Without your assistance, this project will not be possible. Thank you for your cooperation.

Sincerely,

Pat Straub

Pat Straub
Department of Child Development and Family Relations
South Dakota State University
Brookings, South Dakota 57006

Jay Richardson, Ed.D.
Head, Department of Child Development and Family Relations
South Dakota State University
Brookings, South Dakota 57006
Dear Day Care Providers:

Providing quality day care for children is something that we are all interested in. In order that quality child care can be provided, it is necessary that a certain amount of research be conducted.

Pat Straub is a graduate student in Child Development and Family Relations at South Dakota State University. I have known Pat for a number of years and I can assure you that her research is authentic. I would encourage you to complete the questionnaire and return it to Mrs. Straub at your earliest convenience.

Individual questionnaires will not be available to myself or any other member of the Department of Social Services. Therefore, all questionnaires will be kept confidential and will not reflect your particular way of providing child care.

Thank you very much for your cooperation in this research, and I am sure that Mrs. Straub will appreciate your assistance in her research project.

Sincerely,

OFFICE OF RESOURCE DEVELOPMENT

[Signature]

Paul C. Irwin
Social Worker II, CSW

PCI: mas

An Equal Opportunity/Affirmative Action Employer
Please check the appropriate item.

<table>
<thead>
<tr>
<th>Age</th>
<th>Marital Status</th>
<th>Number of own children in each age range</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 20-29</td>
<td>a. Single</td>
<td>a. Birth-5 years</td>
</tr>
<tr>
<td>b. 30-39</td>
<td>b. Married</td>
<td>b. 6-12 years</td>
</tr>
<tr>
<td>c. 40-49</td>
<td>c. Divorced</td>
<td>c. 13-18 years</td>
</tr>
<tr>
<td>d. 50-59</td>
<td>d. Widowed</td>
<td>d. 19 years or older</td>
</tr>
<tr>
<td>e. Other</td>
<td></td>
<td>e. No children</td>
</tr>
</tbody>
</table>

I. Family Day Care Status

1. Are you providing day care for children at the present time? ___Yes ___No

2. If you are not providing day care at this time, you need not complete the remaining forms. However, please return both forms in the enclosed envelope.

3. If you are providing day care at this time, list the following information for each mother who uses your services:

<table>
<thead>
<tr>
<th>Mother's Name</th>
<th>Address</th>
<th>Telephone</th>
<th>Hours per week child is in your home</th>
<th>Code Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

If more then 7 mothers uses your services, list remainder on the back of this sheet.

II. If you have listed mothers names in the above spaces, go on to the next page and complete the Parental Attitude Research Instrument.
May 23, 1977

Dear Working Mother,

I know that you are busy! Working outside of the home creates a demand on your time schedule, but please take time to read this letter and complete the enclosed forms.

I am Pat Straub. I am conducting a study to fulfill the requirements for my Master's degree in Child Development and Family Relations at South Dakota State University. I need your help!

I am a working mother whose child received excellent care in a family day care home. Through my personal experience and through my studies, I have become aware of the importance of feeling that your child is receiving good care while you are away from the home. Information in the area of Child Development and Family Relations seems to indicate that an employed mother can be a more effective parent and employee if she feels satisfied with the child care arrangements that she has selected. What makes a mother feel satisfied with substitute child care? I have a hunch that mothers feel more satisfied with child care if their attitudes about childrearing are similar to the childrearing attitudes of their day care provider. My project will attempt to gain information about my hunch.

Your family day care provider's name, along with 45 others, was randomly selected from the list of licensed family day care providers in this area. She has indicated a willingness to participate in the project; however without your participation the study will not be possible. I am asking you to complete the enclosed forms consisting of an Information Sheet, a Parental Attitude Research Instrument, and a Family Day Care Satisfaction Scale.

The information that you submit will be treated confidentially. Your name is not required on the form and will not be used in the report as each mother has been assigned a code number.

After completing the enclosed forms, return them in the self-addressed envelope. Please return the forms as quickly as possible. Thank you for your cooperation.

