THE EFFECT OF CULTURAL CONGRUENCE, PARENT-CHILD CARE WORKER LINKS
AND EFFECTIVENESS OF COMMUNICATION ON CHILDREN'S SECURITY
AS MEASURED IN A DAY CARE SETTING

by

Elin D. Ibrahim

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A thesis submitted to the Faculty of Graduate Studies of
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ABSTRACT

The effects of the number of parent-caregiver links, the effectiveness of parent-caregiver communication, and the cultural congruence of parent and caregiver on children's security was studied in six preschool community-based child care centres. The sample consisted of 45 24-77 month old children who were each rated by a CCW (N =26) on behaviours indicating their security. The categories of insecurity, deputy agents, immature dependent security, mature dependent security and independent security were based on the theories of Blatz (1944, 1966) and Grapko (1957). The security scores were all highly correlated with one another. The CCWs and parents (N =41) responded to questions to determine their cultural background and the effectiveness of their communication with one another. Parents also responded to the measure determining the number of links between home and day care. Using the Kruskal-Wallis test, links, effectiveness of communication and cultural congruence were not found to be significantly related to any of the child security measures at the 10% confidence level. However, significant correlations were found to exist between the child's age and the number of links. Parent comfort with communication and CCW comfort with communication were also significantly correlated. In addition, cultural congruence was significantly correlated with both the parent and CCW comfort with communication scores. The possible implications of these findings are discussed and recommendations are made for future research.

ACKNOWLEDGEMENTS

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INTRODUCTION

General Introduction

The importance of the preschool years (2-6 yrs.) has been well established by many researchers. For a variety of reasons such as the number of single parents, economic necessity, and the number of women in the work force, child day care services are being used by many families (Clarke-Stewart & Gruber, 1984; Belsky, 1984). This means that increasing numbers of children are spending their formative years in day care centres where they are being cared for by persons other than their parents (Belsky, 1984). Though an array of child care options such as family day care homes, babysitters, etc. are available to parents, licensed group care centres are the focus of this study.

Many researchers have attempted to identify factors contributing to quality care for children in nonparental care arrangements. One variable that has been greatly ignored is the role of parent involvement in a child's day care experience. Due perhaps to concerns related to privacy and territoriality, parents and "professionals" care for and educate children in isolation rather than in collaboration (Schaefer, 1983).

It is evident, however, that parents and caregivers share the daily care of a child who is in attendance at a day care centre. It is important that parents and caregivers collaborate and hence coordinate

the care of each child (Horowitz, 1984). Bronfenbrenner's Ecological Model provides a means of examining the "links" between home and day care in the form of parent-Child Care Worker (CCW) communication, in relation to the developmental potential of the day care setting. As well, the effectiveness of this communication, as perceived by both parent and CCW is also related to the developmental potential of the day care setting.

All children in day care are exposed to both the "culture of day care" and the "culture of home". Concerns have been raised relating to the possible negative effect any discontinuities between these two environments may have on the child (Innes & Innes, 1984). For no child will these two environments provide identical physical settings, forms of discipline, rules, etc.. However, in the case of immigrant and Native families utilizing mainstream centres, the additional factor of cultural variance may augment these differences between a child's two environments.

Researchers, educators, and policy makers are beginning to recognize the importance of the educational system in the acculturation of all children, and in particular of Native and newcomer children. With their educational and family support mandate, day care centres play an equal, if not more crucial, role in this process. Within the legislated standards of Child Day Care, centres can easily meet the basic custodial needs of children and their families. In the case of English as a Second Language (ESL) children, they can also offer children an environment rich in opportunities for English language acquisition and exposure to mainstream Canadian values and practices. These can

facilitate the child's assimilation. However, serious gaps may result between children who take on "mainstream" Canadian ways of life and their parents who often are less exposed to "mainstream" culture and adhere more to traditional ways of life. Inter-generational gaps and conflict between parents and children may increase as a result of these heightened differences between parents and their children (Szapocznik & Kurtines, 1980).

In order to assess the effect that these variables have on children, a number of areas of their development could be examined. In general, comparisons between day care reared and home reared preschool aged children have found neither beneficial nor adverse effects on their development. (Belsky, 1984; Kagan, Kearsley & Zelazo, 1978). Most of this research has focused on intellectual development (Schiller, 1980; Belsky, 1984), and has indeed found a positive relationship between attendance at a "quality" day care and a child's intellectual scores (Burchinal, Lee & Ramey, 1989). In the past, the majority of this research was restricted to university-connected centres rather than the community-based programs in which the majority of children receive their care (Kagan, Kearsley & Zelazo, 1978; Belsky, 1984; Hough, Nurss & Goodman, 1984; Burchinal, Lee, & Ramey, 1989). This is also beginning to change. Perhaps more importantly, researchers are also broadening their scope and examining the effects of day care on the development of the "whole child" to inclue all areas of development (Clarke-Stewart, 1977; Clarke-Stewart & Gruber, 1984).

One aspect of a child's emotional development, a child's sense of security, has been identified as the basis for their further

development. According to Maslow's Hierarchy of Needs children must feel secure before they can pursue needs related to love and belonging, self-esteem and independence, and finally self-actualization. It is assumed, therefore, that the developmental potential of a child is more fully realized if the child is secure and in a setting that supports feelings of security.

In order to better understand the effect of the identified variables on a child's level of security, a model of the child in day care has been developed, based on Bronfenbrenner's concept of the mesosystem. A review of relevant research related to the emotional security of children in day care is undertaken. Research findings are discussed related to the number and effectiveness of parent-caregiver links. The cultural disparity between the home and day care environments and the effect this lack of consistency has on a child's emotional security is also discussed. With this basis in research, hypotheses are developed regarding the relationship between the developmental potential of the day care setting and three variables: the number of home-day care linkages, the effectiveness of the communication between parent and CCW, and the cultural congruence of the child's caregivers.

Review of Literature

Model of Child in Day Care

Bronfenbrenner's Ecological Model provides a framework for
conceptualizing developmental needs within the context of the family and
its needs. Bronfenbrenner describes four different levels of needs
relative to the child, each nested within the next. The MICROSYSTEM is
the immediate setting containing the "actor" or child. It is the
"pattern of activities, roles, and interpersonal relations experienced
by the developing person in a given setting with particular physical and
material characteristics" (Bronfenbrenner, 1979 p.22). For a young
child, these settings may include a classroom, day care centre, family
day care home, or the child's own home (Belsky, 1980). The MESOSYSTEM
consists of the microsystems regularly involving an individual
(Bronfenbrenner, 1979) which, in this case, means "the influence and
relationship of the day care environment on the home and the home upon
the day care environment" (Belsky, 1980, p. 85). The EXOSYSTEM consists
of those social structures and settings that do not actively involve the
individual but affect the manner in which he/she functions in his/her
microsystems (Bronfenbrenner, 1979). This may include the neighborhood,
mass media, government agencies, and the world of work (Belsky, 1980).
Finally, the MACROSYSTEM is comprised of the over-arching institutions
of the culture representing structural, ideological and symbolic
characteristics of the society (Bronfenbrenner, 1979).

Using Bronfenbrenner's concept of the mesosystem, a model of the child in day care has been developed (Figure 1). The developing child represents the common ground between the two microsystems. Assuming the child spends substantial time in each of these two environments, two scenarios are possible. If the home and day care environments differ from one another, links between parents and CCWs do not exist, and information is not communicated effectively between these caregivers, situation A will likely result. In this scenario, the child is caught between the two "cultures" and is pulled in both directions. In situation B there is some sharing of common ground, which may be the result of any of the three previously mentioned factors.

