

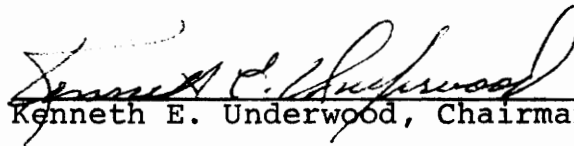
A STUDY OF PERCEIVED ROLE RESPONSIBILITIES
AND QUALIFICATIONS FOR TEACHERS EMPLOYED
IN DEVELOPMENTAL DAY CARE CENTERS
IN THE STATE OF VIRGINIA

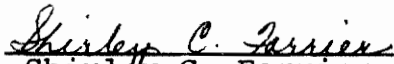
by

Ilene Jampel Turock

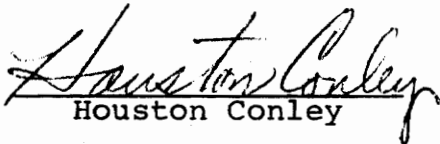
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Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION
in
Educational Administration

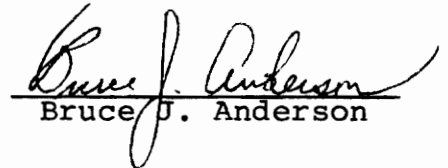
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Dedicated to the most precious
and important resource left on
this planet--our youngest child-
ren. They deserve the finest
care, love and education this
country has the ability to
provide.

ACKNOWLEDGMENTS

Many people have given invaluable assistance throughout the development of this study. I wish to make them aware of my indebtedness.

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CHAPTER I

THE PROBLEM

Introduction

In 1972 the Health-Welfare-Recreation Planning Council of Norfolk, Virginia completed "A report on Social Welfare and Related Services to Children and Youth." It reported that, "Day care in the four city area is inadequate in volume, distribution, variety and quality of service" (p. 21). The report further stated that "Even if physical facilities were available, there are at present in Tidewater an insufficient number of workers trained in child care and treatment" (p. 26). As an outgrowth of this study a recommendation was made that a laboratory Child Care Center be developed to serve "as the catalytic agent in the development of new child care services" (p. 82). One of the primary functions of this center was to "assume leadership in developing within the community, training programs for personnel in the child care field" (p. 83).

In order to effectively fulfill this goal it was essential that research be done to identify specific role responsibilities and qualifications for day care teachers and thereby form the basis for developing effective training programs. Chambers (1971, p. 399) believed that there has

been little empirical documentation upon which to base child care training programs.

Background

In the final report of the Joint Commission on Mental Health of Children 1970, the considered opinion of many professionals was that children be regarded as our most precious resource (Chambers, 1971, p. 395). It was cited that the American people seemed as apathetic about providing support for their children as they have been about protecting their other natural resources (Chambers, p. 395). Although "events of the past few years have made the young child visible as never before" (Butler, 1970, p. 1), literature remained replete with suggestions for the use of volunteers and babysitters.

Dr. Benjamin Bloom's well-known longitudinal study of children pointedly showed us that a child develops fifty percent of his mature intelligence by the time he is four years old. The 1970 White House Conference Forum on Developmental Child Care Services, "declared itself 'shocked at the lack of national attention to the critical developmental needs of children'" (Governor's Conference, 1973, p. 5). Americans could no longer ignore the large body of knowledge concerning how humans learn. A sound economic case has been made for investing our major efforts in the earliest years of human life (Osman, 1971, p. 2). Although

Americans prided themselves on being a child-oriented society (Found Spaces, 1972, p. 4), we stood low among nations who recognized their responsibility to their youngest citizens. Sweden's basic philosophy with regard to children "is the all-encompassing belief that education and social care are public rather than private concerns" (Passantino, 1971, p. 1).

"Numerous forces in our society created a critical and unprecedented need for child care services" (Governor's Conference, 1973, p. 6). The Governor's Conference reported that nationally there were 5,500,000 children under six whose mothers worked in 1970 (p. 6). By 1985 it was projected that there would be 6,600,000 women in the national labor force with children under six years of age (Governor's Conference, p. 6). Virginia had 101,000 working mothers with children under six in 1970 (Governor's Conference, 1973, p. 7).

A sampling of state regulations on child care centers (Day Care Licensing Study, 1971) indicated that on the average we required one adult to four children (Chambers, p. 395). The United States Department of Labor reported 160,000 day care personnel working in 1969 with projections of 1,320,000 by 1980 (Chambers, p. 396).

State certification requirements for personnel working with young children were fraught with a multiplicity of regulations and under the jurisdiction of a variety of state agencies (Kurtz, 1975, p. 18). Barnes and Kelman (1974) stressed "our current quagmire of child care work in America" (p. 16). Across the country qualifications for day care personnel were almost non-existent.

On December 2, 1975 a public hearing was held by the State Board of Welfare in Richmond, Virginia to consider the adoption of new standards governing licensed day care centers in this state. The proposed credentials for a day care teacher was that she or he have the skill to provide a challenging environment, help young children progress towards higher levels of physical, emotional and intellectual development and be able to read and write (Minimum Standards for Licensed Child Care Centers, State Department of Welfare, Virginia, 1975).

Evelyn Hailey, House Delegate for the thirty-ninth district in Norfolk, sponsored a resolution which called for the development of separate licensing standards for custodial and developmental day care centers (House Joint Resolution, No. 7, 1976).

Senator Walter Mondale and Representative John Brademas were chief sponsors of early childhood legislation that called for federal funding of day care programs with

an initial appropriation of \$1.8 billion in the first three years (Lynn, 1975, p. 5). Albert Shanker (personal communication, 1973), President of the American Federation of Teachers, clearly stated during forums and interviews (Auerbach, 1975, p. 18), that he would throw his full political weight against this bill if the operation of day care programs were not turned over to the school systems. Several education associations joined together urging that day care programs be operated by school systems (Report on Preschool Education, February 11, 1976).

Various interest groups lined up on both sides of the issue. The costs of running day care programs needed to be considered carefully before centers committed themselves to utilizing professionally certified teachers. The costs for a developmental day care program ran from \$2,000 to \$4,500 annually per child depending upon a number of variables within the center and location within the United States (Costs and Quality: Issues for Operators, 1972).

Justification

Many experts believed that the child care worker is one of the most important elements in any program concerning young children (Barnes & Kelman, 1974; Prescott, Jones, & Kritchevsky, 1972). Jamber (1975) stated that "the teacher is the central component of the day care program" (p. 93).

Keister (1970) found that program quality increased as the amount of special training of teachers increased. Prescott & Jones (1969, p. 6) stated that special training for day care teachers tended to result in a higher quality program for children. Since the teacher determined "the nature of the nursery experience for the child" (Prescott, Jones & Kritchevsky, 1972, p. 4), it was important that we developed skillful teachers in our day care centers.

Recent articles (Barnes & Kelman, 1974; Rubenstein, 1974) stated that in order to develop professional child care workers we had to face the substantive issue of what kinds of teachers we needed in day care centers and then plan their training accordingly. Beker (1975, p. 423) agreed that child care training needed its own identity in order to stand alongside training of nurses, social workers, teachers, etc.

The projected need of 1,320,000 child care workers by 1980 (Chambers, 1971, p. 395) required the development of distinctive training programs based on identified roles and qualifications for the day care teacher. It was important that programs did not grow "by the additive process" (Beauchamps, 1968, p. 2), but rather developed out of a systematically planned direction indicated by the required roles day care programs imposed upon its staff. Kurtz

(1975) stated that current "training does not reflect the trainee's employment level, client population nor agency employment" (p. 18).

Purpose of Study

In order to plan for future growth of day care centers, develop appropriate staffing patterns for child care workers, and improve the current quality of day care programs in the state of Virginia, role responsibilities and qualifications for day care teachers needed to be developed.

Peters, Cohen and McNicols (1974) stated that certification and training of personnel are inseparable concerns because "at this time in most of the nation no unified setting exists for the governance of regulations concerning the certification or licensing of personnel working with young children" (p. 40). Menges (1975) believed, "legislatively determined licensing criteria are seldom derived from a research base, except as data are supplied by professional associations. Instead intuition and biases of legislators interact with power politics to determine licensing standards" (p. 174).

Therefore the purpose of this study was to identify the role responsibilities and qualifications for a teacher working in a developmental day care center as perceived by educators and day care operators in the state of Virginia.

Statement of Problem

1. Do administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty differ in their perception of the administrative, instructional and classroom management role responsibilities of teachers in a developmental day care center?

2. Do administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty differ in their perceptions of the training/work experience and demographic qualifications a teacher in a developmental day care center should possess prior to employment?

Hypothesis

The following hypotheses were tested at the .05 level of significance.

1. There is no significant difference in the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the administrative role responsibilities of a teacher in a developmental day care center.

2. There is no significant difference in the perceptions of administrators of proprietary day care centers,

administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the instructional role responsibilities of a teacher in a developmental day care center.

3. There is no significant difference in the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the classroom management role responsibilities of a teacher in a developmental day care center.

4. There is no significant difference in the perceptions of respondents with varying levels of educational achievement in regard to the administrative role responsibilities of a teacher in a developmental day care center.

5. There is no significant difference in the perceptions of respondents with varying levels of educational achievement in regard to the instructional role responsibilities of a teacher in a developmental day care center.

6. There is no significant difference in the perceptions of respondents with varying levels of educational achievement in regard to the classroom management role responsibilities of a teacher in a development day care center.

7. There is no significant difference in the perceptions of administrators of proprietary day care centers,

administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the training/work experience a teacher in a developmental day care center should possess prior to employment.

8. There is no significant difference in the perceptions of respondents with varying levels of educational achievement in regard to the training/work experience a teacher in a developmental day care center should possess prior to employment.

Significance of Study

This study could serve as a model for clearly defining role responsibilities of day care teachers, thereby clarifying terminology which used teacher, caregiver, child care supervisor and teacher aide interchangeably. Differentiated staffing patterns might be developed based on the identified role responsibilities.

It should also stand as a cumulative report of expert opinion available within the state of Virginia to be considered during the development of licensing qualifications for day care personnel.

The identified perceptions of role responsibilities and appropriate teacher qualifications could provide a planning tool for developing new child care training programs in Virginia.

Limitations

This study was based on the perceptions of four groups of people within the state of Virginia: administrators of proprietary day care centers, administrators of non-profit day care centers, college faculty and principals of public elementary schools.

Perceptions of teachers employed in day care centers were not considered in this study. The perceptions of this group have been covered in several studies done by Mayzck (1971, 1974), Morgan (1973), Loveall (1974), Beatly (1975), and Duncan (1975). In each study the perceptions of teachers were not found to be significantly different than the day care administrators they worked for.

Definitions

For the purposes of this study the following definitions were used by the investigator.

Administrative Responsibilities--Those functions which are essential to the program but supervisory, clerical and organizational in nature.

Administrator of Day Care Center--Person in charge of center who has primary authority and responsibility for supervising, hiring and discharging staff.

Classroom Management Responsibilities--Those functions which are essential to the health, safety and comfort of the child.

Day Care Teacher--Person who has the full time responsibility for supervising, teaching and caring for young children in his or her charge, with the full time assistance of a teacher aide. This person plans and carries out developmental learning experiences and organizes appropriate daily activity schedules during which time the children will receive a balance of activities to help foster their physical, emotional, social and intellectual development.

Demographic Characteristics--Personal information related to teacher's background.

Developmental Day Care Center--Program established for the care of infants, preschoolers and school-age children during the periods of a day when they are away from their families (Weir, 1975, p. 141). This program is specifically designed to foster the child's physical, emotional, intellectual and social development. It contains both educational and child care components that are appropriate to the ages and ranges of abilities of the children at the center (Child Welfare League, 1969).

Faculty Member at Institution of Higher Education--Persons who hold teaching positions at universities, colleges, or community colleges in departments of Early

Childhood Education, Elementary Education, Social Work, Home Economics and Child Development in the state of Virginia.

Instructional Responsibilities--Those functions directly related to the intellectual, social, emotional and physical development of children.

Licensed Day Care Center--A center which meets the minimum day care standards as set forth by the Virginia State Department of Welfare (1976), Division of Licensing.

Non-Profit Day Care Center--A day care center operated by federal, state, city, or community funds. The fees reflect actual cost with no profit derived by the governing body.

Principals of Public Elementary Schools--Principals of elementary public schools within the state of Virginia containing kindergarten.

Proprietary Day Care Center--A center privately owned and operated for profit.

Role Responsibilities--Those functions that are specifically identified as the responsibility of the day care teacher.

Training/Work Experience--Specific educational and work experience teacher has had prior to employment.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In order to place this research study into the proper perspective the investigator divided the review of literature into five categories:

(1) History of the day care movement in the United States;

(2) Importance of teacher role in preschool settings;

(3) Studies regarding teacher effectiveness and their influence on student behavior;

(4) Current status of the teachers in day care;

(5) Recent research on competencies and characteristics of para-professionals working in day care settings.

The literature was reviewed in this manner in order to fully explore the dichotomy between current knowledge and actual practice in the field of day care.

History of the Day Care Movement in the United States

Concern for children and their development has been with us a long time. John Amos Comenius spoke of the

importance of early development in 1657 (Braun, 1972, p. 31). He clearly understood that young children needed appropriate experiences in order to grow socially and intellectually, and wrote what might be considered the first preschool curriculum in his book "School and Infancy" published in 1633 (Leeper, 1968, p. 6). Since that time our knowledge of how young children grow, our family structures and society have drastically changed.

In order to understand the present status of day care in the United States and need for current research it is important to take a brief look at its history. In the middle of the nineteenth century the beginnings of the day nursery appeared in this country. They were established by upper-class women who felt the apparent need to help children of the poor (O'Neill, 1969). By 1910 there were several hundred day nurseries operating in this country.

On a national level interest in children's welfare became organized and the first White House Conference on Children was held in 1909. Professional leaders in this country were concerned by the abuses children were suffering in the growing urban and depressed rural areas (Beck, 1973, p. 653). As an outgrowth of the second White House Conference held in 1919 the Children's Bureau was formed with a federal appropriation of \$25,000 (Beck, 1973,

p. 654). Beck noted that same year Congress appropriated \$600,000 for dealing with hog cholera and \$375,000 for studying the cotton-boll weevil (p. 654).

The popularity and rapid growth of the day nursery during the late nineteenth century was necessitated by the rapid industrialization and urbanization of our cities and influx of large numbers of immigrants who brought with them the abundant and complex problems of adjusting to a new culture and new life.

Charles Loring Brace (1872) gave the following vivid description of life for children in the slums of New York:

The young ruffians of New York are the products of accident, ignorance and vice. Among a million people, such as compose the population of this city and its suburbs, there will always be a great number of misfortunes; fathers die, and leave their children unprovided for; parents drink and abuse their little ones, and they float away on the currents of the street; step-mothers or step-fathers drive out, by neglect and ill-treatment, their sons from home. Thousands are the children of poor foreigners, who have permitted them to grow up without school, education or religion. All the neglect and bad education and evil example of a poor class tend to form others, who as they mature swell the ranks of ruffians and criminals. So at length, a great multitude of ignorant, untrained, passionate, irreligious boys and young men are formed, who become the "dangerous class" of our city. (p. 28)

In spite of such conditions many still viewed institutionalization of children as an unsuitable answer. People began to look towards the day nursery concept as a

solution to the child rearing crisis. From the 1880's to World War I a variety of services were offered children under the title of the day nursery.