Sincerely,

Pat Straub
Department of Child Development and Family Relations
South Dakota State University
Brookings, South Dakota 57006

---

Jay Richardson, Ed. D.
Head, Department of Child Development and Family Relations
South Dakota State University
Brookings, South Dakota 57006
Mother Number ____________________

INFORMATION SHEET

I. Please check the appropriate item.

<table>
<thead>
<tr>
<th>Age</th>
<th>Marital Status</th>
<th>Number of your children in each age range</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 20-29</td>
<td>a. Single</td>
<td>a. Birth-5 years</td>
</tr>
<tr>
<td>b. 30-39</td>
<td>b. Married</td>
<td>b. 6-12 years</td>
</tr>
<tr>
<td>c. 40-49</td>
<td>c. Divorced</td>
<td>c. 13-15 years</td>
</tr>
<tr>
<td>d. 50-59</td>
<td>d. Widowed</td>
<td>d. 19 years or older</td>
</tr>
<tr>
<td>e. Other</td>
<td></td>
<td>e. No children</td>
</tr>
</tbody>
</table>

II. How long have you used your present family day care home? ____________________

How many hours per week is your child in the day care home? ____________________

III. Have you used any other family day care home?  ____Yes  ____No

If Yes, why did you change family day care homes? ____________________

IV. Now, please complete the Parental Attitude Research Instrument and the Family Day Care Satisfaction Scale. When completing the Family Day Care Satisfaction Scale, please consider the home you are using at the present time.
Dear Family Day Care Provider,

A short time ago I sent you a letter describing a project that I am working on concerning licensed family day care providers.

If you have not returned your forms, please do so as soon as possible. It is important for the success of the project that I receive your information.

Please return the forms even if you are not presently providing day care to children.

Thank you for your cooperation,
Pat Straub

---

Dear Working Mother,

A short time ago, I sent you a letter describing a project that I am working on involving licensed family day care providers and the mothers who use their services.

If you have not completed and returned the forms, would you please do so as soon as possible. It is very important to this project to have as many mothers as possible participate in the study.

If you do not have the forms at this time, either call me at 605-6413 or write to me at Fugalev Hall, Room 138, S.D.S.U., Brookings, SD 57006.

Thank you,
Pat Straub
Read each of the statements below and then circle the number which most accurately indicates your opinion.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Mildly Agree</th>
<th>Mildly Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children should be allowed to disagree with their parents if they feel their own ideas are better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. When a parent asks a child to do something, the child should always be told why.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. A child should be taught that there are many other people he will love and respect as much or more than his own parents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Children should never learn things outside the home which make them doubt their parents' ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Parents very often feel that they can't stand their children a moment longer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. There's no excuse wasting a lot of time explaining when you can get kids doing what you want by being a little clever.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Children have every right to question their parents' views.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. A child should grow up convinced his parents always know what is the right thing to do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Most parents can spend all day with the children and remain calm and even tempered.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Children should be encouraged to tell parents about it whenever they feel family rules are unreasonable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Parents should adjust to the children sometimes rather than always expecting the children to adjust to the parents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
12. Most children soon learn that their parents were mistaken in many of their ideas.