SITUATION A

MESOSYSTEM
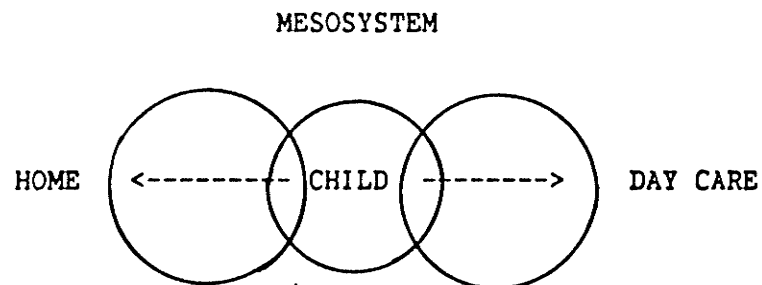
SITUATION B
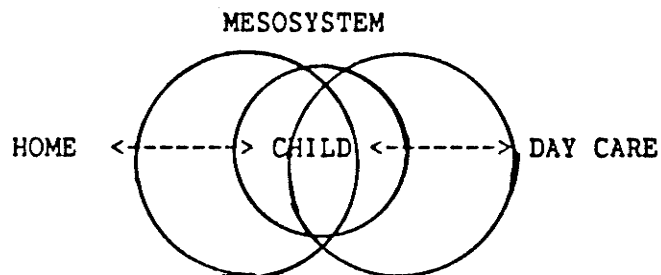
MESOSYSTEM

Figure 1. The child's mesosystem of home and day care.

A look at some related research will illustrate these scenarios and their effect on the developmental potential of the child, specifically the security of the child while in the day care setting.

Emotional Security

Existing research related to the continuity between a child's home and day care experience fails to relate emotional security to child development outcomes (Long, Peters & Garduque, 1985). By using Maslow's Hierarchy of Needs the needs of children can be identified and hence addressed in this thesis (Coon, 1980; Mock, 1985). According to Maslow's model, basic or lower needs must be met before higher needs can be effectively addressed. Thus, feelings of esteem are not experienced unless the child feels safe, secure and accepted, and has a sense of belonging (Wolfgang, 1981). Maslow's theory provides a framework within which to examine the needs of children in day care and the way in which their needs are being met within this setting.

The most basic of needs, as presented by Maslow, are physiological in nature. The Child Day Care Regulations of Manitoba (Manitoba Community Services, 1986) under the Community Child Day Care Standards Act essentially provide for a child's basic physical needs. These regulations ensure that day care centres provide nutritious food as outlined in the Canada Food Guide, that children have proper rest (i.e., nap time), adequate exercise (i.e., gross motor activities, outdoor times), and are cared for in a healthy environment (i.e., safety measures, hygienic practices). For children in day care in Manitoba, therefore, it may be assumed that their basic physical needs are being met.

In spite of these regulations, The ability of day care centres to help children reach the higher levels of Maslow's Hierarchy is not clear. Security needs follow next in Maslow's hierarchy as prepotent for a child's fulfillment. These security needs have been given only peripheral attention in the research. Because of the necessity of children sufficiently satisfying their need for a sense of security before pursuing higher level needs, security has been chosen as the focus of this thesis.

Five security categories. Security has been defined by Blatz (1966) as "...the state of mind which accompanies the willingness to accept the consequences of one's actions without equivocation of any sort" (p. 3). This is a dynamic process as an individual continually seeks security when faced with new situations, experiences or people (Blatz, 1944; Blatz, 1966).

Insecurity results when an individual's quest for security ceases (Blatz, 1944). It is experienced when the individual cannot satisfy his/her needs, anticipates being unable to do so (Ainsworth & Ainsworth, 1958), or when the individual attempts to avoid the consequences of his/her decisions (Blatz, 1966). Temporarily feeling afraid, anxious, or troubled by apprehension (Ainsworth, Blehar, Waters, & Wall, 1978) is, in fact, a motivating state if the individual experiences and acts on a need to reduce or terminate these feelings (Ainsworth & Ainsworth, 1958). Individuals may remain in this state of insecurity for varying lengths of time before progressing from an insecure to a secure state. In so doing, an individual is faced with a number of possible solutions.

According to Ainsworth & Ainsworth (1958), insecurity or dependency is the primary state of the infant. As infants cannot satisfy their own needs, they come to depend on their primary caregivers. Indeed, during the first year of life infants require constant care and protection (Saul, 1979). Young children resolve their feelings of insecurity by crying or calling their parents or caregivers. From a developmental perspective, children initially attain immature dependent security based on the extent to which their agents anticipate, interpret, and satisfy their needs (Ainsworth & Ainsworth, 1958).

As with the immature dependency, in the mature dependent solution the individual appeals to another person to deal with the insecurity producing situation. However, rather than being a recipient only, as in immature dependency, individuals are capable of attaining the mutually contributing state of mature dependent security (Ainsworth & Ainsworth, 1958). In this solution, two persons develop a mutual, reciprocal relationship in which each one depends upon the other (Blatz, 1966). With children this may refer to the child who is able to share in performing activities with another child as well as share in the consequences of their actions and decisions (Grapko, 1957).

In what is considered the normal, healthy course of development, children learn to depend less on their parents or caregivers, and to rely more upon themselves. As children learn to crawl and then to walk; babble and then to talk, they learn about their "world" (Saul, 1979). Children can use agents as a secure base and can venture out to explore the environment and thereby acquire knowledge and new skills to deal effectively with that environment. As children accumulate skills and

experiences in a variety of situations, they develop more confidence in new situations and, hence, more tolerance for insecurity, thus leading to the development of independent security (Ainsworth & Ainsworth, 1958). In this state the individual acquires the "...ability to complete an activity and the willingness to accept one's own decisions, actions and consequences in the performance of the activity" (Grapko, 1957, p.4). In other words, children become their own agents, acquire self-confidence and self-reliance, and learn to depend on themselves (Blatz, 1966).

Independent security as well as both immature and mature dependent security, reduce insecurity to varying degrees by dealing with its cause. These three types of security may all be appropriate at different stages in an individual's development. On the other hand, deputy agents or defense mechanisms may temporarily rid the individual of insecure feelings, but do not change the situation that aroused these feelings (Ainsworth & Ainsworth, 1958). Through the use of Deputy Agents such as denial, postponement or redirection, individuals avoid the consequences of their actions or decisions and do not develop an adequate permanent solution (Blatz, 1966; Brockman, 1974). Without dealing with the cause of anxiety, the individual may become involved in a purely defensive situation which increases insecurity and the use of defenses (Ainsworth & Ainsworth, 1958).

Blatz and Grapko have thus identified five levels or degrees of security. Insecurity is considered the lowest level. It refers to "a child who is unable to decide and unwilling to accept the consequences of his actions" (Brockman, 1974, p. 245). The next level termed deputy

agent is used to describe the child who uses defense mechanisms such as denial (Brockman., 1974). It is suggested that, as part of the normal course of development, young infants then acquire immature dependent security as their needs are met by a caregiver (Blatz, 1966). A child at this third level of security "seeks help in making a decision and support in accepting consequences" (Brockman, 1974, p. 245). These researchers suggest that children progress towards more independent levels of security as they develop. In the fourth level, "the maturely dependent child is willing to accept the outcome of his actions provided he can share responsibilities with a peer" (Brockman, 1974, p. 245). And finally, it is believed that the child who achieves independent security is able to depend on him/herself, make decisions, and accept the consequences of those decisions.

The research does not however attach these "stages" to specific ages, particularly in the case of preschool children. It is conceivable that these categories are in fact not hierarchical levels of security. Instead there may be an expected level of independence at each stage of development. A child at any age may demonstrate more or less independence, security or confidence as compared to other children of the same age. The use of insecurity and deputy agents are really inadequate ways of dealing with independence expected at any particular age. As children develop and experience more situations they encounter occasions of initial insecurity that challenge their basic security developed to that point. Blatz (1966) does suggest that these feelings of insecurity, if not resolved, can lead to chronic indecision, hesitation and anxiety. He also considers the use of deputy agents as

an inappropriate solution to feelings of insecurity due to their temporary nature.