They were custodial in nature, offering the child a clean, safe environment away from the streets of the slums. The staff of most day nurseries consisted of a matron or superintendent who generally was hard-working, middle-aged and female. She did everything from cooking, cleaning, and caring for children to supervising the other staff. No educational background was required of those matrons. Their pay was low and working conditions long and hard (Prescott, Milich & Jones, 1972, p. 6).

In the early twentieth century early childhood education began slowly as an outgrowth of the writings of Froebel, Pestalozzi and Montessori. The first association for early childhood educators began in 1926 and was called the National Committee on Nursery Schools (Braun, 1972, p. 148). This organization has grown to the present National Association for the Education of Young Children. This new group of professional educators of young children began to look at the day nurseries and recognize that their custodial care was not all that young children needed. Social workers and nursery school teachers were the first professionals who became involved in day nurseries (Steinfels,

1973, p. 57). Nursery school teachers began replacing attendants and the beginnings of preschool educational programs began appearing at the day nurseries.

After World War I the day nursery movement came under the regulatory umbrella of the social service system and has remained there to this day. During the 1930's due to the depression, the federal government took its first step towards subsidizing these programs (Prescott, Milich & Jones, p. 6). By 1937 the federal government was supporting 1,900 nurseries for 40,000 children (Steinfels, 1973, p. 67). For the first time the federal government became actively involved in supporting programs for young children (Loveall, 1974, p. 11). However the day nursery was thought to be a poor and inadequate substitute for parental care. Strong sentiment for mothers staying home was still evident everywhere. The beginning of World War II and the necessity for women to replace men in vital jobs created a drastic change in the role of day care during the 1940's.

In 1941 Congress passed the Community Facilities Act (Lanham Act) which offered funds to support day care centers. State, federal and even industry offered monies to start new programs. By 1945, one and one-half million children were attending centers (Steinfels, 1973, p. 67).

During these war years child care centers began to be considered an important social service system. After a heated debate between various interest groups (Prescott, Milich & Jones, 1972, p. 7), California developed a child care system as a part of the public schools. Cox (1960, p. 206) believed that California took an important step forward in integrating day care with its school system.

Prescott, Milich and Jones (1972) identified the components of the California State Children's Center:

- (1) Operate under the auspices of the local Board of Education which determines policy, including program, staffing, salaries, teacher-child ratios, admissions, location of centers, etc.

- (2) Restrict enrollment to children of families (usually one-parent) which can pass the means test. If any places remain after this screening process, children of certain professional workers (e.g., teachers, nurses) may be admitted.

- (3) Receive funds from the State Department of Education in a 2 to 1 ratio of state support to parents' fees. Fees are based on a sliding scale related to income.

- (4) Are housed usually in buildings constructed according to a master plan for public Children's Centers, located on property owned by the school district. Many Children's Centers are adjacent to, but administratively separate from, a public elementary school.

- (5) Include nursery centers for children from age two, through five, extended day centers for children through elementary years, and combination centers in both groups are in attendance. (p. 7)

In 1957 this program was an accepted institution in California. Many look to it today as a possible model for integrating child care and public school services.

At the end of the war federal day care funds were withdrawn and many centers were closed. However, mothers did not return home as had been expected.

Steinfels (1970) stated:

The ideal of the mother in the home allowed everyone to overlook, however, the absence of so many other women from their homes; not only did the ideal obscure the absence of the working mother but frequently it cast an aura of the pathological or negligent on her. Not surprisingly, then the needs of these mothers for child care (all-day care for their preschoolers and after-school care for their school-aged children) was not looked upon with the same emergency quality as the war-work needs had been. Every survey conducted on the question of who cares for the children of working mothers has found that most working mothers had to organize their own child care, consequently the vast majority of children were and are cared for at home by a relative or neighbor, and only a small percentage are in day care centers. Whatever the benefits or drawbacks of particular kinds of child care, these arrangements were not for the most part what many mothers considered an ideal or even desirable situation. Until quite recently the larger society had almost no consciousness of the problems of working mothers and their needs for good child care. (p. 71)

Continuous debate occurred as to whether mothers of young children belonged at home or not. Regardless of the debate, figures showed that society was changing and more and more women of young children were in fact working. The beginning of the women's movement in the early fifties added to the controversy of the working women.

In 1965, the Child Welfare League of America openly supported day care as an important service to provide care for young children of working mothers (Steinfels, 1973, p. 17). This year seemed to mark a turning point in this nation's attitude toward its youngest children. Militancy of blacks, rising unemployment and welfare costs created the impetus for President Johnson's war on poverty. Sheldon White (1973) summarized the issues that created an urgent need for a solution to current problems:

What was most prominent in public discussions and what seemed new was the issue of the Blacks and Poor, for a time treated as virtually synonymous with one another. What also seemed new--and, in a sense, was new--was the heavy use of scientific data of childhood in justifying programs of action for the Black-Poor children. Closely related to the seeming promise of such data was also the move, for the first time, to formally provide for the collection of data about the children in the new programs created at that time and to allow for official evaluations of program effectiveness. (p. 6)

In 1967 the Children's Bureau and Women's Bureau jointly sponsored a conference on working women and day care (Steinfels, 1973, p. 80). Steinfels identified Katherine Oettinger's speech to be a turning point in the professional's viewpoint:

For too long, we and the child care specialists held the view that mothers of children under 3 should not work; that if they did work, it was deprivation to the child because of the separation of mother and child at a critical stage of life. The Children's Bureau must share part of the blame for the failure to look at reality in today's day care picture, when

thousands of infants and young children are being placed in haphazard situations because their mothers are working. (p. 81)

A series of federally supported programs evolved as an outgrowth of this national concern. Headstart was the most notable effort. Prescott, Milich and Jones (1972) stated:

The advent of Headstart marked the beginning of another era in the development of programs for young children. Suddenly there was an influx of money for services to the same age group served by the day care programs previously described. To those who had fought so hard for day care services at a time when concern for early childhood was almost nonexistent, the sudden inundation of funds, people and programs for young children has been like a dream. (p. 8)

Since 1970 there was a steadily mounting focus on young children, the impact of day care centers and its effect on growth and development. The number of women working continued to rise steadily with projections for the future almost staggering. Professionals throughout the country no longer focused on whether we needed day care centers. The central issue addressed was developing appropriate standards and quality for center programs.

Importance of Teacher Role in Preschool Setting

The importance of a teacher for young children has been substantially cited in literature. Leeper (1968) claimed, "Laymen and educators regard teachers as the most

significant factor in determining the quality of experience that a child will have in school" (p. 105). Prescott, Jones and Kritchevsky (1972) found that "Both in planning activities for children and in her actual behavior with children, the teacher determines the nature of the nursery experience for the child" (p. 4).

Others have identified the role the teacher plays in developing the environment and helping young children grow and learn. Rains and Morris (1969, p. 105) believed that the primary teacher has the opportunity to greatly influence the child's character development during his most formative years. Jamber (1975, p. 93) pointed out that in a day care program the teacher is the most important component whose role becomes even more critical due to the long hours of interaction in the day care center. Butler (1971, p. 5) found that current research indicated that the role of the teacher makes a big difference through skillful management of children's activities, responsiveness to their needs, expression of warmth and encouragement of creativity. Williams and Ryan (1972) stated, "competence of those who work with young children is viewed as perhaps the most important ingredient of a quality program" (p. 71).

Baumrind's (1973) definition of a developmental day care center clearly emphasized the teacher's importance:

. . . qualities of personality and character such as warmth, sense of humor, a ready smile, well organized and confident, and active body, curious with an urge to explore and to find out, creative and able to communicate well through speaking clearly and choosing words carefully. (p. 106)

Clearly a teacher of young children needed to be a skilled person with many characteristics that one does not find too easily. Most authorities had well-defined attributes, abilities and skills delineated for the teacher whose task was to help children learn during the early years.

Studies Regarding Teacher Effectiveness and Their Influence on Student Behavior

Although the literature offered agreement on what a good teacher is, research has not been able to clearly define these qualities (Tentative Report, Evaluation of Personnel, 1972). Because teaching is such a complex behavior we have been unable to effectively measure it. Literature refers to skillful teaching, but generally most research done in this area measures cognitive gains of students. Menges (1975) criticized these studies because "they are limited to a single ultimate or product criterion, student achievement. Few agree that student achievement alone is a sufficient condition by which a teacher or a school is to be evaluated" (p. 179). Anderson and Hunka (1976) agreed:

. . . that, after forty years of research on teacher effectiveness during which a vast number of studies had been carried out, one can point to few outcomes that a superintendent of schools can safely employ in hiring a teacher or granting him tenure, that an agency can employ in certifying teachers or that a teacher education faculty can employ in planning or improving teacher education programs. (p. 75)

McDonald (1973) summarized research concerning the relationship between teaching performance and student growth:

The variables in teaching performance that affect student performance have not been unequivocally identified. Such as appear to be promising are few in number and their specific relations to pupil growth are unknown. The research data supporting the hypotheses that such variables may be influential are correlational in character, and may be only a part of causal relations. (p. 3)

However careful review of research in this area revealed patterns of teacher behavior that began to define successful teaching characteristics (Heitzman & Starpoli, 1975, p. 298). Two studies (Ryan, 1974; Combs, 1965) concluded that good teacher performance was highly correlated with peer members evaluation of their warmth and kindness. Keith (1966) observed behaviors of classroom teachers and compared them to intellectual growth of students. He found that students responded positively to teachers who were "warm, active, varied and flexible" (p. 18). He concluded that these teacher behaviors helped raise IQ scores and encouraged students to adopt teacher values.

Handler (1972) studied the effectiveness of two kinds of preschool institutions, day care and nursery school. She found that in day care centers teachers played a more maternal role, did more physical chores for the children and children identified more with their teachers, sharing their values and attitudes. She concluded that teachers in "day care centers fostered the development of social, interactional and motivational skills more than short-day nursery schools" (p. 556).

Prescott, Jones and Kritchevsky (1972) studied whether day care program consistencies could be found in the teaching styles and decisions for activities, scheduling and use of space. They generally found that teachers who exhibited encouragement, sensitivity and creativity developed more individualized activities allowing for children to develop at their own tempo (p. 44).

In another study by Prescott (1972) assessment was made concerning quality day care in group homes and centers. She found that the quality of teacher performance directly related to type and amount of staff training. Day care centers that had trained staff were found to be more child centered, warm, friendly and less authoritarian (p. 4).

Day (1974) studied preschool programs to learn about amount and type of adult-child interaction. He found that "close, regular and purposeful contact" (p. 21) added to the quality of the program. He also reported a direct correlation between the amount of adult-child interaction and the type of activities in which children were engaged. He concluded that the

. . . children's behavior appeared to reflect the behavior of the adults around them. When staff worked closely with children and behaved in ways suggesting that their interest was to be with children, the children stayed at activities for long periods of time and were friendly and outgoing. (p. 22)

Katz (1969) studied the social learning theories of teachers expressing approval, warmth and praise when children exhibited positive behaviors. The results underscored the importance of teacher behavior towards children and the resultant behavior exhibited on the part of the students.

Jamber (1975) reported on a comparative study of three role models in which day care teachers divided their time between instructional, maternal and therapeutic roles. He found the therapeutic role model to be most prevalent in day care settings with little difference in instructional and maternal models exhibited between day care and nursery teachers (p. 97).

Nesenholtz (1976) surveyed the largest comprehensive day care program in the United States run by the military to ascertain and identify which aspects of the program create quality. Center directors reported staff characteristics and training as the single most important element in a child care program.

Current Status of Teachers in Day Care

The literature clearly established that the role of a teacher for young children is a critical one which takes much skill, understanding and knowledge. Kagan and Riemer (1971) emphasized that "there are only two factors that are important: the ratio of adults to children and the quality of humanity of the teachers" (p. 39).

Spillane (1972) found that "day care has traditionally been a field of low-paid workers of many varied and vaguely defined levels of training" (p. 70). Beker (1975) agreed that the "existing paraprofessional practitioners in child care is of particular significance at the present stage. A large majority of child care positions are occupied by essentially untrained personnel" (p. 26).

A state survey from Denver, Colorado (Early Childhood Programs: A State Survey, 1975) reported that:

The people working in day care centers nationwide are, for the most part, neither well educated nor well-paid. Most directors and teachers do not have college degrees and very few have had special training for day care work, e.g., courses in early childhood development. The median reported salaries for both directors and teachers is less than \$360.00 a month. There is not a great deal of experience among those presently employed in day care centers. Nearly a fourth of all staff members had less than a year's experience in group child care, and 51 percent of all staff have been working in day care less than three years. Women comprise almost the entire staff; only 6 percent (including administrators and maintenance personnel) are men. (p. 6)

A review of a Day Care Licensing Study (1971) reflected that only sixteen states in this country required day care teachers to have some college or equivalent experience in order to work in a center. The balance of our states specified no educational qualification. The United States Department of Health, Education and Welfare (Guides for Day Care Licensing, 1973) recommended that a "caregiver must be at least 18 years of age and must be able to read and write" (p. 23).

Williams and Ryan (1972) argued that authorities throughout the world view work with young children as the most important ingredient and yet the "establishment and credentialling of personnel have not kept pace with this dynamic situation" (p. 71). Teige (1975) argued that "although professionalization of the child care role is

growing, there is yet no one organization that speaks for such workers" (p. 13).

Peters, Cohen and McNichols (1974) reviewed the existing certification problems:

At this time in most of the nation, no unified setting exists for the governance of regulations concerning the certification or licensing of personnel working with young children. Current regulations place the certification and the supervision of training in the hands of a variety of state agencies and institutions. Actual training is accomplished in a widely diverse assortment of settings (including work settings, community colleges and universities), each following the rough guidelines of one or more agencies and elaborating on those guidelines according to their own inclinations. The state agency jurisdiction is, to some degree, determined by whether or not the services provided are construed as primarily instructional or primarily custodial in nature. The standards vary from state to state, from agency to agency, from facility to facility and from educational institution to educational institution. Classification of early childhood personnel, and the labels provided for them, also differ widely, even though all such personnel are in daily contact with children ranging in age from infancy to 10 years.

Facilities that employ early childhood personnel include public schools, private schools, general child care institutions, state hospitals, day care centers, and day care homes, to name only the major ones. Personnel in these facilities may be classified as either professional or paraprofessional staff. Professional personnel are generally defined as those independently responsible for the instruction, planning and supervision of daily activities of a group of children; whereas paraprofessional staff are those who assist professional workers but remain under their direction.

Frequently the specified requirements focus on the individual's years of education, although considerations of specific content or experience are left

uncertain. Consideration is not given to the prospective worker's performance competency. Further, depending on the facility or agency involved, a wide range of levels of education are acceptable. (p. 40)

Many experts recognized the important need for upgrading the skills of teachers in our day care centers, yet there remained a call for the use of welfare mothers as appropriate staffing sources for the centers.

Zigler (1971) stated, "the day care that we must establish must be just as concerned with the development of the child as it is with the opportunity it gives the mother to work" (p. 147). He believed that "this nation must develop a cadre of workers very much like those we find in other nations, but that have no counterpart in this country" (p. 150).