13. There is no excusing someone who upsets the confidence a child has in his parents' ways of doing things.

14. The things children ask of a parent after a hard day's work are enough to make anyone lose his temper at times.

15. Often you have to fool children to get them to do what they should without a big fuss.

16. If a parent is wrong he should admit it to his child.

17. A child soon learns that there is no greater wisdom than that of his parents.

18. A parent should keep control of his temper even when children are demanding.

19. A child's ideas should be seriously considered in making family decisions.

20. In a well-run home, children should have things their own way as often as the parents do.

21. Loyalty on the part of children to their parents is something that the parents should earn.

22. A parent should never be made to look wrong in a child's eyes.

23. It's natural for a parent to "blow his top" when children are selfish and demanding.

24. It's best to trick a child into doing something he doesn't want to do instead of having to argue with him.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Agree</th>
<th>Mildly Agree</th>
<th>Mildly Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
<td>It's best to trick a child into doing something he doesn't want to do instead of having to argue with him.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>A good parent can tolerate criticism of himself even when the children are around.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26.</td>
<td>Loyalty to parents comes before anything else.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>Raising children is an easy job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
<td>When a child is in trouble he ought to know he won't be punished for talking about it with his parents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29.</td>
<td>As much as it is reasonable, a parent should try to treat a child as an equal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30.</td>
<td>A parent should not expect to be more highly esteemed than other worthy adults in their children's eyes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31.</td>
<td>It's best for the child if he never gets started wondering whether his parents' views are right.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32.</td>
<td>It's a rare parent who can be even tempered with his children all day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33.</td>
<td>You have to fool children into doing things because they wouldn't understand anyway.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34.</td>
<td>When a child thinks his parent is wrong he should say so.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35.</td>
<td>More parents should teach their children to have unquestioning loyalty to them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36.</td>
<td>Most parents never get to the point where they can't stand their children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37.</td>
<td>A child has a right to his own point of view and ought to be allowed to express it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Mildly Agree</td>
<td>Mildly Disagree</td>
<td>Strongly Disagree</td>
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<td>39. Loyalty to parents is an overemphasized virtue.</td>
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<td>40. The child should not question the thinking of his parents.</td>
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<td>41. Raising children is a nerve-racking job.</td>
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<td>42. When a child is doing something he shouldn't do, one of the best ways of handling it is to just get him interested in something else.</td>
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<td>43. A child should be encouraged to look for answers to his questions from other people even if the answers contradict his parents'.</td>
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<td>44. A child should always love his parents above everything else.</td>
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<td>45. There is no reason why a day with the children should be upsetting.</td>
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PARENT SATISFACTION WITH FAMILY DAY CARE HOMES

1. In terms of convenience for you, would you say that a family day care home is:
   
   ________  A. Extremely convenient
   ________  B. Very convenient
   ________  C. Convenient
   ________  D. Not very convenient
   ________  E. Not at all convenient

2. In terms of dependability, being able to count on it every day, would you say that a family day care home is:
   
   ________  A. Extremely dependable
   ________  B. Very dependable
   ________  C. Dependable
   ________  D. Not very dependable
   ________  E. Not at all dependable

3. In terms of how good the price is for you, would you say that the price of a family day care home is:
   
   ________  A. Extremely good
   ________  B. Very good
   ________  C. Good
   ________  D. Not very good
   ________  E. Not at all good

4. In terms of how competent the people are, that is, how well the people know what they are doing, would you say that the people at a family day care home are:
   
   ________  A. Extremely competent
   ________  B. Very competent
   ________  C. Competent
   ________  D. Not very competent
   ________  E. Not at all competent

5. In terms of teaching your children new things, would you say that a family day care home does:
   
   ________  A. An excellent job
   ________  B. A very good job
   ________  C. An average job
   ________  D. Not a very good job
   ________  E. Not a good job at all

6. In terms of discipline, or making your children behave, would you say that a family day care home does:
   
   ________  A. An excellent job
   ________  B. A very good job
   ________  C. An average job
   ________  D. Not a very good job
7. In terms of loving and understanding your children, would you say that the people at a family day care home:  

______ A. Love and understand your children extremely well  
______ B. Love and understand your children very well  
______ C. Love and understand your children about average  
______ D. Do not love and understand your children very well  
______ E. Do not love and understand your children well at all

8. In terms of serving healthful and nutritious food to your children, would you say that a family day care home serves:  

______ A. Extremely healthful and nutritious food  
______ B. Very healthful and nutritious food  
______ C. Average healthful and nutritious food  
______ D. Not very healthful and nutritious food  
______ E. Not at all healthful and nutritious food

9. Which of these statements describes your feelings about leaving your children at a family day care home:  

______ A. I almost never worry about them  
______ B. I rarely worry about them  
______ C. I worry about them sometimes  
______ D. I worry about them often  
______ E. It seems like I'm always worried about them

10. How would you say your children feel about going to a family day care home:  

______ A. Like to go very much  
______ B. Like to go  
______ C. Do not like or dislike going  
______ D. Do not like to go  
______ E. Do not like to go at all

11. In general, which of these statements best describes your feelings about a family day care home:  

______ A. I am extremely satisfied with family day care  
______ B. I am very satisfied with day care  
______ C. I am satisfied with day care  
______ D. I am not very satisfied with day care  
______ E. I am not at all satisfied with day care
Dear Ms. Straub:

You are hereby granted permission to use the Parent Satisfaction with Child Care section of the Family and Community Interview developed as part of the Pennsylvania Day Care Study.

I would appreciate receiving an abstract of your results when your thesis is completed.

Sincerely,

Donald L. Peters
Associate Professor of Human Development

DLP: jc