Security research. Research on security has essentially focused on the mother-child bond. Early evidence suggested the importance, for an infant, of a "... warm, intimate, and continuous relationship with his mother" (Bowlby, 1965, p. 77) or mother substitute. Any arrangement depriving a child of this relationship was thought to impair mother-child attachment and, therefore, to negatively effect the child's emotional security (Belsky, 1984). This past research, however, was related primarily to institutionalized children (Etaugh, 1981). Essentially due to the briefer and more temporary separations experienced by day care children, it is questionable whether these findings can be generalized to this type of care arrangement (Watkins & Bradbard, 1982). In fact, it has not been conclusively demonstrated how the daily separations for children in day care affect the development of their attachment relationship with their mothers, or to what extent children become attached to caregivers (Schiller, 1980). Based on a summary of research findings Etaugh (1981) found that very similar patterns of attachment behavior exist between children reared at home and children entering non-maternal care either before or after the age of two. In general researchers have found few developmentally significant differences between day care and home-reared children in regard to their ties to parents (Schiller, 1980; Watkins & Bradbard, 1982). There is, however, some suggestion that unstable or poor quality day care or non-parental child care arrangements do have some effect on children's attachment to their parents (Belsky, 1984; Watkins &

Bradbard, 1982). In addition, studies indicate no differences between the overall social-emotional adjustment of children in non-maternal care as opposed to home care (Etaugh, 1981). It is assumed, therefore, that in examining security of children in day care, variances are due not to attendance in a day care but to other factors.

Theorists contend that with regard to children involved in non-parental caregiving situations, "consistent care is more important than maternal care" (Blatz, 1966, p.9). This finding has important implications for policies of child care centres in order to ensure consistency within this setting as well as encouraging consistency in the child care arrangement over time. Such factors as smaller group size, assigning each CCW to a particular group of children, and measures to decrease staff turnover are thought to be important to the quality of the child's day care experience. Blatz's statement can be taken one step further to suggest the benefits to a child's security of consistency between the child's most significant environments: home and day care.

Young children may experience feelings of insecurity or fear when faced with strange people, objects and/or situations (Bowlby, 1979). These feelings do not have to be associated only with situations intrinsically painful or dangerous but may be elicited as a result of inconsistencies in a child's mesosystem. Fear can be described as "...the emotion which is aroused when the individual wishes to withdraw or escape from a situation in which he can see no familiar aspect towards which he may successfully adjust" (Blatz, 1944, p. 139). Fear, and hence insecurity, experienced by the child may depend on a number of

factors.   For a child entering a new day care centre, these include the

degree of   unfamiliarity of the environment/experience,   and the

suddenness of the new experience.

Lack of   familiarity and consistency have been identified as common

experiences of immigrant children in day care settings suggesting that

they may have particular difficulties achieving a sense of security in

this new environment.   These children typically experience some sort of

"culture shock" when adapting to a new culture.   This occurs "...when

the individual finds himself caught between two sets of values, manners,

customs,   and/or   languages,   and when   cultural   re-adjustment is

accompanied by feelings of isolation,   loneliness,   alienation and

particularly powerlessness and helplessness" (Mock, 1985, p. 61).   When

children must adapt to a day care environment that is in contrast to

that of their home, their need to feel secure, to experience a sense of

belonging, and to develop positive self-esteem may all be threatened.

Without an adequate self-concept,   self-fulfillment and learning remain

secondary (Mock, 1985; Berryman, 1984).   It may be that CCWs, day care

programs, and child care materials that ignore a child's ethnic identity

and/or cultural ties may threaten the child's sense of security and

belonging and lower the child's self-esteem.

In a culturally diverse country such as Canada it is possible that a

lack of consistency in the environment may elicit feelings of fear and,

hence, insecurity for many children.   When faced with fear-provoking

situations,   children who are secure can find comfort from parents,

caregivers, peers, and ultimately themselves. However, depending on the

extent of these differences and inconsistencies,   even children who

previously attained Independent Security may find themselves overwhelmed
with feelings of insecurity, and may regress to a state of Insecurity,
or resort to the use of Deputy Agents. As stated by Blatz (1966), when
children find the pleasure from the novelty to be outweighed by the fear
from the unfamiliar, they will experience feelings of insecurity and may
regress to a more dependent form of security.

The importance of a child's sense of security has been well
established. It is proposed that measures of security can be said to
indicate a great deal about a child's experience in a particular
setting. If this is so, the extent to which a child demonstrates
age-appropriate security can be used as an indicator of the setting's
developmental potential, for that child. This would mean that for the
2-5 year old age-group, independent security, mature dependent security,
and to a lesser degree immature dependent security would be seen as a
"normal" and "healthy" foundation for the child's further development.
Evidence of insecurity, or the use of deputy agents would, on the other
hand, be seen as indicating an unhealthy response to what may well be a
very fearful situation for the child.

The limitations of a measure of security must be acknowledged.
Lacking measures of a child's security prior to enrollment in the day
care centre means that the children may have demonstrated the use of
deputy agents, insecurity, or any of the three types of security, before
coming into contact with the day care centre. In this study, variances
in initial security levels have been allowed to randomize. As well,
children were included in the sample only if they had been in attendance
at the sample centre for at least three months. This was done to allow

for the child's initial period of adjustment and likely feelings of insecurity.

A child's security may be related to family or cultural factors and hence is subject to cultural bias. Theories of the "healthy" or "normal" development of emotional security (Ainsworth & Ainsworth, 1958; Blatz, 1966) place great importance on the development of independence (i.e. independent security) in children. This may well reflect a "Western" bias. In other cultures it may be that some dependent forms of security and/or the use of deputy agents may be more acceptable (Blatz, 1966). However, due to the fact that Canadian mainstream culture, and, hence, it seems, that of mainstream CCWs and day care centres, places great emphasis on independence, children facing cultural expectations of a more dependent nature, will nonetheless be at a disadvantage in such a day care setting. Thus whether justified or not, children with differing development of dependence vs. independence, as a result of their parent's norms and expectations, will be faced with conflict. It is expected that such a child will be less able to feel secure in the day care setting.

Enhancing the Developmental Potential of the Day Care

Vast numbers of children participate in two major socialization agencies that maintain distinct sets of norms and values, namely their families and out-of-home child care programs. The term "discontinuity of child care" has been used in the literature to refer to various dimensions of potential differences between a child's experiences at home and in day care. Based on different beliefs about child

development and appropriate child-rearing practices, parents and caregivers may demonstrate different behaviours toward the child. The physical and social environments may differ thus providing the child with different opportunities for social interaction, exploration and stimulation (Long, Peters & Garduque, 1985).

Many researchers believe that the relationship between these two systems may affect a child's socialization processes and adaptive behaviours (Powell, 1978). It has been suggested that without horizontal collaboration between socialization agents (e.g., home and day care) a child may be exposed to such factors as inconsistent and/or incompatible styles of adult regulation and models of appropriate behavior (Lippitt, 1968, cited in Powell, 1978). If incongruities do exist, communication between parent and caregiver and, hence, the sharing of ideas and information may help moderate these differences (Long, Peters & Garduque, 1985). In this thesis, the degree of parent-caregiver communication as well as the effectiveness of this communication is examined.

It also seems that the emotional security of children may be related to the cultural consistency between their home and day care environments. Based on this premise, there are a number of ways in which day care centres can better meet the needs of the children in their care who do not share the culture of the day care centre. Certain practices can ease the culture shock experienced by immigrant and/or Native children, essentially by lessening the gap between the two microsystems in question. One possibility is the cross-cultural education of teachers/CCWs so that they can gain a greater knowledge of

and appreciation for the beliefs, practices, attitudes, values, and experiences of culturally diverse families, and thus hopefully refrain from imposing middle-class, Anglo-Canadian values and beliefs upon these families (Mock, 1985; Yoshida & Davies, 1982). This cross-cultural sensitivity along with the use of multicultural materials and programming, is believed to help a child feel accepted and secure, to enhance his/her self concept and self-esteem and hence maximize his/her development (Mock, 1985; Wolfgang, 1981). If these are substantiated, then changes to the child care system, and the increased availability of multicultural resources, materials, and supplies, may help ensure a culturally sensitive environment for each and every child. In addition to this, Heritage Language programs, such as a Chinese language day care, that provide a staff, environment, and program representative of the family's culture and language may also serve to enhance the developmental potential of this setting.

In this thesis, three main variables are examined in relation to the developmental potential of the day care setting, namely, parent-CCW communication as a link between home and day care, the effectiveness of this communication between the child's parent(s) and CCW(s), and finally, the cultural congruence of a child's caregivers (parent and CCW). Each of these variables will now be discussed in relation to relevant research findings.