Haberman (1969) believed that state agencies should seek the cooperation of colleges and professional associations in designing new approaches to teacher education through in-service training, with a variety of experience and a broad base of resources for trainees" (p. 21).

Barnes and Kelman (1974) summed up the cry for improvement:

We have been belabored with proposals for action that usually are more beguiling than they are electrifying, remedies that sound specific but usually turn out to be unimplementable, notions for change whose principal characteristic, in spite of their revolutionary sound, seem to be that no boats will rock. We appear to have discovered how to be just a little bit pregnant. (p. 8)

Specific recommendations for action have been heard across the nation. At the 1960 White House Conference on Children and Youth, Tane (1967) reported one of the recommendations of the conference was "that personnel in charge of groups of preschool children have the opportunity for college training and appropriate in-service training" (p. 4).

In 1972, Zigler announced plans for developing a "new cadre of child care workers. This would be a group of certified people who have achieved their status through different pathways" (p. 15). He was referring to the Child Development Associate. A competency based program developed by Dr. Jenny Klein and Dr. Rebekah Shuey (1971) of the Office of Child Development explained that this new program

. . . will not replace the college trained teacher, the master teacher or supervisor, nor will the CDA serve as an aide. The person's role is seen as someone who must (1) understand and be knowledgeable about children; (2) be able to provide valuable experiences for preschool children in part-time or full-day programs or in extended day care; and (3) have achieved the minimum competencies of a good preschool teacher. (p. 73)

The ground work was laid for the development and training of a new professional. Research was needed. Mathis and Kilmer (1972) identified the important steps necessary to effectively plan training programs. They

called for a gathering of information on characteristics of various delivery programs for training. Shearron and Hensel (1973) stressed the importance of research and development techniques for systematically designing programs for training teachers of young children. Walker, et al. (1975) summarized from "A National Survey: Certification of Preschool Teachers" that knowledge and skill competencies need to be researched prior to program development.

Beker (1975) stated that:

too little systematic attention has been given to the implication of this movement for the child care field and the broader field of children's services. Nor has there been detailed consideration of the form of the professionalization that would best serve children's needs or of the means of achieving it. (p. 421)

Current Research on Competencies and Characteristics

Since Edward Zigler identified the need for trained workers in child care and the creation of the Child Development Associate concept, several studies were done to identify competencies of a child care worker.

The most extensive work in this area was carried out by Dr. Jenny Klein (1973) and the Office of Child Development. Competencies were developed (Terri Lewis, personal communication, 1976) through extensive interviews

of child development experts, day care directors, teachers, aides, attendance at conferences and extensive review of literature.

There were forty-three competencies (Klein, 1973) identified and grouped into the following categories:

1. Setting up and maintaining a safe and healthy learning environment;
2. advancing physical and intellectual competence;
3. building positive self-concept and individual strength;
4. organizing and sustaining the positive functioning of children and adults in a group in a learning environment;
5. bringing about optimal coordination of home and center child rearing practices and expectations; and
6. carrying out supplementary responsibilities related to the children's programs (p. 11).

Several other studies were designed to further identify competencies. In 1973 Morgan did a research project to ascertain competencies needed for kindergarten teachers as perceived by kindergarten teachers themselves and kindergarten teacher trainers. There was highly significant agreement between teachers and trainers about competency categories.

In 1974 Loveall did a study to determine which competencies were desired by day care operators. The number of competencies developed were not as extensive as those of the Office of Child Development. The five categories used by Loveall were:

1. Setting and maintaining a healthy learning environment;
2. advancing physical and intellectual competence;
3. building positive self-concepts and individual strengths;
4. carrying out supplementary responsibilities related to children's program; and
5. personal characteristics (p. 80).

In 1975 Janowski did an assessment study of pre-school teacher competencies in order to develop a competency based teacher training program utilizing categories of the CDA program.

In 1975 Duncan surveyed Head Start teachers and supervisors to determine competencies needed for cognitive development of preschoolers. He found no significant difference in the perceptions of Head Start teachers and supervisors in the competencies they deemed important for cognitive growth.

In 1971 Mayzck wanted to determine the characteristics of a paraprofessional worker in the child care field in the mid-Atlantic region of Head Start programs. He defined paraprofessional as an aide or sub-professional. In order to do this study he developed a characteristic rating scale containing forty-six characteristics in the following categories: Personal-Social and Educational-Biographical. In 1974 Mayzck replicated this study for the far west region of the United States. He found the characteristics selected were similar to those chosen in the first study.

Summary

Review of the literature revealed that day care services were a part of our social service system since the late 1800's. While the need for day care greatly increased over the years, nationally we were not providing enough federally supported programs for all children who required those services. State and national standards set few demands on the day care provider to offer stimulating and enriching experiences in the child's environment.

Experts agreed that teachers of young children needed many skills in order to maintain a program that offered youngsters the opportunities to develop socially, emotionally, physically and intellectually. The

investigator found agreement among all writers that the teacher was the most important element in a preschool setting.

While many studies were done on teaching skills, the research did not clearly identify a complete set of behaviors teachers required to deal with the complexities of teaching. Several studies identified important competencies for day care personnel. However, specific role responsibilities and cogent qualifications for work in day care centers was not established in the literature.

CHAPTER III

METHODOLOGY

Introduction

This study was designed to investigate the responses of four groups of people involved in work with young children and knowledgeable about day care. The purpose was to determine their perceptions of role responsibilities and qualifications appropriate for a day care teacher employed in a developmental day care center.

The procedure involved in this study was the selection of a population, the development of an instrument to gather data, the technique used to present the instrument to the subjects, procedures for recording responses, and the method of analysis used in this investigation.

Selection of Population

Day care programs existed in this country since the 1800's. Traditionally they were considered social service programs regulated and licensed by state departments of welfare. Under Virginia law, child care centers were required to be licensed upon compliance with state standards and policies (Senate Document No. 11, Dec. 15, 1975) under the regulation of the Virginia State Department of Welfare.

In recent years many people from other disciplines became interested in day care due to the research completed on human development and the social changes that created a great need for many more day care programs. These societal changes generated a variety of legislation which required large infusions of federal dollars into day care programs. Many national groups lined up on several sides of legislative issues indicating their interest in participation within this arena. It was because of the broad interest by these groups, the historical background of day care and the nature of day care programming that this study included the following groups:

Group I--Administrators of proprietary day care centers. This group provided most of the day care programs available in this country during the time of this study (Comparative Analysis of Day Care Licensing Standards, Hawaii University, 1974). They played leading roles in lobbying (Lynn, 1975, p. 7) to retain the staff qualifications contained in the 1976 Virginia State licensing standards. Operation of proprietary centers gave them practical experience in evaluating important staff qualifications and its relationship to costs.

Group II--Administrators of non-profit centers. These centers were the first day care programs found in

this country (Prescott, Milich & Jones, 1972, p. 5). They started long before the federal government became interested in social service programs. Their important historical place in day care, strong support within the community and practical experience of running programs made this group an important segment of the day care field.

The entire population of licensed day care centers (454) were contacted, as listed in the Virginia State Department of Welfare Directory of Child Care Centers (1976). The participation sheet (Appendix D) on the returned instruments gave the investigator the break down in numbers for proprietary and non-profit day care administrators.

Group III--Faculty members employed at universities, colleges and community colleges in the departments of Early Childhood, Elementary Education, Home Economics, Child Development and Social Work. The organization, structure and programming components of day care required an interdisciplinary approach. This group possessed knowledge of curriculum development, child development and social service programs. They also had experience in training college students for a variety of roles for work with young children. The investigator used the total population of faculty members in the identified departments (320) as listed in the 1976 Virginia College Bulletins.

Group IV--Principals of public elementary schools within the state of Virginia containing kindergarten. Principals had experience in supervising kindergarten programs. As federal funds became available it was predicted that public schools would begin running day care programs (Report on Preschool Education, February 11, 1976). Principals needed to think about staffing patterns and qualifications for day care teachers. Using Kerlinger's (1973, p. 714) table of random numbers the investigator did a random sample of principals (531) from the total population of elementary principals (1,137) with kindergarten programs in their schools (1975-1976, Virginia Educational Directory).

Summary

Earlier studies done on day care (Mayzck, 1971, 1974; Morgan, 1973; Loveall, 1974; Beatty, 1975; and Duncan, 1975) traditionally surveyed teachers and directors currently operating day care centers. This investigator believed that input from these fields added an important dimension to previous research done in this field.

Development of Instrument

There was no instrument available by which the investigator could ascertain opinions necessary for this study. The initial step taken was to develop a list of role responsibilities and teacher qualifications. These

were based upon the investigator's professional experience, review of the literature and review of current studies.

A Likert-type scale was developed for use with the questionnaire. Wiersma (1969, p. 208) stated that attitudes towards something be considered in some kind of continuum between extremes. According to Kerlinger (p. 496) a summated rating scale such as the Likert scale gives attitude items approximately equal value and allows for intensity of opinion expression. He believed that the greater number of response ranges available allowed for greater variance in the results (p. 496).

A panel of expert judges was chosen to assist in compiling, designing and evaluating the items for inclusion in the instrument. This panel consisted of Dr. Leonard Dobrin, Associate Professor of Sociology, Old Dominion University; Mrs. Helen Moore, Kindergarten Supervisor, Virginia Beach Public Schools; Mrs. Barbara Colbert, Director of Roberts Park Day Care Center; Mrs. Dora Harbin, Assistant Professor of Social Work, Virginia Wesleyan College; Dr. Marian Capps, Professor Emeritus, Director of Tests and Measurements, Norfolk State College (see Appendix A).

The instrument was sent to the judges for review. The researcher then held individual interviews with the

judges. They went over each item and category in relation to (1) the importance of each item statement, (2) changes in wording that would improve clarity, (3) appropriate additions or deletions of items, and (4) overall design of the instrument and development of Likert scale.

The consensus of the judges resulted in a participant information sheet, explanation of the study and a questionnaire which was sent out to all four groups being surveyed.

Presentation of Instrument to Subjects

An introductory letter (Appendix B) encouraging participation in the study was mailed out to 1,305 people between March 21 and April 2, 1977, requesting a response within 14 days. Accompanying the letter was an explanatory description of the study containing important directions and definitions (Appendix C). A participation sheet was sent (Appendix D), printed on yellow stock to identify and isolate its importance. It asked for appropriate confidential information about the respondent that enabled the investigator to test the hypotheses stated in Chapter I. Attached to this was the final survey instrument (Appendix E) as approved by the panel of judges. Also enclosed was a stamped self-addressed envelope. First class postage was used for both outgoing and return mail. As shown in

Table 1, the total percentage of returns for day care administrators, elementary principals and college faculty was 38%. The lowest return for any group was 34% from college faculty.

Procedures for Recording Responses

All returned responses were recorded on Standard Data Sheets. The following values were assigned to responses as they were placed on the data sheet: for "agree very strongly"--6; for "agree strongly"--5; for "agree"--4; for "disagree"--3; for "disagree strongly"--2; for "disagree very strongly"--1; and no response--0. For the personal qualifications of day care teachers responses 1 through 4 were recorded for each separate category. Nunnally (1975, p. 26) stated that interval scales may be assigned to ratings of attitudes.

In addition to item responses, the following information was recorded from the participation sheet (Appendix D) onto the data sheet about each respondent. A letter identifying which group the respondent came from: Elementary Principal--E; Professor--P; Non-Profit Day Care Administrator--N; Proprietary Day Care Administrator--H. A three-digit identification number was assigned to each person within the four groups. The participation sheet

Table 1
Percentage of Returns by Groups

Groups	No. Mailed	No. of Returns	% of Return
Day Care Administrators	454	157	34.58
Elementary Principals	531	238	44.82
College Faculty	320	109	34.06
Totals	1,305	504	38.61

(Appendix D) identified the actual numbers of proprietary day care administrators and non-profit day care administrators. Table 2 reflects that 17% were administrators of proprietary centers and 14% were administrators of non-profit centers. A one-digit identification number from 1 to 6 was assigned to identify the level of the respondent's education. Two computer cards were necessary for each subject in order to accommodate all the identification information and responses contained in the instrument. The total number of computer cards processed was 1,008.

Analysis of Data

The investigator used both descriptive and inferential statistics to analyze the data. Nunnally (1975) stated that descriptive statistics come from analysis "which help summarize or describe the data as a whole" (p. 5). Comrey (1975) said descriptive statistics meant that "the various statistical features of a body of data are described, much as a biographical sketch of a person" (p. 128).

In order to test the hypotheses for alpha level significance it was necessary to use inferential statistics, which allows a conclusion arrived at through reasoning (Kerlinger, 1973, p. 186).

Comrey defined inferential statistics as follows:

Table 2
Number and Percentage of Total
Respondents by Group

Groups	No. of Respondents	% of Total
Proprietary Day Care Administrators	86	17.0
Non-Profit Day Care Administrators	71	14.0
Elementary Principals	238	47.0
College Faculty	109	22.0
Totals	504	100.0

Through the methods of inference it is possible to estimate the probability that the sample population will deviate from the population proportion by more than a predetermined amount. This helps to fix the location of the true population proportion within certain limits rather than just to estimate its value without giving any idea about how far off the estimate could be. (p. 128)

The investigator compared sample groups which differed by occupation. After comparing the groups, post-hoc comparisons were made to determine which differences contributed to the significant results. Hays (1963) stated that the investigator initially must establish that some real differences do exist, then explore the data to find the source of difference and explain its meaning (p. 483).

A .05 level of significance was adopted for all analysis. In order to test hypotheses 1, 2, and 3, determining the significant difference in the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the administrative, instructional and classroom management role responsibilities of teachers in developmental day care centers, the following treatment of the data was employed. A one-way analysis of variance was performed on the mean response values for each of the three role responsibilities. The higher the respondents' score, the

more strongly they agreed with the instrument statements. If significance was obtained, comparison of the group means was performed by a t Test Matrix with alpha level at .05.

In order to test hypotheses 4, 5, and 6, determining the significant difference in the perceptions of respondents with varying levels of educational achievement in regard to the administrative, instructional and managerial role responsibilities of teachers in developmental day care centers, the following treatment of the data was employed. A one-way analysis of variance was performed on the mean response values for each of the six levels of education. The higher the respondents' score, the more strongly they agreed with the instrument statements. If significance was obtained, comparisons of the group means was performed by a t Test Matrix with the alpha level at .05.

In order to test hypothesis 7, determining the significant difference in the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the training/work experience a teacher in a developmental day care center should possess prior to employment, the following treatment of the data was employed. A one-way analysis of

variance was performed on the mean response values for each of the three role responsibilities. The higher the respondents' score, the more strongly they agreed with the instrument statements. If significance was obtained, comparisons of the group means were performed by a t Test Matrix with the alpha level at .05.

In order to test hypothesis 8, determining the significant difference in the perceptions of respondents with varying levels of educational achievement in regard to the training/work experience a teacher in a developmental day care center should possess prior to employment, the following treatment of the data was employed. A one-way analysis of variance was performed on the mean response values for each of the six levels of education. The higher the respondents' score, the more strongly they agreed with the instrument statements. If significance was obtained, comparisons of the group means was performed by a t Test Matrix with the alpha level at .05.

A frequency and percentage tabulation was performed on each item for all role responsibilities, training/work qualifications and demographic qualifications within each of the four groups as well as the entire population.

Statistical analysis was performed with the aid of D E C system 10 timesaving computer, with a KL602A central

processor with virtual memory. The computer package was the Bio Medical computer program (BMDP1V, 1975). Frequencies were tabulated by the Statistical Package for Social Sciences (SPSSP) Crosstabs.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The primary purpose of this study was to determine the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the administrative, instructional and classroom management role responsibilities of teachers in developmental day care centers.

The secondary purpose was to determine the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the training/work experience and demographic qualifications a teacher in a developmental day care center should possess prior to employment.

Analysis of the data was carried out for each hypothesis and tested at the .05 level of significance.

Administrative Role Responsibilities as Perceived by Occupation

Hypothesis 1. There is no significant difference in the perceptions of administrators of proprietary day

care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the administrative role responsibilities of a teacher in a developmental day care center.

A one-way analysis of variance was performed on the mean response values of the four groups regarding their perceptions of the teacher's administrative role responsibilities. As shown in Table 3, the analysis of variance indicated an insignificant difference between these groups, $F(3,500) = .2010$, $p > .05$. Therefore the investigator failed to reject the null hypothesis at the .05 level of significance.

A review of the groups' mean scores as shown in Table 4, further substantiated no differences regarding perceptions of administrative responsibilities.

In order to identify the specific administrative items (Appendix E) which received at least 80% agreement by all the respondents, an analysis on each item was done by frequency and percentage for the whole sample population.

As shown in Table 5, most respondents agreed that conducting parent-teacher conferences, writing periodic program reports and writing anecdotal records on children were the most appropriate administrative responsibilities for the teacher.

Table 3
 Summary Table of ANOVA for Total Scores from
 Occupational Groups Regarding
 Administrative Role
 Responsibilities

Source of variation	Degrees of freedom	Sum of squares	Mean squares	F value	Tail area probability
Groups	3	.2833	.044	.2010	.8957
Within	500	234.8262	.4697		
Total	503	235.1095			

Note. Significant at the .05 level.

Table 4
Estimate of Means from Occupational Groups Regarding
Administrative Role Responsibilities

Groups	Means
Administrators of Proprietary Day Care Centers	4.0686
Administrators of Non-Profit Day Care Centers	4.1407
Elementary Principals	4.1317
College Faculty	4.1220
Total	4.1183

Table 5
 Frequency and Percentage for Administrative Role
 Responsibilities as Agreed Upon by 80%
 of All Respondents

Items	Freq.	% of agreement
Conduct parent-teacher conferences	463	94.0
Write periodic program reports	456	93.0
Write anecdotal records on children	445	92.0
Develop rules to insure health and safety of children	442	90.0
Supervise volunteers or trainees	447	90.0
Arrange field trips	435	88.0
Prepare reports on suspected child abuse	428	86.0
Train teacher aides	419	85.0
Conduct fire drills	409	83.0
Interview parent and child	402	82.0
Keep attendance records	393	80.0

Note. Role responsibilities are ranked in order of agreement as indicated by frequency and percentage.

Freq. = Frequency of total group.

% = Percent of total group.

Only four administrative responsibilities received wide disagreement. Driving children to and from the center received a disagreement frequency of 428 (87%). Driving children on field trips received a disagreement frequency of 192 (68%).

Purchasing food received a disagreement frequency of 400 (81%). Menu planning received a disagreement frequency of 363 (73%). The analysis revealed that the majority of all respondents did not regard driving children or participation in the day care center's food program to be an appropriate administrative role for a teacher in a developmental center.

Instructional Role Responsibilities as Perceived by Occupation

Hypothesis 2. There is no significant difference in the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the instructional role responsibilities of a teacher in a developmental day care center.

A one-way analysis of variance was performed on the mean response values of the four groups regarding their perceptions of the teacher's instructional role responsibilities. As shown in Table 6, the analysis of variance

Table 6
 Summary Table of ANOVA for Total Scores from
 Occupational Groups Regarding
 Instructional Role
 Responsibilities

Source of variation	Degrees of freedom	Sum of squares	Mean squares	F value	Tail area probability
Groups	3	2.2908	.7636	2.0052	.1123
Within	500	190.3987	.3808		
Total	503	192.6895			

Note. Significant at the .05 level.

indicated an insignificant difference between these groups, $F(3,500) = 2.0052$, $p > .05$. Therefore the investigator failed to reject the null hypothesis at the .05 level of significance.

A review of the groups' mean scores as shown in Table 7, indicated that administrators of proprietary day care centers differed most strongly with elementary principals in regards to instructional role responsibilities. This table also revealed that administrators of proprietary day care centers were in less agreement on instructional items than the other three groups.

Due to the differences between the mean scores for administrators of proprietary day care centers and principals of public elementary schools, the investigator identified the specific items in which agreement varied within those two groups by at least 5%.

Table 8 shows those items which principals agreed with more strongly than administrators of proprietary day care centers; long range and cooperative planning, making referrals when outside expertise is needed, knowledge of testing and ordering of films and filmstrips.

Table 9 shows those items which administrators of proprietary day care centers agreed with more strongly than principals. They viewed creating instructional

Table 7
Estimate of Means from Occupational Groups Regarding
Instructional Role Responsibilities

Groups	Means
Administrators of Proprietary Day Care Centers	4.7841
Administrators of Non-Profit Day Care Centers	4.9059
Elementary Principals	4.9734
College Faculty	4.9308
Total	4.9224

Table 8

Instructional Role Responsibilities that Reflect Dispersion
 Between Principals of Public Elementary Schools and
 Administrators of Proprietary Day Care
 Centers by a Minimum of 5%

Items	% of elementary principals	% of proprietary day care center administrators	% of dispersion
<u>Agreed</u>			
Develop long range goals	97.0	87.0	10.0
Initiate term planning with other staff members	95.0	89.0	23.0
Make referrals for counseling	98.0	88.0	10.0
Make referrals to other human ser- vice agencies	90.0	63.0	27.0
Select testing material	84.0	61.0	23.0
Administer tests	94.0	87.0	7.0
Interpret test results to parents	94.0	75.0	19.0
Order films and filmstrips	84.0	68.0	16.0

Table 9
 Instructional Role Responsibilities that Reflect
 Dispersion Between Administrators of
 Proprietary Day Care Centers and
 Principals of Public Elementary
 Schools by a Minimum of 5%

Items	% of Proprietary day Care Center administrators	% of elementary principals	% of dispersion
<u>Agreed</u>			
Create instruc- tional materials	99.0	94.0	5.0
Prepare posters, charts and bulletin boards	98.0	84.0	14.0
Acquire library books	91.0	77.0	14.0
Operate audio- visual equip- ment	93.0	86.0	7.0
Plan remedial learning experiences	92.0	73.0	19.0

materials, preparing posters, charts and bulletin boards, acquiring library books, operating audio-visual equipment and planning remedial learning experiences to be appropriate responsibilities within the instructional role of the teacher.

Classroom Management Role Responsibilities
as Perceived by Occupation

Hypothesis 3. There is no significant difference in the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the classroom management role responsibilities of a teacher in a developmental day care center.

A one-way analysis of variance was performed on the mean response values of the four groups regarding their perceptions of the teacher's classroom management role responsibilities. As shown in Table 10, the analysis of variance indicated a significant difference between these groups, $F(3,500) = 24.7308$, $p < .05$. Therefore the investigator rejected the null hypothesis at the .0001 level of significance.

In order to determine significant differences between the groups, a t Test Matrix for group means was performed, with the alpha level control at .05.

Table 10
 Summary Table of ANOVA for Total Scores from
 Occupational Groups Regarding
 Classroom Management Role
 Responsibilities

Source of variation	degrees of freedom	Sum of squares	Mean squares	F value	Tail area probability
Groups	3	60.0921	20.0307	24.7308	.0001
Within	500	404.9745	.8099		
Total	503	465.0666			

Note. Significant at the .05 level.

As shown in Table 11, a significant difference was found between administrators of proprietary day care centers versus elementary principals and college faculty. A significant difference between administrators of non-profit day care centers versus college faculty and elementary principals was also found. These results indicated disagreement between day care administrators from both groups versus college faculty and elementary principals.

A review of the groups' mean scores as shown in Table 12 substantiated strong differences. College faculty and elementary principals disagreed with both groups of day care administrators in their perceptions of classroom management role responsibilities for the teacher.

In order to identify the specific classroom management items that caused such significant differences, an analysis for each item was done by percentage for each of the four groups. The only items agreed upon by 90% of all respondents were report poor building maintenance to director, report unsanitary conditions to director, referral of children's health problems, referral of vision and hearing problems.

The following items represented agreement by all four groups with no more than a 10% dispersion between groups; keep room clean, arrange room furniture, administer

Table 11

Summary Table of t Test Matrix for Total Scores from
Occupational Groups Regarding Classroom
Management Role Responsibilities

Items	Group 1	Group 2	Group 3	Group 4
Group 1	.0000			
Group 2	-5.6132****	.0000		
Group 3	.1104	6.1317****	.0000	
Group 4	-6.0460****	1.4630	-6.3573****	.0000

Note. Group 1 = Administrators of Proprietary Day Care Centers; Group 2 = College Faculty; Group 3 = Administrators of Non-Profit Day Care Centers; Group 4 = Elementary Principals.

**** = p < .0001.

Table 12
Estimate of Means from Occupational Groups Regarding
Classroom Management Role Responsibilities

Groups	Means
Administrators of Proprietary Day Care Centers	4.2222
Administrators of Non-Profit Day Care Centers	4.2408
Elementary Principals	3.5379
College Faculty	3.3987
Total	3.7236

first aid, regulate heating, cooling and lighting, and conduct fire drills.

As shown in Table 13, the remaining items revealed strong disagreement between day care administrators, elementary principals and college faculty. Most principals and college faculty did not perceive many classroom management items to be appropriate role responsibilities for day care teachers.

Administrative Role Responsibilities as Perceived by Educational Levels

The investigator analyzed role responsibilities in relation to the varying educational levels of the respondents. Table 14 identifies the education level and occupation of all respondents by frequency and percentage. This analysis revealed that principals of public elementary schools and college faculty had attained higher levels of education than day care administrators. However day care administrators were found to have higher educational levels than those required by the Virginia State Department of Welfare (Minimum Standards for Licensed Child Care Centers, State Department of Welfare, Richmond, Virginia, 1976). The 1976 standards stated that, "There shall be one person in charge at the center who shall be responsible for the administration of the center. It is essential that this

Table 13

Classroom Management Role Responsibilities that Reflect Dispersion
Between Occupational Groups by a Minimum of 10%

Items	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
<u>Agreed</u>				
Wash children	90.0	75.0	40.0	37.0
Change soiled children	96.0	80.0	36.0	36.0
Serve food	76.0	67.0	27.0	23.0
Do class laundry	17.0	20.0	9.0	7.0
Administer pre- scription medicine	76.0	60.0	40.0	51.0
Do minor equip- ment repair	53.0	62.0	40.0	31.0
Put toys away	75.0	62.0	31.0	29.0
Stack sleeping cots	89.0	71.0	46.0	26.0

Table 13 (Continued)

Items	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Clear tables	85.0	70.0	42.0	35.0
Dispose of trash	57.0	38.0	9.0	9.0
Clean lavatories	43.0	25.0	7.0	4.0
Conduct daily health inspec- tions	86.0	81.0	22.0	44.0
Open center in morning	75.0	78.0	35.0	43.0
Close center in evening	73.0	77.0	37.0	44.0

Table 14
Occupation and Educational Levels of All Respondents
by Frequency and Percentage

Educational Levels	Group 1		Group 2		Group 3		Group 4	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
High School	16	18.6	10	14.1	1	.4	-	-
Associates Degree	17	19.8	6	8.5	1	.4	-	-
Bachelors Degree	40	46.5	22	31.0	6	2.5	-	-
Masters Degree	7	8.1	26	36.6	194	81.5	25	22.9
Doctorate Degree	3	3.5	2	2.8	13	5.5	78	71.6
Other	3	3.5	5	7.0	23	9.7	6	5.5
Total	86	100.0	71	100.0	238	100.0	109	100.0

Note. Group 1 = Administrators of proprietary day care centers; Group 2 = Administrators of non-profit day care centers; Group 3 = Principals of public elementary schools; Group 4 = College faculty.

Freq. = Frequency of total group. % = Percentage of total group.

person be a competent administrator with the ability to establish and maintain good staff relationships" (p. 26).

The last education category shown in Table 14 as "other," generally reflected some outside workshops or coursework for administrators of day care centers. For principals and college faculty that category reflected additional advanced graduate work not specifically delineated on the participation sheet (Appendix D).

Hypothesis 4. There is no significant difference in the perceptions of respondents with varying levels of educational achievement in regard to the administrative role responsibilities of a teacher in a developmental day care center.

A one-way analysis of variance was performed on the mean response values for respondents within the six educational levels regarding their perceptions of the teacher's administrative role responsibilities. As shown in Table 15, the analysis of variance indicated an insignificant difference between these groups, $F(5,498) = .2010$, $p > .05$. Therefore the investigator failed to reject the null hypothesis at the .05 level of significance.

A review of the groups' mean scores as shown in Table 16, indicated that respondents with higher educational levels differed slightly than those respondents

Table 15
 Summary Table of ANOVA for Total Scores from
 Educational Levels Regarding
 Administrative Role
 Responsibilities

Source of variation	Degrees of freedom	Sum of squares	Mean squares	F value	Tail area probability
Groups	5	.5336	.1067	.2266	.9510
Within	498	234.5759	.4710		
Total	503	235.1095			

Note. Significant at the .05 level.

Table 19
Estimate of Means from Educational Levels Regarding
Administrative Role Responsibilities

Groups	Means
High School Degree	4.0248
Associates Degree	4.0371
Bachelors Degree	4.1262
Masters Degree	4.1251
Doctorate	4.1504
Other	4.0921
Total	4.1183

having lower levels of education.

Instructional Role Responsibilities
as Perceived by Educational Levels

Hypothesis 5. There is no significant difference in the perceptions of respondents with varying levels of educational achievement in regard to the instructional role responsibilities of a teacher in a developmental day care center.

A one-way analysis of variance was performed on the mean response values for respondents within the six educational levels regarding their perceptions of the teacher's instructional role responsibilities. As shown in Table 17, the analysis of variance indicated a significant difference between these groups, $F(5,498) = 3.3635$, $p < .05$. Due to these results the investigator rejected the null hypothesis at the .01 level of significance.

In order to determine significant differences between the groups, a t Test Matrix for group means was performed, with the alpha level control at .05.

As shown in Table 18 a significant difference was found between high school level versus bachelors, masters, doctorate and "other" levels.

Table 17
 Summary Table of ANOVA for Total Scores from
 Educational Levels Regarding
 Instructional Role
 Responsibilities

Source of variation	Degrees of freedom	Sum of squares	Mean squares	F value	Tail area probability
Groups	5	6.2945	1.2589	3.3635	.0053
Within	498	186.3950	.3743		
Total	503	292.6895			

Note. Significant at the .05 level.