Parent - Child Care Worker Communication as Link

Within his framework, Bronfenbrenner provides a number of hypotheses concerning links between mesosystems. He proposes that "The developmental potential of settings in a mesosystem is enhanced if the roles, activities, and dyads in which the linking person engages in the two settings encourage the growth of mutual trust, positive orientation and goal consensus between settings...A supplementary link that meets these conditions is referred to as a supportive link" (Bronfenbrenner, 1979, p.214). He also hypothesizes that "the developmental potential of a setting is increased as a function of the number of supportive links existing between that setting and other settings..." (Bronfenbrenner, 1979, p. 215). In addition to this, Bronfenbrenner (1979) hypothesizes that the relationships suggested in the precedeing hypotheses, "...vary inversely with the developing person's prior experience and sense of competence in the settings involved" (p.215). Among the populations for whom these linkages are hypothesized as having maximal impact, Bronfenbrenner suggests young children and minorities in a majority milieu (Bronfenbrenner, 1979). Based on these hypotheses, the importance of links between home and day care for all children, and in particular those from culturally diverse backgrounds, seems quite evident.

As stated by Walsh and Deitchman (1980) "If the field of child care is concerned with involving the parents then it is important that the role(s) that parents are to play be given definition" (p. 291). Although for the most part parents are not included in child care programs (Walsh & Deitchman, 1980), a number of forms of parental involvement, participation and/or communication are possible.

The cultural deficit model came into prominence as a result of intervention programs, most notably Head Start in the United States, that were geared to children in lower socioeconomic groups (Willmon, 1969). This model has also been commonly used in programs designed for Canada's Native Indian and Metis people. This paternalistic and condescending approach sees the child and his/her culture as deficient and appeals to the educational institution or day care centre to compensate for these differences (K. Whyte, 1982, cited in Roe, 1982). Because these programs were created in part to provide children with experiences they did not receive at home they essentially created discontinuity between home and day care (Long, Peters, & Garduque, 1985). In these programs the teachers or CCWs take on the superior or expert role and proceed to share their knowledge with parents who assume the passive-learner role (i.e. receiver of information). Parental involvement was thought of as a means to reduce this discontinuity by making the home environment more similar to the "optimal" environment provided at the Head Start centre (Long, Peters & Garduque, 1985). Although in some cases parent education or training may be necessary, and perhaps beneficial, what often occurred in this model was a treatment of parents as deficient or inferior.

In spite of the above concerns, in some intervention programs, parent participation in the classroom and on Boards of Directors did occur and in many cases enhanced the child's educational progress and, perhaps most importantly, helped ensure the maintenance of long-term gains for the child (Winkelstein, 1981). One study (Willmon, 1969) looked specifically at the effect of parent participation as a factor in the

effectiveness of a Head Start program.   Parents were divided into three groups categorized as displaying active involvement, highly active involvement and no involvement or participation in their child's program.   Willmon found that children score higher on a reading readiness test when their parents were "active" (i.e., involved in one or more of supervising, observing, or participating in the classroom, attending Parent Teacher conferences and/or PTA meetings) or "highly active" (i.e., supervision of field trips, demonstrations, helping with or directing special learning activities) as compared to the "no involvement" group.   Parker, Piotrkowski & Peay (1987) looked at the participation of mothers in the Head Start program. They found that the mother's participation related to her experiencing decreased psychological symptoms, increased feelings of mastery, and increased feelings of satisfaction with quality of life.   These researchers suggest that indirect positive effects on children are likely to occur as a result of the parent's enhanced well-being.

Other researchers have examined parent participation in day care settings in relation to the frequency of parent-caregiver communication as well as the modes and channels in which it occurs.   Powell (1978) found pick-up and drop-off to be the time of the highest frequency of parent-caregiver communication.   Frequent discussion, defined as weekly or more often, was reported to occur at this transition time by 70.8% of the parent sample and 66.5% of the caregiver sample.   Other forms of communication were much more scarce.   The telephone was found to be moderately used, whereas formal home visits by staff were virtually nonexistent.   Parent-caregiver conferences were also found to be scarcely used and in fact never used by 25% of the parent sample.

In order for effective communication to occur it is necessary that the staff of child care centres recognize the importance of parents in their children's lives as well as the assets that parents can be to centres. This is the necessary foundation for effective parent involvement (Yawkey & Bakawa-Evenson, 1975; Auerbach, 1975). However, parents who are employed or in training programs and are faced with the demands of parenting may have little time or energy to take part in their child's day care program. In addition, parents vary in their eagerness to participate. Some may be bewildered, reluctant or timid, while others may be very eager participants. It is generally found, however, that with the help and encouragement of staff, parents can make varied and valuable contributions to their child's program (Auerbach, 1975).

Powell (1981, cited in Kontos, Raikes, & Woods, 1983) suggests that in order for parental support to enhance the continuity of the child's care, a number of components are desirable. These include childrearing information and advice, emotional support, role modeling, and information about and referal to community resources. The content of the communication between parent and caregiver was thus one variable in Powell's research (1978). This was measured by asking subjects to respond to a scale consisting of items of potential communicative value to parents and CCWs. Powell was interested in whether the "topics" of communication related to child concerns, child-caregiver relations, peer relations, family concerns, etc. Powell found that a strong correlation existed between communication frequency and diversity. In other words, the more frequent the parent and caregiver communicated, the greater the

number of topics they discussed. The implication for this may be that the number of links, as measured in this study, may be related to the diversity of topics discussed. It is only through these supportive or supplementary links that parents and caregivers can share their values and "culture" and work towards greater sensitivity, understanding, and ultimately mutual accommodation.

Bronfenbrenner identifies four general types of links that may be applicable to home and school or day care. The first type, multisetting participation is said to occur "when the same person engages in activities in more than one setting" (Bronfenbrenner, 1979, p.209). The child automatically becomes a primary link based on his/her participation in both the home and day care setting. A supplementary link may be formed if parents and/or CCWs become involved in the other setting through their actual presence or participation. This may occur if the parent spends time working or volunteering in the day care centre or if the CCW visits the child's home.

The second possibility is an indirect linkage. "When the same person does not actively participate in both settings, a connection between the two may still be established through a third party who serves as an intermediate link between persons in the two settings" (Bronfenbrenner, 1979, p. 210). These participants do not meet face-to-face. The linkage may also involve even more remote connections (Bronfenbrenner, 1979). An example of this type of link might be a friend or relative who drops off and picks up the child from the day care centre. This person thus acts as the link between the parent and CCW who have no direct contact themselves.

Intersetting knowledge is the third general type. This is defined by Bronfenbrenner (1979) as "....information or experience that exists in one setting about the other" (p.210). A parent with children in school or whose child(ren) have previously been through the child care system may possess this intersetting knowledge. As well, parents may gain information about the child care system through parent education classes/workshops, through conversations with friends, or in the case of newcomer families, through immigrant orientation classes, or prior experience in their home country. Trained CCWs presumably possess general intersetting knowledge about various family environments. For those dealing with culturally diverse families, they may gain additional knowledge about the child's cultural environment as a result of courses, training, practicum experiences, and books or articles in the immigrant and/or cross cultural areas.

The final type of links identified by Bronfenbrenner are termed intersetting communications. These are "messages transmitted from one setting to the other with the express intent of providing specific information to persons in the other setting" (Bronfenbrenner, 1979, p.210). These may be one-way or two-way forms of communication and their nature may be personal and face-to-face or more formal and indirect.

All four types of supplementary links may affect the gap between home and day care and, hence, the developmental potential of these settings. It is likely that there is overlap between the different types and that their unique effects cannot be isolated. The breakdown, however, does provide a more manageable means of conducting an initial examination of

this area. Although it is hoped that the various types of links will all be the subject of future research, only intersetting communications have been chosen to be directly included in the present study.

Possible forms of intersetting communications include indirect types such as newsletters, notes or announcements as well as more direct or face-to-face forms of communication such as parent-CCW conferences or chats at drop-off or pick-up time (Fuqua, Hegland, & Karas, 1985). An important distinction must be made between one-way and two-way communication. For example, a newsletter distributed by a day care centre that is thrown in the garbage without being read by the parent(s), is only a one-way form of communication. Since the "message" is not being received and/or reciprocated by the other party, this type of one-way communication may be ineffective. Pursuing this same example then, in order for a newsletter to be considered a two-way link between home and day care it must be written and distributed by staff, and received and read by parents. Two-way intersetting communications between a parent and staff representative are included in this study.