Table 18

Summary Table of t Test Matrix for Total Scores from
 Educational Levels Regarding Instructional
 Role Responsibilities

Items	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Level 1	.0000					
Level 2	1.3236	.0000				
Level 3	2.3921**	.5738	.0000			
Level 4	3.6616***	1.3827	1.0428	.0000		
Level 5	3.6609***	1.4304	1.0809	.2272	.0000	
Level 6	3.2805**	1.4461	1.2128	.6872	.5245	.0000

Note. Level 1 = High School Degree; Level 2 = Associate Degree; Level 3 = Bachelors Degree; Level 4 = Masters Degree; Level 5 = Doctorate Degree; Level 6 = Other.

** = $p < .01$; *** = $p < .001$

A review of the groups' mean scores as shown in Table 19 revealed differences between respondents having lower levels of education and those with higher levels. This table also indicated that the higher level of education the more instructional responsibility the respondent perceived for the teacher.

Classroom Management Role Responsibilities
as Perceived by Educational Levels

Hypothesis 6. There is no significant difference in the perceptions of respondents with varying levels of educational achievement in regard to the classroom management role responsibilities of a teacher in a developmental day care center.

A one-way analysis of variance was performed on the mean response values for respondents within the six educational levels regarding their perceptions of the teacher's classroom management role responsibilities. As shown in Table 20 the analysis of variance indicated a significant difference between these groups, $F(5,498) = 8.9315$, $p < .05$. Therefore the investigator rejected the null hypothesis at the .0001 level of significance.

In order to determine significant differences between the groups a t Test Matrix for group means was performed, with the alpha level control at .05.

Table 19
Estimate of Means from Educational Levels Regarding
Instructional Role Responsibilities

Groups	Means
High School Degree	4.5100
Associates Degree	4.7771
Bachelors Degree	4.8715
Masters Degree	4.9587
Doctorate	4.9746
Other	5.0335
Total	4.9224

Table 20
 Summary Table of ANOVA for Total Scores from
 Educational Levels Regarding
 Classroom Management Role
 Responsibilities

Source of variation	Degrees of freedom	Sum of squares	Mean squares	F value	Tail area probability
Groups	5	32.2722	7.6544	8.9315	.0001
Within	498	426.7944	.8570		
Total	503	465.0666			

Note. Significant at the .05 level.

As shown in Table 21, a significant difference was found between high school level versus masters, doctorate and "other" levels. A significant difference was found between associate level versus masters and doctorate level. Also a significant difference was found between bachelors level versus masters and doctorate level.

A review of the groups' mean scores as shown in Table 22 revealed strong differences by respondents with higher levels of education. It also indicated that the higher level of education the less classroom management responsibility the respondent perceived for the teacher.

Training/Work Experience a Teacher
Should Possess as Perceived by Occupation

Hypothesis 7. There is no significant difference in the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty in regard to the training/work experience a teacher in a developmental day care center should possess prior to employment.

A one-way analysis of variance was performed on the mean response values of the four groups regarding their perceptions of appropriate training/work experience for day care teachers. As shown in Table 23, the analysis of

Table 21

Summary Table of t Test Matrix for Total Scores from
 Educational Levels Regarding Classroom
 Management Role Responsibilities

Items	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Level 1	.0000					
Level 2	.2508	.0000				
Level 3	.1068	.3305	.0000			
Group 4	-3.3154***	-2.6945**	-4.7098****	.0000		
Group 5	-3.9761****	-3.1826***	-4.8135****	-1.5019	.0000	
Group 6	02.1850*	-1.3688	-1.8777	1.3457	2.2258	.0000

Note. Level 1 = High School Degree; Level 2 = Associate Degree; Level 3 = Bachelors Degree; Level 4 = Masters Degree; Level 5 = Doctorate Degree; Level 6 = Other.

* = $p < .05$; ** = $p < .01$; *** = $p < .001$; **** = $p < .0001$.

Table 22
Estimate of Means from Educational Levels Regarding
Classroom Management Role Responsibilities

Groups	Means
High School Degree	4.1907
Associates Degree	4.1262
Bachelors Degree	4.2165
Masters Degree	3.6004
Doctorate	3.4394
Other	3.8138
Total	3.7236

Table 23
 Summary Table of ANOVA for Total Scores from
 Occupational Groups Regarding
 Training/Work Experience
 Qualifications

Source of variation	Degrees of freedom	Sum of squares	Mean squares	F value	Tail area probability
Groups	3	4.6667	1.5556	1.6753	.1714
Within	500	464.2624	.9285		
Total	503	468.9291			

Note. Significant at the .05 level.

variance indicated an insignificant difference between these groups, $F(3,500) = 1.6753$, $p < .05$. Therefore the investigator failed to reject the null hypothesis at the .05 level of significance.

A review of the groups' mean scores as shown in Table 24, revealed no differences between these groups.

In order to identify the specific training/work experience items (Appendix E) perceived by respondents to be important, an analysis on each item was done by frequency and percentage for the whole sample population. Those items which received at least 80% agreement by all respondents are shown in Table 25.

Most respondents perceived special workshops to be most valuable (95%), while only mildly supporting one and two year community college training programs (69%). Three items which received the lowest agreement were; has been a babysitter (50%), has been a camp counselor (44%) and has been a sunday school teacher (35%). Prior work as a day care teacher was agreed upon by 72% of all respondents, while prior work as a primary teacher in public school was agreed upon by 65% of all respondents.

The investigator also analyzed each item of training/work experience within the four groups by percentage. As shown in Table 26, six items received a large

Table 24
Estimate of Means from Occupational Groups Regarding
Training/Work Experience Qualifications

Groups	Means
Administrators of Proprietary Day Care Centers	4.0783
Administrators of Non-Profit Day Care Centers	4.1648
Elementary Principals	4.3317
College Faculty	4.2657
Total	4.2507

Table 25
 Frequency and Percentage for Training/Work
 Experience Items as Agreed Upon by
 80% of All Respondents

Items	Freq.	% of agreement
Has taken workshop courses in early childhood methods	350	95.0
Has taken workshop courses in child development	405	94.0
Has had child development associate competency certificate (Office of Child Development)	454	92.0
Has a high school diploma	444	89.0
Has had supervised in-service training at day care centers through Community College program	410	88.0
Has had student teaching experience through college training program	406	87.0
Has a G.E.D. (high school equivalency)	361	80.0

Note. Training/Work experience items are ranked in order of agreement as indicated by frequency and percentage.

Freq. = Frequency of total group.

% = Percentage of total group.

Table 26

Training/Work Experience Qualifications that Reflect Strong
Dispersion Between Occupational Groups

Items	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
<u>Agreed</u>				
Has been a Sun- day School Teacher	39.0	49.0	36.0	20.0
Has been a day care center teacher	75.0	72.0	73.0	66.0
Has been a pri- mary teacher in a public school	46.0	55.0	77.0	60.0
Has had student teaching experi- ence through college train- ing program	74.0	74.0	92.0	94.0
Has four years teacher training in early child- hood education, B.A. degree	61.0	59.0	87.0	80.0

Table 26 (Continued)

Items	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Has four years social work training, B.A. degree	39.0	39.0	62.0	47.0

dispersion of agreement. Day care administrators and principals valued previous work as a day care teacher (73%) above college faculty (66%). Principals and college faculty valued a four year degree in early childhood education (84%) above administrators of day care centers (60%).

Training/Work Experience a Teacher
Should Possess as Perceived by
Educational Levels

Hypothesis 8. There is no significant difference in the perceptions of respondents with varying levels of educational achievement in regard to the training/work experience a teacher in a developmental center should possess prior to employment.

A one-way analysis of variance was performed on the mean response values for the six educational levels regarding their perceptions of appropriate training/work experience for day care teachers. As shown in Table 27, the analysis of variance indicated a significant difference between these groups, $F(5,498) = 2.4826$, $p < .05$. Therefore the investigator rejected the null hypothesis at the .03 level of significance.

In order to determine significant differences between the groups, a t Test Matrix for group means was performed, with the alpha level control at .05.

Table 27
 Summary Table of ANOVA for Total Scores from
 Educational Levels Regarding
 Training/Work Experience
 Qualifications

Source of variation	Degrees of freedom	Sum of squares	Mean squares	F value	Tail area probability
Groups	5	11.4043	2.2809	2.4826	.0309
Within	498	457.5248	.9187		
Total	503	468.9291			

Note. Significant at the .05 level.

As shown in Table 28 a significant difference was found between bachelor level versus master and doctorate level.

A review of the groups' mean scores as shown in Table 29 reflected a difference between perceptions of bachelor level versus all other levels.

Demographic Qualifications as Perceived by Occupation

In order to analyze the demographic qualifications (Appendix E) preferred by respondents, a frequency and percentage tabulation was done on each item for the entire sample population. At least 70% of all respondents chose "no difference" in most of the demographic qualifications except for the two items concerning age. Sixty percent of all respondents preferred teachers between 36 and 50 years of age.

Summary

The results of the analysis of data received from approximately 38% of the sample population were reported. One-way factor analysis of variance was used to determine the retention or rejection of the null hypotheses stated in Chapter III. Based on the data analysis, four of the eight hypotheses were retained.

Table 28

Summary Table of t Test Matrix for Total Scores from
 Educational Levels Regarding Training/
 Work Experience Qualifications

Items	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Level 1	1.0000					
Level 2	.9780	1.0000				
Level 3	.5340	.5168	1.0000			
Group 4	.1646	.1863	.0016***	1.0000		
Group 5	.3500	.3518	.0340**	.4487	1.0000	
Group 6	.4687	.4428	.1520	.6860	.9437	1.0000

Note. Level 1 = High School Degree; Level 2 = Associate Degree; Level 3 = Bachelors Degree; Level 4 = Masters Degree; Level 5 = Doctorate Degree; Level 6 = Other.

** = $p < .01$; *** = $p < .001$.

Table 29
Estimate of Means from Educational Levels Regarding
Training/Work Experience Qualifications

Groups	Means
High School Degree	4.0963
Associates Degree	4.1033
Bachelors Degree	3.9213
Masters Degree	4.3549
Doctorate	4.2751
Other	4.2874
Total	4.2507

The four rejected hypotheses showed significant differences in the perceptions of respondents in regards to classroom management role responsibilities, instructional role responsibilities and training/work experience for teachers in developmental day care centers.

A t Test Matrix was used to determine specific differences between each group when the analysis of variance revealed significant results.

Comparison of group mean scores and percentage tabulations identified specific items (Appendix E) which respondents perceived as appropriate for day care teachers.

CHAPTER V

CONCLUSIONS

Introduction

Included in this chapter are a restatement of the problem, brief overview of the literature, procedures followed during the study, findings of statistical analysis, conclusions and recommendations.

The Problem

With the expansion of day care services predicted over the coming years, questions concerning the day care teacher's role and qualifications needed to be addressed.

The purpose of this study was to identify administrative, instructional and classroom management role responsibilities for teachers employed in developmental day care centers. The secondary purpose was to identify appropriate training/work qualifications teachers should possess prior to employment.

The investigator utilized the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty. These four groups were chosen because of their experience with

programs for young children and training people for work in these fields. The investigator believed that aside from their expertise, these groups would play leading roles in the evolution of day care programs and licensing standards throughout the state.

By name definition, day care programs generally encompassed a ten hour day, fifty week year for the pre-school child, in order to allow the parent to pursue gainful employment. The term role responsibility was used in this study to delineate specific tasks necessary to meet the requirements of this day, while also encompassing the important goals involved in achieving the emotional, physical, social and intellectual outcomes important for the young child.

Literature Review

Review of the literature revealed that teachers of young children needed to be skilled in many areas if they were to adequately fulfill their function.

Many studies identified day care teacher competencies as perceived by day care teachers and supervisors. However the investigator found no work done delineating the teacher's specific role responsibilities and appropriate training/work qualifications.

Procedures

A survey instrument was designed. A panel of expert judges helped the investigator refine the instrument. A six column Likert scale was developed. Respondents were asked to react to each item on the survey instrument. In March and April 1977, 1,305 survey questionnaires were sent out in the state of Virginia to the four identified groups. An overall response of 38% was received.

Interval values were assigned to the instrument responses. The interval data became the base for analyzing and testing the eight hypotheses developed by the investigator.

Inferential statistical analysis was used in order to retain or reject each null hypothesis. A one-way analysis of variance was implemented to determine significance at an alpha level of .05. When significance was found a t Test Matrix was used to determine significant differences between group mean scores.

Descriptive analysis was applied by comparison of group mean scores. When these scores differed, frequency and percentage tabulations were performed on each survey item for all role responsibilities and training/work qualifications. These tabulations helped determine perception differences when no significance had been reported inferentially.

Findings

For clarity and concise organization, findings are offered in order of hypotheses presented in Chapters I, III, and IV.

Perceptions of Administrative Role Responsibilities by Occupation

A one-way analysis of variance revealed no significant difference between occupational groups. The group mean scores also reflected general agreement.

All respondents strongly agreed that the most important administrative responsibilities were conducting parent-teacher conferences, writing periodic program reports and writing anecdotal records on children.

All respondents felt the least important administrative responsibilities were driving children to and from center, driving children on field trips, purchasing food and menu planning.

Perceptions of Instructional Role Responsibilities by Occupation

A one-way analysis of variance revealed no significant difference between groups. The group mean scores did reveal differences between administrators of proprietary day care centers and the other three occupations. Proprietary day care administrators differed most strongly with principals.

Principals were in stronger agreement than proprietary day care administrators on the following items; long range and cooperative planning, making referrals to outside sources when help was needed, knowledge of testing and ordering of films and filmstrips.

Administrators of proprietary day care centers were in stronger agreement than principals on the following items; creating instructional materials, preparing posters, charts and bulletin boards, acquiring library books, operating audio-visual equipment and planning remedial learning experiences.

Perceptions of Classroom Management
Role Responsibilities by Occupation

A one-way analysis of variance revealed a significant difference between groups. Analysis of the t Test Matrix showed perceptions of all day care administrators to be significantly different than principals and college faculty. The group mean scores also reflected strong differences between both groups of day care administrators versus principals and college faculty.

Item analysis for each group clearly indicated that day care administrators recognized most of the classroom management items to be appropriate teacher responsibilities, while principals and college faculty strongly disagreed.

Perceptions of Administrative Role
Responsibilities by Educational Level

A one-way analysis of variance revealed no significant difference between groups. The group mean scores reflected slightly higher agreement with administrative role responsibilities by respondents with higher educational levels.

Perceptions of Instructional Role
Responsibilities by Educational Level

A one-way analysis of variance revealed a significant difference between groups. Analysis of the t Test Matrix showed perceptions of high school graduates to be significantly different than respondents with bachelor degrees, masters degrees, doctorates and the last category delineated as "other."

Group mean scores reflected slightly higher agreement with instructional role responsibilities by respondents with higher educational levels.

Perceptions of Classroom Management
Role Responsibilities by
Educational Level

A one-way analysis of variance revealed a significant difference between groups. Analysis of the t Test Matrix showed perceptions of high school graduates, associate degree and bachelor degree respondents

to be significantly different than masters and doctorate degree respondents.

Group mean scores reflected that the higher educational level of the respondent the more disagreement was found with the classroom management role responsibilities.

Perceptions of Training/Work
Experience Qualifications
by Occupation

A one-way analysis of variance revealed no significant difference between groups. The group mean scores also reflected general agreement.