In identifying two-way links, it is apparent that the two parties (i.e., CCW and parent) may have different perceptions of the existence or lack of existence of these links. If only the CCW is asked, he/she may respond that a newsletter is a link. It may be, however, that for whatever reason, no parents read the newsletter. In any case, the newsletter, therefore, remains only a one-way link. The two-way nature of this process must be stressed. Both CCWs and parents have a role in initiating communication and in responding to advances. However, it is generally seen as the day care centre or CCW's responsibility to

<u>initiate</u> these links. In addition, it is generally the teacher's perception of their interactions with parents that is studied (Lightfoot, 1977). Therefore, by taking the <u>parents'</u> perspective, we can assume that if they are not aware of, or do not reciprocate the CCW's advances, a two-way link has not been made. Hence, whether or not one or more two-way links have been made should be determined from the parent's perspective, rather than only the CCW's perspective.

Effectiveness of Communication

It is the day-to-day exchanges between parents and staff of a centre that, according to Powell (1978), "...determine the compatibility of the family-center systems, and may constitute a significant part of a child's social experience in crossing the boundaries and dealing with contextual differences between family and day care program" (p. 681). However, past studies of parental involvement have essentially ignored the actual teacher or caregiver relationship with the parents (Powell, 1978).

Bryant, Harris and Newton (1980) conducted a survey of childminders and mothers in England to determine the extent and nature of their relationships with one another. Although childminders are more similar to our family day care providers, their findings may still be relevant. These researchers found that, on a day-to-day basis, over half of the mothers and minders did not feel it necessary to discuss their child's progress. Over one-third of the sample indicated difficulty discussing the child's problems. Reasons given by minders for not communicating included feelings that parents were unresponsive and that they felt

guilty taking the parents' time. When child-related problems arose, communication tended to become particularly difficult, if not non-existent.

Other studies have specifically dealt with day care centres. Horowitz (1984) compared parent-caregiver communication in two kinds of day care settings: employer-sponsored on-site centres and neighborhood-based centres. This researcher found very little communication in either location. As well, both parents and caregivers in both settings indicated a desire for more communication.

Fuqua, Hegland & Karas (1985, p. 308), point out that "...research examining factors related to school-home linkages seems to have underestimated the complexity of the communication processes" and have provided few explanations to account for the common lack of communication between parents and caregivers. In general, it is assumed that both parents and staff may not have the time, energy, or interest to establish contact with each other. Concentrating on the day care centre's role, reasons sometimes given include staff turnover, poor organization of staff, and other structural factors (Innes & Innes, 1984).

There is no doubt that communicating with parents is a challenge to the staff of the majority of child care centres. In the province of Manitoba, however, regulations (Manitoba Community Services, 1986) require day care centres and their staff to take certain measures to encourage and/or ensure that "links" are made with parents. In community based programs, parents must constitute 20% of the Board of

Directors, and parents must be allowed free access to observe the day care program. The daily program, staff schedules, snack/lunch menus, and other parent information are to be posted "...to enhance the partnership between the day care centre and a child's home" (Manitoba Community Services, 1986).

Commendable though these practices may be, provisions for English as a Second Language (ESL) parents are in scarce supply. How can a link of this type be established if parents do not speak or read English, and if translated materials are not available? A day care experience involves a certain amount of adjustment for any parent. "However, when the bureaucracy functions in a language other than your own, when you are asked to give out information that in your own culture is considered private, when you are trying desperately to adjust overall to life in Canada, when you don't understand the system of child care delivery and subsidy, and when you are facing the possibility of handing your child over to complete strangers (culturally, racially, and linguistically) who don't understand your background or your desires or aspirations for your children, the requirements for adjustment can be overwhelming" (Mock, 1986, p. 5). The lack of adequate provisions to meet these linguistic and cultural differences present barriers between parents and CCWs.

Language is perhaps the more evident of these barriers. In 1986, 53.7% of immigrants to Manitoba had language capacity in neither French nor English and only 16.1% had a mother tongue of English (Manitoba Employment Services and Economic Security, 1987b). Although ESL classes are available for many of these individuals, second language acquisition is a long and difficult process.

As a result, language differences often serve to prevent communication between many newcomer parents and CCWs. A mini-survey conducted by the Manitoba Government, Immigration and Settlement Branch (Manitoba Employment Services and Economic Security, 1983) found language barriers between parents and CCWs to be one of the top three difficulties non-English speaking parents and/or their children had with day care programmes. "Only when a parent can express himself/herself comfortably and efficiently will there be true sharing. Unfortunately, the communication process is frequently one-sided with the teacher 'talking at' the minority group parent who probably understands the message but cannot respond as well as he/she would like. Unnecessary tensions and negative attitudes may result from this experience" (Manitoba Employment Services and Economic Security, 1983). Potential links, such as a newsletter, if not translated are worthless to an ESL parent who is therefore unable to read the information. In order to enable parent-CCW communication, translation and interpretation services may be essential for newcomer parents. Whether based on language differences or not, attempts at communication are not effective unless effectively delivered and received.

Studies exploring the quality and frequency of communication between parents and caregivers typically find home and day care disconnected with few mechanisms to coordinate the child's experience in the two environments (Innes & Innes, 1984). The first variable, number of links, determines the actual existence of these linkages. The comfort or effectiveness of communication, a measure of the quality of communication between parent and CCW has also been included.

Cultural Congruence of Caregivers

Cultural disparities have an apparent effect on the parent-caregiver relationship and on the development of the child. When families and their cultures are not consistent with that of the day care environment, is the simple existance of linkages sufficient to bridge the gap between these two settings? In the following sections, the needs of both immigrant and Native/Metis families will be discussed. In addition, the possible cultural differences between home and day care as well as the potential effects of any inconsistencies on children will be outlined.

Immigrant families. Every year many thousand newcomers make Canada their temporary and, more often, permanent home. The immigrant and/or refugee experience involves leaving friends, kin, social support networks, and the security of familiar surroundings. In addition, newcomers are increasingly coming from countries with cultures that contrast vastly with the dominant Canadian values and way of life. Patterns of child-rearing, accepted forms of discipline, learning styles, non-verbal communication patterns, and the form of respect shown for elders are examples of areas in which values and norms may contrast with those found in Canada. In addition to these deep-rooted cultural variances, factors such as climate, housing, clothing, food, transportation, and many technological advances may all seem very strange to newcomers. The inability to communicate in one of Canada's official languages often further complicates the adaptation process as it may prevent newcomers from gaining employment, accessing training or educational programs, or participating in the mainstream community.

The acculturation of newcomers can be seen as either a unidimensional or two-dimensional process. Traditionally, in a monocultural country the onus was on newcomers to integrate by abandoning their "ways of life" and replacing them with the dominant culture's norms, traditions and values. In this process newcomers were de-socialized and re-socialized by the dominant group (Berry, 1980; Szapocznik & Kurtines, 1980). Although still prevalent in some countries and communities, in Canada the dual nature of the acculturation process is now being recognized. Stemming from Canada's multicultural philosophy, newcomers make certain accommodations to the host culture, while still retaining certain aspects of their culture of origin. The process of acculturation of immigrants, therefore, involves members of this new cultural group as well as members of the host culture (Padilla, 1980). Government policies, the availablity of services, agencies, and organizations, and the attitudes of the general public may all determine the reality or effectiveness of this two-dimensional process.

During the resettlement process, immigrants come into contact with a variety of agents of acculturation that help or hinder their adaptation. As part of the immigrant experience, many newcomers are separated from their extended families as well as their previous social support systems. For this reason, as newcomers attend English as a Second Language (ESL) classes, training or educational programs, and attain employment, they often find themselves in need of non-parental care for their children. Day care centres appear to play an important role in this adaptation process.