All respondents perceived special workshops to be the most important type of training. While all respondents mildly supported the one or two year community college child care degree programs, they viewed them as less important than workshops, in-service training and competency based certificates issued by the Office of Child Development.

College faculty and principals viewed four year degree programs in early childhood education and social work to be more valuable than did day care administrators.

College faculty and principals viewed previous work experience as a primary teacher in public schools to be more valuable than did day care administrators. While the day care administrators and principals viewed previous work

experience as a day care teacher to be more valuable than did the college faculty.

Perceptions of Training/Work Qualifications by Educational Levels

A one-way analysis of variance revealed a significant difference between groups. A t Test Matrix showed perceptions of bachelor degree respondents to be significantly different than masters and doctorate degree respondents.

Group mean scores reflected that bachelor degree respondents were in least agreement with the training items than all other educational levels.

Demographic Qualifications

Frequency and percentage tabulations of the personal qualifications revealed that 70% of all respondents had no preference for any items except age of the teacher. Sixty percent of all respondents preferred teachers between 36 and 50 years of age.

Conclusions

In reviewing the results reported in Chapter IV and summarized here, a clear pattern of dichotomous responses was apparent in relation to respondent occupations

and education levels. Appendix F summarizes all responses for the four occupational groups.

Administrators of all day care centers had very similar perceptions, which differed strongly from the perceptions of elementary principals and college faculty in the areas of instructional and classroom management role responsibilities. When no significant difference was reported inferentially, analysis of frequency and percentage scores generally showed a decisive split in the perceptions of day care administrators versus elementary principals and college faculty. Analysis by educational level also showed a similar dichotomous response pattern. Respondents with higher levels of education perceived roles and training differently than respondents with lower levels of education.

As shown in Appendix C respondents were asked to mark responses that represented their ideal opinions for role responsibilities and training/work qualifications. The analyzed results indicated that respondents made choices which were closely aligned to their own current employment model and educational level. Evidence of this was found throughout the data.

While all respondents agreed that teachers had instructional responsibilities, the items preferred by day

care respondents differed from those items preferred by principals and college faculty. Day care administrators chose creation of instructional materials, preparing posters and bulletin boards, acquiring library books, operating audio-visual equipment and planning remedial instruction. Principals and college faculty preferred long range and cooperative planning, making referrals to outside agencies, knowledge of testing and ordering films and filmstrips. In classroom management responsibilities day care respondents strongly agreed with keeping room clean, washing children, changing soiled children, arranging room furniture, reporting unsafe and unsanitary conditions to director and referral of health problems. The elementary principals and college faculty only agreed strongly with reporting unsafe and unsanitary conditions to director and referral of health problems. On all other classroom management items strong disagreement was reflected by these two groups. Day care administrators preferred past work experience as a day care teacher, while principals and college faculty preferred past experience as a primary teacher in public school.

The data clearly revealed that respondents not only made choices dependent upon their own employment model but principals and college faculty responses reflected a teacher

model pattern which viewed that role primarily as instructional. They saw very little appropriateness in the caregiver role model for the person defined as teacher.

Most respondents were reluctant to reveal any preferences regarding the teacher's personal qualifications. This may have been due to the format which gave the respondent the opportunity to choose the category "no difference." The sensitivity of subject matter and possible illegalities involved in utilization of those criteria for hiring purposes may have created an unwillingness on the respondents part to honestly reveal their own perceptions regarding those qualifications.

Recommendations

Due to the conclusions enumerated above the following recommendations seem apparent and worthy of pursuit.

1. If the quality of day care is to improve and day care programs become operational within public school systems, new models for day care programming will evolve. Institutions of higher education will become more directly responsible for the training of child care workers.

Due to the dichotomous responses of day care professionals versus principals and college faculty an arena for synthesizing perceptions concerning role models

for day care teachers needs to be established. General lines of communication and dialogue must be developed between all four groups through workshops and conferences to jointly create new models for day care operation. This format would allow all groups to learn from each other while exploring the realities of day care program needs in relation to the instructional strategies and administrative patterns utilized in public education.

2. Due to the declining birth rate and over abundance of graduates holding bachelor degrees in education, certified teachers are seeking alternate employment in day care centers (Chambers, 1971, p. 402). Simultaneously the federal government is actively supporting the utilization of para-professionals as teachers in day care centers (Zigler, 1971, p. 72).

Experts in the professions disagree about ideal teacher roles. Knowledge concerning the effects of teaching practices on young children is limited (Ryans, 1964). New research models need to be designed to measure teacher effectiveness and its relationship to the teacher's training. Heinicke and Strassman (1977) stated that, "Despite the considerable attention which has been focused on day care in recent years, there has been relatively little research which has meaningfully addressed itself to delineating the developmental effects on the child" (p. 3).

3. The divergency of opinion regarding the importance of the teacher's classroom management role needs to be empirically studied. Oyemade and Chargois (1977) stated:

The developmental needs and tasks which are related to greater cognitive competence in school aged children may serve different functions in relation to the development of younger children. For example, providing nutrition, meeting dependency needs and promoting independence and positive social interaction all have been supported as necessary for adequate development of a young child up to the age of three. (p. 4)

While traditionally universities and public school systems have focused on the cognitive aspects of educating students, day care programs service student populations of younger ages with different developmental growth patterns. The traditional role model of teacher as instructional facilitator may not be as viable or beneficial in a day care setting. The importance of the caregiver role model must be seriously addressed in relation to adequately meeting the gratification and socialization needs of young children as identified by Oyemade and Chargois.

4. Respondents from all four groups indicated stronger preferences for specialized in-service workshops rather than specific degree programs for day care teachers. Therefore institutions of higher education need to evaluate

their degree programs for child care personnel in order to assess its real value to the community. Universities should also appraise their four year degree programs in early childhood education and child development, in order to determine its specific effectiveness in training students for work in day care centers. Since some of these graduates are seeking employment in day care, the benefits of placing student teachers in operational settings should be considered.

5. Although this study was unable to discern perceptions regarding personal teacher characteristics, more research in this area is required. Evidence that these characteristics impact on young children has been identified in the literature. Oyemade and Chargois believed that the teacher's parental status, age, teacher-student relations and interactions with children will affect the child's performance (p. 43).

They stated that:

Although the influence of teacher characteristics on child outcomes is a complex issue, research from a variety of traditions; education, child development, psychology, provides rather convincing evidence that ethnic, personality and social characteristics of teachers and caregivers are related to developmental and performance outcomes in children. There is not a wealth of data in this area. However, the reliability of that which is available indicates that more work needs to be done in this area. (p. 43)

Summary

The need for 1.32 million child care workers by 1980 (Chambers, 1971, p. 395), influenced the thrust of this study. Since the day care setting creates programmatic requirements that are rather unique, investigation concerning specific teacher role responsibilities and training was initiated.

The conclusions of this research reflected a strong diversity of opinion regarding appropriate teacher role responsibilities and training/work qualifications for employment in developmental day care centers. The dichotomous nature of the responses enabled the investigator to identify problems in the day care arena which could seriously hamper its evolution within the state of Virginia. Recommendations for further study were clearly delineated by the data and analysis carried out in this investigation.

Kerlinger stated that "The present state of knowledge is important, of course. But it is important mainly because it is the base for further scientific research . . . The heuristic view in science emphasizes theory and interconnected conceptual schemata that are fruitful for further research" (p. 7).

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APPENDIX A
VITAE
PANEL OF JUDGES

PANEL OF JUDGES--VITAE

Marian Capps

- Howard University, Bachelor of Science, Math and Chemistry,
1929
- Columbia University, Master of Science, Teacher Education
and Math, 1942
- Columbia University, Doctor of Philosophy, Statistics and
Evaluation, 1953
- High School Math Teacher--Norfolk Public Schools, Norfolk,
Virginia
- Supervisor of Student Teachers--Hampton Institute, Hampton,
Virginia
- Chairman Math Department--Hampton Institute, Hampton,
Virginia
- Teaching Associate, Statistics--Columbia University, New
York, N.Y.
- Instructor, Statistics--City College, New York, N.Y.
- Director of Records--Howard University, Washington, D.C.
- Professor of Educational Psychology--South Carolina State,
Orangeburg, S.C.; North Carolina State, Raleigh,
N.C.; Florida A&M University, Tallahassee, Florida
- Professor of Psychology and Director of Testing Bureau--
Norfolk State College, Norfolk, Virginia
- Professor Emeritus--Norfolk State College, Norfolk, Virginia

Leonard Dobrin

Bachelor of Science, Criminology and Corrections, Florida
State University, Tallahassee, Florida, 1963

Master of Science, Guidance and Counseling with specialty
in Psychometry, Florida State University,
Tallahassee, Florida, 1966

Doctor of Philosophy, Criminology, Florida State University,
Tallahassee, Florida, 1974

Assistant Dean for Undergraduate Tests and Measurements,
Western Kentucky University, Bowling Green,
Kentucky

Instructor and Research Associate, School of Criminology,
Florida State University, Tallahassee, Florida

Assistant Professor of Sociology and Director of
Criminal Justice, Old Dominion University, Norfolk,
Virginia

Assistant Professor of Psychiatry and Behavioral Science,
Eastern Virginia Medical School, Norfolk, Virginia

Helen Moore

District of Columbia Teachers College, Washington, D.C.,
Bachelor of Science, Early Childhood Education, 1941

New York University, Master of Science, Early Childhood
Education, 1958

Classroom Teacher, Wilmington, Delaware

Classroom Teacher, Norfolk, Virginia

Helping Teacher, Norfolk, Virginia

Reading Consultant, Norfolk, Virginia

Supervisor of Reading, Norfolk, Virginia

Elementary Supervisor, Virginia Beach, Virginia

Kindergarten Supervisor, Virginia Beach, Virginia

Barbara Colbert

Teachers College, District of Columbia, Bachelor of Science,
Physical Education, 1958

Antioch College, Yellow Springs Ohio, Master of Science,
Community Education, 1974

Program Director, North West Settlement, Washington, D.C.

Special Education Teacher, District of Columbia Public
Schools

Physical Education Teacher, Prince George County Public
Schools

Program Director, United Communities Fund Against Poverty,
Fairmount, Maryland

Consultant, National Medical Association

Community Director, Maryland State Park and Planning
Commission

Director, Roberts Park Day Care Center, Norfolk Redevelopment
and Housing Authority

Dora Harbin

Bachelor of Science, Florida State University, 1961

Master of Science, Social Work, Florida State University,
1966

Advanced graduate work, 15 credits since completion of
Masters degree

Child Care Worker (delinquent and emotionally disturbed
children), Duval County Detention Shelter,
Jacksonville, Florida

Teacher of Exceptional Children, Ribault Junior High School,
Jacksonville, Florida

Mental Health Worker, Leon County Board of Health,
Tallahassee, Florida

Consultant to Headstart Teacher Workshop, Florida State
University, Tallahassee, Florida

Psychiatric Social Worker, Region Five Mental Health Center,
Bowling Green, Kentucky

Instructor, Department of Sociology, Florida A&M University,
Tallahassee, Florida

Psychiatric Social Worker, Psychiatric Associates of
Tidewater, Norfolk, Virginia

Assistant Professor, Department of Social Work, Norfolk
State College, Norfolk, Virginia

Assistant Professor of Sociology, Director of Human
Services, Virginia Wesleyan College, Norfolk,
Virginia

APPENDIX B

INTRODUCTORY LETTER TO SUBJECTS

COLLEGE OF EDUCATION
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

March 21, 1977

Dear Colleague:

Over the past ten years considerable interest has developed nationally in all areas of child care research. Experts agree that the most important element in a day care program is the teacher. Current roles and qualifications for teachers employed in day care centers across the country vary greatly due to a multiplicity of regulations.

With the growth of day care programs predicted over the coming years, credentialing of child care workers will become a major issue. People who have had experience in supervising educational programs for young children need an opportunity to express their opinion.

Therefore, we ask you to take some of your valuable time to fill out the enclosed questionnaire. We appreciate your willingness to participate. Your reply should be mailed in the enclosed stamped envelope 14 days from the date of receipt.

Your efforts will help validate this study and insure broad participation in the research being conducted.

Sincerely yours,

A handwritten signature in cursive script that reads "Ilene Turock".

Ilene Turock
Research Associate

A handwritten signature in cursive script that reads "Kenneth E. Underwood".

Kenneth E. Underwood, Ed.D.
Director, Office of Contract Research
and Educational Services

IT-KEU/dlh

Enclosures

APPENDIX C

INSTRUCTION AND DEFINITION SHEET TO SUBJECTS

**A SURVEY TO DETERMINE
ROLE RESPONSIBILITIES AND QUALIFICATIONS
FOR TEACHERS IN
DEVELOPMENTAL DAY CARE CENTERS**

ABOUT THE SURVEY

The purpose of this study is to identify specific role responsibilities and appropriate qualifications for a teacher in a developmental day care center.

GROUPS BEING SURVEYED WITHIN THE STATE OF VIRGINIA:

- 1) Directors of day care centers (private and public)
- 2) Principals of elementary schools
- 3) Faculty members at institutions of higher education in the following departments:
Early Childhood Education, Elementary Education, Home Economics, Child Development,
Social Work.

All participation will be held in confidence. Numbers and opinions of respondents will only be reported in relation to above groups.

DIRECTIONS:

- 1) Fill out participant information sheet.
- 2) Please carefully read the definitions below.
- 3) Read each statement on the questionnaire.
- 4) Place an X on the scale which represents your best opinion of each item in the questionnaire.
- 5) Mail in self-addressed envelope enclosed within two weeks of receipt.

DEFINITIONS:

Teacher — Person who has the *full-time responsibility* for supervising, teaching and caring for young children in his or her charge with the full-time assistance of a teacher aide. This person plans and carries out developmental learning experiences and organizes appropriate daily activity schedules during which time the children will receive a balance of activities to help foster their physical, emotional, social and intellectual development.

Developmental Day Care Center — Program established for the care of infants, preschoolers and school age children during the periods of a day when they are away from their families. This program is specifically designed to foster the child's physical, emotional, intellectual and social development. It contains both educational and child care components that are appropriate to the ages and ranges of abilities of the children at the center.

APPENDIX D

PARTICIPANT INFORMATION SHEET

Participant Information Sheet

Occupation: _____

Number of Years in this work: _____

Education: High School: _____

Associate Degree _____ Field _____

Bachelors Degree _____ Field _____

Masters Degree _____ Field _____

Doctorate Degree _____ Field _____

other _____

DAY CARE CENTER DIRECTORS(Only)

Day Care Center is: Private _____

Federally Funded (non-profit) _____

Community Funded (non-profit) _____

other _____

Licensed (yes or no) _____

APPENDIX E
SURVEY INSTRUMENT

Day Care Teacher — Role Responsibilities and Qualifications

Please mark your opinions of the following role responsibilities for a full-time teacher in a developmental day care center.