The literature concerning immigrant adaptation focuses almost exclusively on adults. Although research concerned with the adaptation of adolescents and elementary school-aged children is increasing, very little research deals specifically with preschool children. A large body of research concerns immigrants' increasing mental health problems such as uprooting depression, irritability, role confusion, and psychosomatic symptoms (Cheung & de Rios, 1982) that are due largely to inconsistencies between cultures (Berry, 1976). These research findings appear to apply to young children as well. Mead (1949, cited in Cheung & de Rios, 1982) explains that "...while adults socialized in one culture may have difficulties coping with new patterns, their children experience a lack of cohesion in socialization patterns" (p.146). Children from ethnic or immigrant backgrounds "...live in two cultures, each making specific demands on their loyalty. The unique position of these children in two cultures can result in a certain marginality: they have strong ties to both cultures but do not necessarily identify fully with either" (Colalillo, 1982, p. 6). Colalillo goes on to explain that these demands may create tension or conflict. Overt conflict with parents and the host community may result. Internally, conflict may also exist and, for the child, may affect the development of a self-identity. In their discussion of adolescent Polish immigrants, Taft & Johnson (1967) contend that "...culture conflict will be highest when the central values of the ethnic and the host community are incompatible and when at the same time, both exert pressures on the child to conform" (p. 112).

The expectations immigrant parents have of their child's day care often contrast the reality of the child care system. As one Italian CCW explains, "Italian parents send their children to the day care dressed and 'sparkling' clean and they would expect to collect the 'same child' at night as they left in the morning" (Ursi, 1986, p. 15). CCWs who encourage children to play in the sand box or to do finger-painting (i.e. activities generally accepted by "mainstream" culture) may be contradicting this parental expectation. Differing values placed on the family, religion, the role of the teacher/CCW, sex roles and discipline may result in misunderstandings and possibly conflict between parents and CCWs. A needs assessment of the immigrant population in Toronto found the parents to be concerned with the "permissiveness" of the educational system, and the "freedom" given to children in Canada, as a potential threat to parental authority and family cohesiveness (Social Planning Council of Metropolitan Toronto, 1970). Karen Mock (1985) comments on the Report of the Commission of Inquiry into the Education of the Young Child (1981), "Parents spoke of subtle discrimination on the part of educators, who often lack an understanding of and a sympathy for their cultures" (Mock, 1985, p.57). The Commission also found parents "...reluctant to visit the school because they feel their English is inadequate or because their traditions put the school beyond reproach, while some parents feel intimidated by their lack of education and sometimes by their poverty" (Mock, 1985, p. 57).

Native and Metis families. Native and Metis families may also find themselves in cultural and linguistic contrast to the staff of the majority of day care centres. As with many immigrant families, Native

families may also find day care programs in sharp contrast to their
traditional values. Bachtold (1982) conducted a comparative study of
Hupa Indian children living on a Reservation and Anglo-American children
living in an urban setting. While the Anglo-American children exhibited
highly authoritarian-aggressive behaviours, the Hupa children
demonstrated more sociable-intimate behaviors. In both cases the
behaviors were deemed as representative of their cultures. What is
"appropriate and acceptable behavior" in one culture may very well be
inappropriate and unacceptable behavior in another culture. In many
cases, Native/Metis parents are trying to strengthen their traditional
values in their children yet want them to learn the ways of the
mainstream cultures so that they may better prosper (Bachtold, 1982).
The effect this inconsistency/contradiction may have on children is
important to determine.

Cultural differences between home and day care. Studies suggest the
existence of substantial incongruences between the child-rearing
environments of a child's home and day care centre (Innes & Innes,
1984). In the case of immigrant and/or Native children, these
inconsistencies may be particularly acute, and may involve several
factors. For example, the physical and material components such as
toys, games, pictures, food, utensils, clothing and furniture, may
differ between environments. The manner in which routines such as
napping and eating are carried out may also vary. "Even such simple
babyhood practices as toilet training and physical contact between
mother and child are different from those of Anglo-Canadian families and
reflect cultures that value independence less and family nurturance

more" (Ziegler, 1982, p. 13). The expected form of a child's interactions with adults may also vary in regard to the respect shown for elders and the role of teacher or CCW. Forms of physical contact and non-verbal behavior, the languages spoken, expectations of male/female sex role behaviours and forms of discipline may also differ in this mesosystem for children from culturally diverse backgrounds.

It is important, therefore, to discuss and understand the "culture of child care". Among the issues which need to be examined, Mock (1986) delineates the "norms, values, and assumptions underlying day care in Canada, how are they manifested in service delivery, and how does the culture of child care service delivery affect families and children from ethnocultural minorities, or for that matter, all Canadians?" (p.3). It appears that like other social and educational programs day care programs tend to reflect and promote the values of their sponsors and the overall community. (Belsky & Steinberg, 1978). In fact, examination of The Licensing Manual For Centres in Manitoba indicates that the dominant cultural bias can be seen as underlying a number of these guidelines. Perhaps the most obvious example concerns guidance and behaviour management. Phrases such as "positive interactions" and "appropriate and acceptable behavior" (Manitoba Community Services, 1986) can only be interpreted within a cultural framework.

It is also evident that the values and assumptions underlying programming and teaching strategies often reflect a cultural bias. Activities generally conducted orally require listening and discussion skills that are valued by the dominant culture. In addition to this, encouraging a child to learn independence is considered an appropriate

goal by most people sharing Euro-Canadian values and hence is encouraged and/or expected in their children. Someone from a South East Asian culture, however, would more likely encourage passivity and dependence in his/her child (Manitoba Employment Services and Economic Security, 1987a). The bias of early childhood and day care programs in favor of the dominant or mainstream culture is, therefore, quite evident.

Effect of inconsistency between environments on children. Though little information is available on the extent to which socialization practices in the home and day care differ for all children, and, in particular, for immigrant/Native children, Clarke-Stewart (1977) suggests that some degree of consistency between these caregivers (i.e., parent and CCW) could have positive effects on a child's development. Canning (1986) reports on a project among Native children in North Labrador. Prior to the establishment of the Nain Day Care Project, children in this community had been found to have poor school performance that appeared to be related to the discrepancy between the child's home and school cultures. For minority children in a white, middle-class biased system, therefore, it follows that more of these children may require special considerations, adaptations, or instruction than children from homes and cultural environments sharing more features with the culture of the school (Samuda, 1981). Lightfoot (1977) suggests that teachers form alliances with or identify more with those parents sharing similar convictions and values. This may mean that teachers who for the most part are white middle class, would more likely communicate with white middle class parents. Kontos, Raikes & Woods (1983) looked at the attitudes of early childhood educators toward the

child-rearing practises of their parent clientele. They found that the staff with the most negative attitudes were those working with the poor, single parents and minorities.

Laosa (1981) points out that consistency between teaching strategies at home and those of the school contributes to the child's smoother and more successful transition, and a more positive school or day care experience. This research, according to Clarke-Stewart (1977, p. 108), "on the effects of inconsistency between parents suggests that it would be beneficial if care in the day-care arrangement were internally consistent and consistent with the parents' behavior, values, and desires." These values and practices need not be identical, as some cultural variety is healthy, particularly for older children. At younger ages, however, inconsistencies may make adjustment in either setting too difficult and confusing for the child (Belsky, 1980). What should be avoided, is "...marked and overt conflict between the two caregivers or complete disruption or contradiction of the child's previous experiences" (Clarke-Stewart,1977, p. 89). As is the philosophy of the Nain Daycare Project, day care centres must be seen as "...a home away from home which gives children the opportunity to develop and learn in an atmosphere that supports their culture and community..." (Canning, 1986, p.5). Home and school (or day care) learning environments should be "...complementary and continuous rather than contradictory and discontinuous" (Cardenas & Zamora, 1980 p. 191).

A concern of this thesis is that immigrant and/or Native children in day care experience this "pull" between the two cultures represented by their home and day care. The child care environment (i.e., system,

program, staff) may be in contradiction of the home environment, causing the child to feel ashamed of his/her parents and their culture, ultimately leading to feelings of inferiority, inadequacy, confusion, and isolation (Mock, 1985; Ziegler, 1982). Certainly children who experience such feelings cannot develop to their full potential.

Conclusion

It has been theorized that the relationship between the home and school or child care settings may effect a child's development. The degree of similarity (i.e. cultural congruence) between environments has also been proposed as having an effect on children. However, even though some research supports the contention that these two environments are fragmented and/or discontinuous research has not actually demonstrated how the child perceives, experiences, and is affected by these inconsistencies (Powell, 1978). Research is needed to integrate and correlate the various aspects of this topic that _have_ been researched. "The theoretical argument that socialization processes are improved when there is close coordination and communication between socialization agencies requires empirical investigation" (Powell, 1978, p. 688). In what will hopefully be a step towards attaining a better understanding of this relationship, the present study examines the effect that consistencies (i.e. cultural congruence), links, and effectiveness of communication between parents and CCWs have on the degree of security a child demonstrates in a day care setting.

Statement of Problem

Hypotheses

Given that the home is the primary setting for preschool children and given that a day care setting is a secondary setting whose function it is to carry on the developmental support for growing children, the continuity between the home and day care is critical. It is assumed that the developmental potential of children is greater when they feel secure and are in a setting that supports feelings of security. Three factors that have been identified in the literature as contributing to the consistency between these two settings are (a) the number of links between home and day care, (b) the effectiveness of the communication and (c) the cultural congruence of the parent and CCW. The hypotheses for this study are, therefore,

1. A child from a mesosystem in which there are more linkages between the home and day care setting will be rated higher by day care staff on security than a child from a mesosystem with fewer links.

2. A child from a mesosystem in which parent and CCW experience a greater degree of comfort in communicating with one another will demonstrate more secure behaviours than a child from a mesosystem with a lesser degree of comfort with communication.

3. A child from a mesosystem in which there is high cultural congruence between the home and day care setting will demonstrate a higher degree of security than a child from a mesosystem with low cultural congruence.

Independent Variables

1. NUMBER OF LINKS

The first independent variable is the number of different two-way intersetting communications (based on Bronfenbrenner's definition) between the home and day care centre.

2. COMFORT WITH COMMUNICATION

The second independent variable is the effectiveness of intersetting communication, specifically the comfort with communication as perceived by CCW and parent. The specific aspects of this variable include whether the two parties understand one another, feel comfortable communicating with each other, and feel that the other party is communicating with them so that they are understood.

3. CULTURAL CONGRUENCE

The third and final independent variable is the cultural congruence between the child's home and day care centre. This will be assessed by determining the similarity of each child's parent and CCW in terms of such factors as their country of birth, ethnic origin and religion.

Dependent Variable

The dependent variable is the emotional security demonstrated by children in the day care setting. The assumption is that the more secure children are the more receptive they are to environmental input and consequently, the greater the opportunities for the development of their potential.

Third Variables

A number of third variables have been measured. These include the home respondent's relationship to the child, the child's age, country of birth, and if applicable, the year the child came to Canada. However, family characteristics such as the number of parents, number and ages of siblings, and the birth order of children have been allowed to randomize. Information obtained in regard to the CCW include the level of child care education and experience, as well as training related specifically to cross cultural issues. In addition to these, the language(s) CCW and parent understand, read, write and speak, and their self-rated comfort in speaking with people not sharing their first language have been obtained.

METHOD

Sample

The core area of Winnipeg was selected as the region from which to draw the sample for this study as it was identified as having people from a cross-section of cultural backgrounds. Of the 3658 people who immigrated to Manitoba in 1986, more than three quarters settled in Winnipeg (Manitoba Employment Services and Economic Security, 1987b). Within the City of Winnipeg, the core area (roughly Census Tracts 29 - 33) has typically been an immigrant receiving area, as well as an area with a high Native/Metis population. This area has, therefore, been home to individuals from a cross-section of backgrounds. According to the 1981 Census, 37.9% of the population in this area have a mother tongue other than English or French; 60.1% report having an ethnic origin other than British or French; and 36.3% report a place of birth outside of Canada (Statistics Canada, 1983). This area was selected, therefore, to increase the chances of including in the sample families with varying cultural demographics such as countries of origin, languages spoken, and ethnic origins.

Manitoba Child Day Care divides the province of Manitoba and the City of Winnipeg into areas for the purposes of their licensing officials. The area that essentially corresponds to the identified Census Tracts and geographical boundaries, is termed, by Manitoba Child Care, the

North Portage-Winnipeg Centre region (Manitoba Community Services, 1987). Using this division, 13 licensed full-time non-profit, English language group day care centres in this area were identified. From among these identified centres, any in operation less than one year were excluded. As well, any workplace centres were excluded as the children and families they serve generally come from other areas of the city, hence are not representative of the identified area's population characteristics. Of the remaining centres, 6 were randomly selected and asked for their participation. One centre declined participation and was therefore replaced with the next name on the list. Day care centre characteristics such as the number of children, the number of staff, the group size of children, and the type and quality of program were not controlled.

From each consenting centre, participation was invited of all parents whose children met certain criteria. The Director of each centre was asked to distribute the questionnaires to parents of children within the 24-72 month old age-range who were enrolled at the centre at least 30 hours per week and had attended the centre for at least three months. Because of the reported transitory nature of this area, these requirements eliminated many potential subjects. The number of respondents that met the set criteria ranged from 37.5% to 90% ($\underline{M}$ =66.9%) of the total number of licensed spaces at each centre. Thus, far fewer than the total number of enrolled children became part of the sample. Family characteristics were not specified, so that single or two-parent families could be included, as well as families involved in a separation, divorce or step-family situation. The family was included

as long as either a mother or father (as identified by the respondent) was willing and able to take part in the parent portion of the study.

Forty-one parents completed and returned their portion of the questionnaire and provided consent for a CCW to respond to a questionnaire concerning their child's behaviour in the centre. Forty five children were involved, meaning that four sets of siblings were included. The number of children and parents from each centre can be seen in Table 1. Of the questionnaires distributed, the actual percentage of those who responded ranged from approximately 17.9% to 36.4% with a mean of 28.2%. It is difficult to report accurate response rates due to the difficulty in achieving a precise measure of

TABLE 1

NUMBER OF CHILDREN, PARENT AND CCW RESPONDENTS
IN EACH OF THE SIX SAMPLED CENTRES

Day care centre	Number of children in sample	Number of parent respondents	Number of CCW respondents
1	11	9	6
2	8	8	6
3	8	7	7
4	5	5	1
5	8	7	4
6	5	5	2
Total	45	41	26

the numbers of questionnaires distributed.

The ages of the 45 children ranged from 24 to 77 months (range of 53; mean 47.8; standard deviation 12.95). Due to the relatively small sample, it was decided to include the two children who were 3 and 5 months older than the upper age limit defined even though they did not meet the original criteria.   Preliminary examination of data concerning these two children, (i.e., scores on security measure) demonstrated that they were not significantly different from the five year old group and, hence, were included. The breakdown according to age by centre can be seen in Table 2.

TABLE 2

MEAN AND STANDARD DEVIATION OF CHILDREN'S AGES
AT EACH OF SIX SAMPLED CENTRES

Day care number	Mean	Standard deviation
1 (n=11)	49.3	16.79
2 (n=8)	45.9	11.57
3 (n=8)	48.5	10.42
4 (n=5)	37.4	9.37
5 (n=8)	52.8	9.13
6 (n=5)	49.0	16.78

In examining the links, cultural congruence, and effectiveness of communication between environments comprised of one or many adults, a representative had to be selected from each setting. In terms of the home environment, whichever of the child's parents (if more than one) who was willing to complete the questionnaire, acted as the representative of that microsystem. This method of selection ignored the fact that any number of adults in the child's home may each have varying degrees of child care responsibility and different degrees of involvement with the child's day care centre. Different cultures place varying degrees of importance on such factors as the extended family, the role of elders, and the responsibility for child care. As well, varying circumstances such as parents working and/or at school, or family fragmentation may alter the roles of family members, particularly in terms of child care responsibilities. In this study, the only restriction was that a respondent such as an aunt, cousin, friend, babysitter or any other caregiver or member of the family, was to be excluded from the study. In fact, all respondents were parents, and therefore this was not an issue. Thus, the representative of the home environment was whichever of the child's mother or father who completed the questionnaire. This representative was the child's mother in 75.6% of the cases, the child's father in 20% of the cases, and the child's foster mother in 4.4% of the cases ($\underline{N}$ =45).

A full-time CCW was selected as a representative of the day care's culture, as an indicator of the effectiveness of communication with this child's parent(s), and as the rater of each child's level of security. Day care centres vary in the number of staff employed, their job

responsibilities, the manner in which their schedules are co-ordinated, and the degree of staff turnover. In most cases the day care Director is primarily responsible for administrative work and therefore has less personal, day-to-day contact with parents and children. Among the remaining employees, however, it is difficult to isolate one staff person who would best represent that setting. Therefore, for the purposes of this research, the Director was asked to identify the CCW with whom the parent interacts most frequently and/or who knows the child the best. Volunteers, part-time staff, and cleaning, cooking or maintenance staff were not to be considered for what are fairly obvious reasons.