ADMINISTRATIVE RESPONSIBILITIES FOR THE FULL-TIME TEACHER	AGREE	AGREE			DISAGREE	DISAGREE
	VERY STRONGLY	STRONGLY	AGREE	DISAGREE	STRONGLY	VERY STRONGLY
Keep attendance records						
Call homes of absent children						
Make home visits						
Write anecdotal records on children						
Write periodic program reports						
Order class supplies and equipment						
Plan menus						
Arrange field trips						
Interview prospective parents						
Train teacher aides						
Call substitute when absent						
Interview parent and child						
Conduct parent-teacher conferences						
Plan large group parent meetings						
Orient center visitors to program						
Develop procedures for emergency situations						
Develop rules to insure health & safety of children						
Conduct fire drills						
Prepare reports on suspected child abuse						
Drive children to & from center						
Drive children on field trips						
Purchase food						
Supervise volunteers or student trainees						

INSTRUCTIONAL RESPONSIBILITIES FOR THE FULL-TIME TEACHER	AGREE	AGREE			DISAGREE	DISAGREE
	VERY STRONGLY	STRONGLY	AGREE	DISAGREE	STRONGLY	VERY STRONGLY
Develop time & sequence schedule for program						
Design appropriate curriculum						
Develop long-range goals						
Plan daily learning activities						
Initiate term planning with other staff members						
Carry out group activities						
Carry out individual learning activities						
Create instructional materials						
Prepare posters, charts, bulletin boards						
Acquire library books and records						
Order films and filmstrips						
Operate audio-visual equipment						

INSTRUCTIONAL RESPONSIBILITIES CONT.	AGREE VERY STRONGLY	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	DISAGREE VERY STRONGLY
Select testing material						
Administer tests						
Identify child's developmental level						
Evaluate child's progress						
Identify learning problems						
Plan remedial learning experiences						
Identify behavioral problems						
Manage discipline						
Make referrals for testing						
Make referrals for counseling						
Insist on children following rules						
Interpret test results to parents						
Make referrals to other human service agencies						
Encourage children in independent activities						

CLASSROOM MANAGEMENT RESPONSIBILITIES FOR THE FULL-TIME TEACHER	AGREE VERY STRONGLY	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	DISAGREE VERY STRONGLY
Keep room clean						
Wash children						
Change soiled children						
Serve food						
Arrange room furniture						
Do class laundry						
Administer first aid						
Administer prescription medicine						
Do minor equipment repair						
Put toys away						
Stack sleeping cots						
Clear tables						
Regulate heating, cooling, lighting						
Dispose of trash						
Clean lavatories						
Conduct daily health inspections						
Conduct fire drills						
Arrange furniture and equipment						
Open center in morning						
Close center in evening						
Report poor building maintenance to director						
Report unsanitary conditions to director						
Referral of children's health problems						
Referral of vision & hearing problems						

Based on the teacher's role responsibilities, please mark your opinion for each item of training or work experience you believe teachers should possess prior to employment. Please consider each item independently and not linked with other items.

TRAINING/WORK EXPERIENCE TEACHER SHOULD HAVE PRIOR TO EMPLOYMENT	AGREE VERY STRONGLY	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	DISAGREE VERY STRONGLY
Has been a camp counselor						
Has been a Sunday School teacher						
Has been a babysitter						
Has been a day care center teacher						
Has been a primary teacher in a public school						
Has completed elementary school						
Has a G.E.D. (High school equivalency)						
Has a high school diploma						
Has taken workshop courses in early childhood methods						
Has taken workshop courses in child development						
Has had supervised in-service training at day care centers through Community College program						
Has had student teaching experience through college training program						
Has had child development associate competency certificate (Office of Child Development)						
Has one-year child care certificate from community college						
Has two-year child development certificate from community college						
Has three years general college courses						
Has four years teacher training in early childhood education, B.A. degree						
Has four years social work training, B.A. degree						

Please choose in each box the most preferable personal qualifications a teacher should possess by marking an X next to it.

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
No Difference	<input type="checkbox"/>
Single	<input type="checkbox"/>
Married	<input type="checkbox"/>
No Difference	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Childless	<input type="checkbox"/>
No Difference	<input type="checkbox"/>
16-19 years old	<input type="checkbox"/>
20-35 years old	<input type="checkbox"/>
No Difference	<input type="checkbox"/>
36-50 years old	<input type="checkbox"/>
51-65 years old	<input type="checkbox"/>
No Difference	<input type="checkbox"/>

Lives in neighborhood of day care center	<input type="checkbox"/>
Lives outside neighborhood of day care center	<input type="checkbox"/>
No Difference	<input type="checkbox"/>
Teacher should come from same socio-economic level as children	<input type="checkbox"/>
Teacher should come from higher socio-economic level than children	<input type="checkbox"/>
Teacher should come from lower socio-economic level than children	<input type="checkbox"/>
No Difference	<input type="checkbox"/>
Teacher should come from same racial and ethnic background as children	<input type="checkbox"/>
Teacher should come from different racial and ethnic background than children	<input type="checkbox"/>
No Difference	<input type="checkbox"/>

APPENDIX F

PERCENTAGE OF AGREEMENT FOR ALL OCCUPATIONAL
GROUPS REGARDING ROLE RESPONSIBILITIES
AND TRAINING/WORK QUALIFICATIONS

Table 30

Percentage of Agreement for All Occupational Groups Regarding Role
Responsibilities and Training/Work Qualifications

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Agreement on administrative responsibilities				
Keep attendance records	93.0	92.0	77.0	70.0
Call homes of absent children	71.0	69.0	71.0	62.0
Make home visits	52.0	62.0	88.0	82.0
Write anecdotal records on children	88.0	89.0	94.0	90.0
Write periodic program reports	93.0	90.0	94.0	93.0
Order class supplies and equipment	58.0	55.0	77.0	67.0
Plan menus	41.0	23.0	29.0	25.0
Arrange field trips	87.0	91.0	88.0	89.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Interview prospective parents	60.0	50.0	78.0	89.0
Train teacher aides	87.0	90.0	80.0	93.0
Call substitute when absent	51.0	47.0	49.0	53.0
Interview parent and child	66.0	69.0	89.0	94.0
Conduct parent- teacher con- ferences	90.0	91.0	95.0	97.0
Plan large group parent meetings	54.0	49.0	72.0	84.0
Orient center visitors to program	63.0	59.0	71.0	70.0
Develop pro- cedures for emergency situations	80.0	57.0	80.0	88.0
Develop rules to insure health & safety of children	88.0	89.0	90.0	90.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Conduct fire drills	90.0	85.0	83.0	78.0
Prepare re- ports on su- spected child abuse	82.0	78.0	90.0	88.0
Drive children to & from center	51.0	19.0	7.0	10.0
Drive children on field trips	74.0	51.0	18.0	27.1
Purchase food	39.0	22.0	18.0	16.0
Supervise volun- teers or stu- dent trainees	91.0	91.0	90.0	92.0
Agreement on instructional responsibilities				
Select testing material	61.0	65.2	84.0	84.0
Administer tests	87.0	73.0	94.0	81.0
Identify child's developmental level	94.0	91.0	97.0	96.0
Evaluate child's progress	99.0	97.0	98.0	96.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Identify learning problems	94.0	96.0	96.0	97.0
Plan remedial learning experiences	92.0	91.0	73.0	96.0
Identify be- havioral problems	96.0	96.0	97.0	96.0
Manage discipline	98.0	100.0	99.0	95.0
Make referrals for testing	92.0	88.0	97.0	98.0
Make referrals for coun- seling	88.0	88.0	98.0	97.0
Insist on children following rules	93.0	90.0	97.0	90.0
Interpret test results to parents	75.0	67.0	94.0	80.0
Make referrals to other human ser- vice agencies	63.0	65.0	90.0	94.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Encourage children in independent activities	98.0	99.0	97.0	94.0
Develop time & sequence schedule for program	95.0	76.0	96.0	96.0
Design appropriate curriculum	91.0	94.0	95.0	96.0
Develop long-range goals	87.0	94.0	97.0	98.0
Plan daily learning activities	98.0	88.0	99.0	99.0
Initiate term planning with other staff members	89.0	93.0	95.0	94.0
Carry out group activities	100.0	97.0	99.0	94.0
Carry out individual learning activities	98.0	67.0	97.0	97.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Create instructional materials	99.0	97.0	94.0	93.0
Prepare posters, charts, bulletin boards	98.0	96.0	84.0	71.0
Acquire library books and records	91.0	96.0	77.0	67.0
Order films and filmstrips	68.0	84.0	84.0	72.0
Operate audio-visual equipment	93.0	93.0	76.0	70.0
Agreement on classroom management responsibilities				
Keep room clean	96.0	88.0	75.0	56.0
Wash children	90.0	75.0	40.0	37.0
Change soiled children	96.0	80.0	36.0	36.0
Serve food	76.0	67.0	27.0	23.0
Arrange room furniture	95.0	91.0	79.0	67.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Do class				
laundry	17.0	20.0	9.0	7.0
Administer				
first aid	83.0	80.0	72.0	75.0
Administer pre-				
scription				
medicine	76.0	60.0	40.0	51.0
Do minor				
equipment				
repair	53.0	62.0	40.0	31.0
Put toys				
away	75.0	62.0	31.0	29.0
Stack sleep-				
ing cots	89.0	71.0	46.0	26.0
Clear tables	85.0	70.0	42.0	35.0
Regulate heat-				
ing, cooling,				
lighting	75.0	82.0	65.0	67.0
Dispose of				
trash	57.0	38.0	9.0	9.0
Clean lavatories	43.0	25.0	7.0	4.0
Conduct daily				
health in-				
spections	86.0	81.0	22.0	44.0
Conduct fire				
drills	87.0	85.0	83.0	78.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Arrange furni- ture and equipment	95.0	91.0	82.0	26.0
Open center in morning	75.0	78.0	35.0	43.0
Close center in evening	73.0	77.0	37.0	44.0
Report poor building maintenance to director	95.0	99.0	96.0	92.0
Report unsani- tary condi- tions to director	100.0	100.0	99.0	99.0
Referral of children's health problems	99.0	96.0	99.0	97.0
Referral of vision & hearing problems	98.0	90.0	96.0	92.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Agreement on Training/Work Experience Qualifications				
Has been a camp counselor	42.0	44.0	45.0	46.0
Has been a Sunday School teacher	39.0	49.0	36.0	20.0
Has been a babysitter	56.0	53.0	45.0	51.0
Has been a day care center teacher	75.0	72.0	73.0	66.0
Has been a pri- mary teacher in a public school	46.0	55.0	77.0	60.0
Has completed elementary school	81.0	75.0	79.0	79.0
Has a G.E.D. (high school equivalency)	87.0	87.0	74.0	82.0
Has a high school diploma	94.0	91.0	86.0	89.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Has taken work- shop courses in early childhood methods	99.0	96.0	95.0	93.0
Has taken work- shop courses in child de- velopment	92.0	94.0	94.0	91.0
Has had super- vised in-service training at day care centers through Com- munity College program	86.0	86.0	90.0	85.0
Has had student teaching expe- rience through college train- ing program	74.0	74.0	92.0	94.0
Has had child de- velopment associ- ate competency certificate (Of- fice of Child Development	78.0	70.0	85.0	87.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Has one-year child care certificate from com- munity college	70.0	68.0	69.0	70.0
Has two-year child de- velopment certificate from com- munity college	68.0	61.0	72.0	76.0
Has three years general col- lege courses	58.0	49.0	65.0	70.0
Has four years teacher training in early child- hood educa- tion, B.A. degree	61.0	59.0	87.0	80.0
Has four years social work training, B.A. degree	39.0	39.0	62.0	47.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Agreement on Personal Qualifications				
Male	-	2.0	2.0	2.0
Female	24.0	6.0	20.0	4.0
No difference	76.0	92.0	78.0	94.0
Single	2.0	-	2.0	1.0
Married	19.0	8.0	17.0	6.0
No difference	79.0	93.0	81.0	93.0
Parent	25.0	10.0	23.0	9.0
Childless	3.0	2.0	3.0	8.0
No difference	72.0	88.0	74.0	83.0
16-19 years old	1.0	-	4.0	3.0
20-35 years old	72.0	74.0	62.0	39.0
No difference	27.0	26.0	34.0	58.0
36-50 years old	60.0	43.0	42.0	27.0
51-65 years old	3.0	-	5.0	5.0
No difference	37.0	57.0	53.0	68.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Lives in neighborhood of day care center	26.0	-	21.0	19.0
Lives outside neighborhood of day care center	4.0	25.0	11.0	3.0
No difference	70.0	75.0	68.0	78.0
Teacher should come from same socio-economic level as children	16.0	3.0	8.0	5.0
Teacher should come from higher socio-economic level than children	12.0	3.0	13.0	5.0
Teacher should come from lower socio-economic level than children	5.0	3.0	6.0	12.0
No difference	67.0	91.0	73.0	78.0

Table 30 (Continued)

	% of proprietary day care centers	% of non-profit day care centers	% of principals	% of college faculty
Teacher should come from same racial and ethnic back- ground as children	10.0	7.0	7.0	9.0
Teacher should come from different racial and ethnic back- ground than children	-	-	2.0	1.0
No difference	90.0	93.0	91.0	90.0

APPENDIX G
CORRESPONDENCE



NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ■ 202-298-7118

February 19, 1976

Rolf W. Larson
Director

Doran Christensen
Associate Director

Bernard V. Rezabek
Associate Director

A council of
19 Members

8 Colleges and
Universities

8 Teachers and
Administrators

2 State
Departments
of Education

1 School Board
Member

and
4 Associate
Members

Ms. Ilene Turock
Executive Director
Day Care and Child Development Center
of Tidewater
1247 Bunsen Court
Norfolk, Virginia 23513

Dear Ms. Turock:

In response to your inquiry of February 17, it is our pleasure to forward to you a copy of the NCATE accreditation Standards. You will note that these Standards are quite general and apply to all teacher preparation programs. You will note there are no specific Standards dealing with child care training programs. You should know, however, that Standard 1.4 requiring a response to guidelines of professional organizations makes it necessary for institutions to give due consideration to guidelines of professional organizations dealing with specific specialty programs. Therefore, institutions offering child care training programs/early childhood education programs are charged with the responsibility of demonstrating the way due consideration has been provided.

We hope this will have been helpful to you. Call on us again if we can be of assistance.

Cordially yours,
Doran Christensen

Doran Christensen
Associate Director

Enclosure: Standards

President
HOWARD B. CASMEY
Minnesota Commissioner
of Education

President-Elect
JOHN W. PORTER
Michigan Superintendent
of Public Instruction

Vice President
JACK P. NIX
Georgia Superintendent
of Schools

Directors
MARLIN L. BROCKETT
Texas Commissioner
of Education

CYRIL B. BUSBEE
South Carolina Superintendent
of Education

DOLORES COLBURG
Montana Superintendent
of Public Instruction

MARSHALL L. LIND
Alaska Commissioner
of Education

WALTER D. TALBOT
Utah Superintendent
of Public Instruction

DANIEL B. TAYLOR
West Virginia Superintendent
of Free Schools

Executive Secretary:
BYRON W. HANSFORD



February 20, 1976

*Helen Turock, Executive Director
Day Care and Child Development Center
of Tidewater
1247 Bunsen Court, Norfolk, Virginia
23513*

Dear Ms. Turock:

Your letter of February 17 has been received by the council. We do not have a listing of Child Care Training Programs, nor their accreditation standards. I would suggest your contacting:

*The Office of Child Development
Donohoe Building
400 6 Street, S.W.
Washington, D.C.*

I am hoping that this agency will be able to supply you with the information you are seeking.

Sincerely,

*Janis L. Paushter
Administrative Intern
CCSSO*



NATIONAL SCHOOL BOARDS ASSOCIATION

800 State National Bank Plaza • P.O. Box 1496, Evanston, Ill. 60204
(312) 869-7730

February 24, 1976

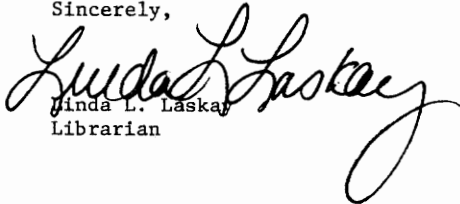
Ms. Ilene Turock
Executive Director
Day Care & Child Development Center
1247 Bunsen Court
Norfolk, Va. 23513

Dear Ms. Turock:

Thank you for your recent inquiry concerning accreditation standards for child care training programs. I am sorry to say I do not have any information. You might contact the Education Commission of the States Early Childhood Project headed by Teresa Salazar. ECS is located at 1860 Lincoln St., Denver, Colo. 80203.

If I can be of further assistance, please call on me.

Sincerely,


Linda L. Laskay
Librarian



NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION
EXECUTIVE COMMITTEE

NASDTEC
CERTIFICATION RECIPROCITY SYSTEM

March 2, 1976

PRESIDENT:

VERE MCHENRY, ADMINISTRATOR
DIVISION OF STAFF DEVELOPMENT
STATE BOARD OF EDUCATION
SALT LAKE CITY, UTAH 84111
801-328-9565

Ilene Turock, Executive Director
Day Care and Child Development Center
1247 Bunsen Court
Norfolk, VA 23513

PRESIDENT-ELECT:

ROBERT B. VAIL
STATE DEPARTMENT OF EDUCATION
MONTPELIER, VERMONT 05602
802-828-3131

Dear Ms. Turock:

PAST PRESIDENT:

PATRICIA J. GORALSKI
STATE DEPARTMENT OF EDUCATION
CAPITOL SQUARE BUILDING
ST. PAUL, MINNESOTA 55101
612-296-4437

Your recent letter to Dr. William P. Viall, former Executive Secretary of the National Association of State Directors of Teacher Education and Certification, has been forwarded to me for reply. To the best of my knowledge, the only accreditation standards that would be in effect for child care training programs currently being offered in institutions of higher education in the United States would be specific state standards. NASDTEC has not attempted to establish standards in this area except as they relate to the standards for certification of teachers in early childhood education or early childhood development programs.

SECRETARY-TREASURER:

PAUL W. HAILEY
STATE DEPARTMENT OF EDUCATION
COLUMBUS, OHIO 43215
614-456-8721

VICE-PRESIDENT-NORTHEAST:

JOHN METZGER
STATE DEPARTMENT OF EDUCATION
BALTIMORE, MARYLAND 21240
301-796-8300

I am enclosing for your information a copy of the early childhood education standards as they currently appear in the NASDTEC publication Standards for State Approval of Teacher Education. This document is currently being revised and a set of modified standards in the early childhood education area is anticipated. This revised edition of the Standards will not be available until sometime in the fall of this year, possibly by October 1, 1976. If you are interested in obtaining a copy at that time, you may order directly from this office or request a copy through the Virginia State Department of Education.

VICE-PRESIDENT-CENTRAL:

LOND RODMAN
DEPARTMENT OF PUBLIC INSTRUCTION
MADISON, WISCONSIN 53702
608-266-1879

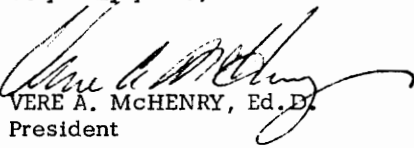
VICE-PRESIDENT-SOUTHERN:

TOM T. WALKER
TEXAS EDUCATION AGENCY
AUSTIN, TEXAS 78701
512-475-3236

Very truly yours,

VICE-PRESIDENT-FAR WEST:

LILLIAN CADY
OFFICE OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING
OLYMPIA, WASHINGTON 98504
206-753-1031


VERE A. MCHENRY, Ed.D.
President

VAM/pov

3.5.5 EARLY CHILDHOOD EDUCATION. The following standards pertain to college programs preparing early childhood teachers. This will encompass nursery schools, day care centers, and kindergartens and may or may not overlap the primary grades.

STANDARD I The program shall provide basic knowledge and understanding of growth and development of the child from birth to age eight in physical, social, emotional, and cognitive areas for the purpose of:

- A. identifying typical and atypical behaviors
- B. prescribing and planning programs and activities
- C. evaluating, monitoring, and reporting progress.

STANDARD II The program shall provide opportunities for the development of competencies which will enable children to develop:

- A. positive self-concepts
- B. favorable attitudes toward school and learning
- C. concepts fundamental to academic success
- D. initial skills in the basic process of inquiring, observing, generalizing, experimenting, discovering, and classifying, verifying and quantifying
- E. growth in verbal and non-verbal communication skills in the cognitive, affective and psychomotor areas, in reading readiness and developmental reading
- F. knowledge and understanding of the physical and natural world
- G. appreciation of the aesthetic world
- H. physical skill, motor coordination and knowledge of sound health and safety practices
- I. emotional control and the beginning of self-discipline and self direction
- J. social competency and understanding

STANDARD III The program shall provide opportunities to administer and organize early childhood programs and to supervise volunteer assistance, para-professionals, and other resources.

STANDARD IV Experiences shall be provided for the development of competencies for working in a wide variety of early childhood programs and physical settings.

STANDARD V The program shall provide opportunities for the development of competencies needed for working with parents.

Blair Building
8007 Discovery Drive
Box K-176
Richmond, Virginia 23288



William L. Lukhard
Commissioner

Robert L. Masden
Deputy Commissioner

COMMONWEALTH of VIRGINIA

DEPARTMENT OF WELFARE

Telephone - 804-770-8571

April 2, 1976

Mrs. Ilene Turock
Executive Director
Day Care and Child Development
Center of Tidewater
1247 Bunsen Court
Norfolk, Virginia 23513

Dear Mrs. Turock:

On behalf of Mr. Lukhard, Mr. Masden, Miss Kilcullen, Miss Lewis, Miss Penick and myself, I am responding to your letter to each of us dated March 10, 1976.

You have asked to be made aware of any information or studies that were used during the formulation of the standard relating to qualifications for child care supervisor in the proposed revised Minimum Standards for Licensed Child Care Centers.

Information from three sources was utilized in the final development of the standard.

The first source was the U.S. Department of Health, Education, and Welfare publication, Guides to Day Care Licensing, section B, 4, page 23, which pertains to staff skill and competence necessary to contribute to a child's physical, intellectual, personal, and social development.

The second source was a workshop on licensing held at Tulane University, New Orleans, in June, 1975. There was the following recommendation relative to the formulation of standards pertaining to qualifications for child care staff: Since day care is supplemental to parental care, and since every child has a right to quality parenting, good day care contains the essential attributes of good parenting. In short, a child in day care should receive daily nurturing - proper feeding, physical safeguarding, supervision of daily activities, etc.; and there should be a solicitous concern for the child's physical, mental, and social development. Adults working with children in child care centers should be qualified to meet these needs.

Mrs. Ilene Turock

- 2 -

April 2, 1976

Workshop participants were counseled that day care is not synonymous with early childhood education. Caution is appropriate, therefore, in incorporating educational requirements for staff when formulating standards since education of children is not the primary function of staff at a child care center.

The third source of information resulted from a study mandated by the 1975 session of the Virginia General Assembly relative to the feasibility of separation of the consultation and inspection functions in group and family day care and in day care and residential care of adults. The study team gave firm advice that there be no educational qualifications for paraprofessional child care center staff cautioning that the standards would be vulnerable to attack if educational requirements for such staff were included. Thus, the recommendations which we have made to the State Board will substitute experience or the Child Development Associate Credential for any formal educational requirements.

Good luck with your research.

Sincerely yours,



(Mrs.) Margaret D. Miller, Director
Division of Licensing

MDM:ND:ps



University of Pittsburgh

SCHOOL OF HEALTH RELATED PROFESSIONS
Department of Child Development and Child Care

May 12, 1976

Irene Turock, Executive Director
Day Care & Child Development Center of Tidewater
1247 Bunsen Court
Norfolk, Virginia 23513

Dear Ms. Turock:

I am sorry that the Monograph of the Conference on Curricula for the Career Ladder in Child Care are no longer in print. Should we have it reprinted, we will contact you.

As far as I know, there was no Monograph from the March 1970 departmental presentation at the American Orthopsychiatric Association.

You might be interested in The Proceedings of the 1974 Conference Child Care Training for a Changing World, sponsored by this Department which appear in the Winter, 1975 #4 Child Care Quarterly. If you would like a reprint, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "Karen VanderVen".

Karen VanderVen, Ph.D.
Assistant Professor

err

TULANE UNIVERSITY

School of Social Work

NEW ORLEANS, LA. 70118

Office of the Dean

June 1, 1976

Ms. Ilene Turock
Executive Director
Day Care & Child Development Center
of Tidewater
1247 Bunsen Court
Norfolk, Virginia 23513

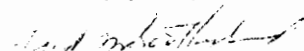
Dear Ms. Turock:

This is in reply to your letter of May 20. We usually do not put out reports of workshops or institutes, such as the 1975 Institute on Day Care Licensing led by Professor Norris E. Class to which you refer.

You may write to him at his home address--3217 Westover, Topeka, Kansas, 66604, Tel. 913-234-2764.

You may also write to Miss Edna H. Hughes, recently of the Federal Office of Child Development as its Specialist in Regulations and Standards in Child Welfare. She may be able to assist you in obtaining some reading materials. Her address is P.O. Box 488, McMinnville, Tennessee 37110, Tel. 615-668-4471.

Sincerely yours,



Fred M. Southerland
Dean

FMS:od

**Tulane University is an Equal
Opportunity/Affirmative Action
Institution.**

VITA

Name: Ilene Turock

Degrees: Bachelor of Science, Early Childhood Education, City University of New York, New York, N.Y., 1955

Master of Science, Elementary Education, City University of New York, New York, N.Y., 1965

Advanced Graduate Study, School Administration (30 credits), Old Dominion University, Norfolk, Virginia, 1975

Doctor of Education, School Administration, Virginia Polytechnic Institute & State University, Blacksburg, Virginia, 1977

Professional Positions: First Grade Teacher, Carman Road School, Massapequa, New York, 1955-58

Television Production Assistant, National Broadcasting Company, New York, N.Y., 1958-61

First Grade Teacher, Old Bethpage School, Plainview, New York, 1961-65

Modern Dance and Drama Teacher, Waldorf School, Adelphi College, Garden City, New York, Summers 1962-63

Instructor of Audio-Visual Technology, Old Dominion University, Norfolk, Virginia, 1969-73

Executive Director, Day Care & Child Development Center of Tidewater, Norfolk, Virginia, 1973-

Professional
Organizations:

Association for Education of Children
International
Association for Educational Communica-
tions and Technology
Association for Supervision and
Curriculum Development
Association of Elementary School
Principals
Day Care and Child Development Council
of America
Virginia Association of Early Child-
hood Educators
National Association of Education for
Young Children
National Association of Kindergarten
Educators

Community
Services:

Faculty of the Richmond Diocese,
Norfolk, Virginia
Nursing Faculty, DePaul Hostpial,
Norfolk, Virginia
Tidewater Community College, Child
Care Curriculum Advisory Council,
Portsmouth, Virginia
Portsmouth Day Care Association,
Advisory Board, Portsmouth,
Virginia
Project PEACE Advisory Council, Family
Service/Travelers Aide, Norfolk,
Virginia
Virginia Association of Social Work,
Norfolk, Virginia
Tidewater Assembly on Family Life,
Norfolk, Virginia
School Age Parents Task Force, Norfolk,
Virginia
Norfolk Social Service Bureau, Norfolk,
Virginia
Child Abuse Task Force, Norfolk,
Virginia
Junior League of Norfolk
Norfolk Redevelopment and Housing
Authority
American Business Women's Association,
Monticello Chapter, Virginia
Beach, Virginia

Optimist Club of Norfolk
Tidewater Home Economists Association,
Virginia Beach, Virginia
Citizens Advisory Council, City
Council of Norfolk

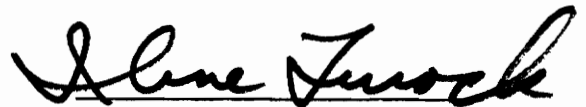
State Certification
Areas:

New York State Permanent Teaching
License Nursery through Third
Grade

New York State Permanent Teaching
License First through Sixth
Grade

Virginia State Post Graduate Pro-
fessional Certificate Kinder-
garten through Sixth Grade

Virginia State Post Graduate Pro-
fessional Certificate Director
of Instruction, General Supervisor,
Elementary Supervisor, Elemen-
tary Principal

A handwritten signature in cursive script, reading "Helen Jurock". The signature is written in black ink and is positioned in the lower right quadrant of the page.

A STUDY OF PERCEIVED ROLE RESPONSIBILITIES
AND QUALIFICATIONS FOR TEACHERS EMPLOYED
IN DEVELOPMENTAL DAY CARE CENTERS
IN THE STATE OF VIRGINIA

by

Ilene Jampel Turock

(ABSTRACT)

Purpose

The purpose of this study was to identify administrative, instructional and classroom management role responsibilities for teachers employed in developmental day care centers. The secondary purpose was to identify appropriate training/work qualifications teachers should possess prior to employment.

The investigator utilized the perceptions of administrators of proprietary day care centers, administrators of non-profit day care centers, principals of public elementary schools and college faculty.

Procedures

A survey instrument was designed using a six column Likert scale. In March and April, 1977, 1,305 survey questionnaires were sent out in the state of Virginia

to the four identified groups. An overall response of 38% was received.

A one-way analysis of variance was implemented to determine significance at an alpha level of .05. When significance was found a t Test Matrix was used to determine significant differences between group mean scores.

Findings

1. There was no significant difference in the perceptions of the four occupational groups in regards to the administrative role responsibilities of a teacher.

2. There was no significant difference in the perceptions of the four occupational groups in regards to the instructional role responsibilities of a teacher.

3. There was a significant difference in the perceptions of the four occupational groups in regards to the classroom management role responsibilities of a teacher. Principals and college faculty were in strong disagreement with most of those items.

4. There was no significant difference in the perceptions of respondents by educational level regarding the administrative role responsibilities of a teacher.

5. There was a significant difference in the perceptions of respondents by educational level regarding the instructional role responsibilities of a teacher.

The higher the educational level of the respondent the more strongly he viewed the teachers instructional role.

6. There was a significant difference in the perceptions of respondents by educational level regarding the classroom management role responsibilities of a teacher. The higher the educational level of the respondent the less strongly he viewed the teacher's classroom management role.

7. There was no significant difference in the perceptions of the four occupational groups in regards to the training/work qualifications for teachers.

8. There was a significant difference in the perceptions of respondents by educational level regarding the training/work qualifications for teachers. Bachelor degree respondents disagreed most strongly with the other educational levels.

Conclusions

A pattern of dichotomous responses was apparent in relation to the respondents occupation and educational level. Administrators of all day care centers had similar perceptions of most items. These responses differed in several areas from perceptions of college faculty and elementary principals. Results of the study indicated that respondents made choices which were closely aligned to their own employment model and educational level.

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