Twenty-six CCWs took part in this study. The number involved from each centre can be seen in Table 1. It is evident, therefore, that in some cases one CCW responded for all children at his/her centre while in other cases a different CCW responded for each participating child. Based on education the province of Manitoba, department of Family Services, classifies CCWs as either CCW Is (i.e., those with the least education), CCW IIs, or CCW IIIs (i.e., those with the most education). Of the total 26 CCWs, 65.4% identified themselves as CCW IIIs, 23.1% as CCW IIs, and 11.5% as CCW Is (Table 3). The differing amounts of work experience, education and cross cultural training that these CCWs have is detailed in Table 3.

TABLE 3

PROFILE OF CCW RESPONDENTS BASED ON PROVINCIAL
CLASSIFICATION, YEARS WORKED IN THE CHILD CARE FIELD,
HIGHEST LEVEL OF FORMAL   EDUCATION RECEIVED
AND TRAINING RELATED TO CROSS CULTURAL ISSUES

		Percentage of Respondents (n=26)
Manitoba Child Day Care classification	CCW 1	11.54
	CCW 2	23.10
	CCW 3	65.40
Years worked in child care field	Less than 1 yr.	15.38
	1-3 years	23.08
	4-6 years	38.46
	7-10 years	7.69
	More than 10 yrs.	15.38
Highest level of education attained	Less than grade 12	3.85
	Complete grade 12	3.85
	Some College	3.85
	College diploma	26.92
	Some University	19.23
	University degree	38.46
	Post graduate	3.85
Training related to cross cultural issues*	University courses	23.08
	Cross cultural courses	30.77
	Workshops	34.62
	Conferences	11.54
	None **	26.92

* Percentages do not add up to 100% because respondents could check
   more than one response.

** Percentage of respondents that did not check any of the responses.
   46.15% of respondents checked only one response.

Instruments

The present study involves survey techniques. Two questionnaires were developed for the study. One questionnaire, to be completed by the child's parent, contains measures of the three independent variables (Appendix A). These are the parent's culture, number of existing links between parent and day care centre staff, and finally the effectiveness of this communication as perceived by the parent. This questionnaire was developed in English and translated into three other languages; Polish, Vietnamese, and Spanish. These languages were identified by the staff at the Manitoba International Centre Language Bank as being the most prevalent in the sample area (personal communication, 1988).

The second instrument is a questionnaire that was completed by a CCW at the children's day care centres (Appendix A). It includes the same measures concerning culture and effectiveness of communication as contained in the parent questionnaire, in this case from the CCW's perspective. In addition, the CCW also rated each child on items related to security behaviours of children using the scale that constitutes the dependent measure of this study. This is a revised version of a scale and format that have been previously developed and implemented (Brockman, 1974) to measure a child's level of security. All questionnaires were coded so as each child/parent/CCW triad were matched; once coded, names were not associated with any information, scores, or results.

The first independent variable, number of links between home and day care, was measured based on the parent's responses to a series of

questions.   The   following   were   considered   possible   intersetting
communications:

    -chats at child drop-off and/or pick-up

    -fundraising

    -parent committees

    -Boards of Directors

    -parent-teacher/CCW conferences

    -parent nights

    -newsletters

    -personal notes and/or letters

    -phone calls

    -form letters

    -posted notices

Comfort with communication is the second variable that was measured
in this study.   Both the CCW and parent were asked to complete this
instrument.   Identical   items were   included with   the wording   changed
slightly so as it was applicable to either the parent or CCW.   This
score was used as an indication of each respondent's comfort with
communication with member(s) of the child's other microsystem.

For the purposes of this thesis,   cultural congruence was defined as
the degree of similarity between the two settings as represented by the
CCW and Parent. It was intended that the following indicators be used as
measures:

    -ethnic origin

    -present religion

    -any other past religion

    -language most frequently spoken

-country of birth

-year moved to Canada (if applicable)

-parent's country of birth

This instrument, therefore, provides a measure for each child of the cultural congruence of caregivers in the mesosystems of home and day care.

A child's level of security was identified as the dependent variable to be measured in this thesis. The instrument that was used is an adaptation of one used by Brockman (1974), which defines five levels of security: independent security, mature dependent security, immature dependent security, deputy agent, and insecurity. For this study, three statements were developed to represent each category of security. Relative to an identified child, the CCW was asked to indicate whether the behaviour described in the item is typical of the child.

The security scale was pre-tested at two local day care centres outside the sample area. Based on feedback from the first centre's staff, certain questions were reworded to enhance their clarity. A more thorough introduction was added to the questionnaire to ensure respondents that responses were not judgements of children but were dependent on age and thus there were no right or wrong answers. As well, the original yes/no response was replaced with a 5 point scale. This revised format was found to be more effective as no such concerns were raised in the actual data collection.

The revised format was then used with the second centre involved in pre-testing. The researcher asked the Director of this centre to select

five children who were of varying ages. Each of the four full-time CCWs were asked to complete the security questionnaire for each of these five children. The means and standard deviations for each child on each category of security can be seen in Appendix C. Scores within two or less standard deviations of the mean were considered as being the same. Using this criteria inter-rater reliability was calculated. The percent of agreement among raters was 100% for deputy agent and mature dependent security, 90% for insecurity and immature dependent security and 85% for independent security.

Procedures for Data Collection

Based on the sampling techniques previously outlined, the day care centres were used as the researcher's initial contacts. Each of the Directors of the identified day care centres were mailed a letter outlining the research project and asking for their cooperation and participation (Appendix B). A week later, the researcher contacted each by phone. The Directors who consented to becoming involved in this project were given an appropriate number of parent letters (Appendix B) and questionnaires. The Director was then asked to distribute a parent letter, consent form, and questionnaire to the appropriate parents. The identified parents were asked, therefore, to complete a questionnaire and to consent to a CCW answering questions about the child's play at day care.

The Director was instructed to provide these in the one of the four languages that the parent was most able to communicate. The vast majority (83.4%) of requests by Directors was for questionnaires in

English ($\underline{n}$ = 163). Of requests for translated versions (i.e. those distributed), 12.3% were for Vietnamese, 1.8% for Polish, and 2.5% for Spanish. Completed questionnaires were even more highly represented by English responses (90.2%) with 9.8% ($\underline{N}$ =41) responding in Vietnamese and no returns in either Polish or Spanish.

After receipt of the completed questionnaires and parent consent forms, the researcher compiled a list of these children's names. For each child for whom consent had been received, a security form with his/her name was prepared. The security forms for all children in each particular centre were assembled and given to the Director with the request that he/she identify the CCW, as previously defined, with whom the child/family most frequently interacts. This worker was then to be given the CCW Questionnaire and child(ren) security form(s) to complete. Once completed, the CCWs placed the questionnaires in a sealed envelope and into a collection envelope provided by the researcher.

Scoring and Coding

For the purposes of this investigation, intersetting communications were counted based on weights of equal value. Each link was assigned one point and the sum of the points yielded the score. The questionnaire was designed to elicit the dual nature of the two-way communications; one way links were therefore coded as "0". For example, a response that a centre has a newsletter but is not read by parent, is not a two-way link and therefore scored "0". For the purposes of this preliminary research, the different degrees of involvement and frequency of use of each of these links was ignored. Therefore, a parent who had

sold one book of raffle tickets scored one point for fundraising, as would a parent who was head of the fundraising committee. Similarly, a parent who has phoned a CCW once with a specific concern, would score the same as a parent who phones daily. In the case of phone calls, if either or both of the two possibilities exist (i.e. parent phones centre; CCW phones the parent), a score of "1" was assigned. When determining the existence of the link represented by "chats at child drop-off or pick-up", the parent who either does not deliver the child to the centre or never chats with the staff at this time was assigned a score of "0". All other responses were considered as indicating the existence of a link and hence scored "1" point. Therefore, based on the parents' responses, each parent was assigned a score based on the number of links out of a total of eleven possible links.

The effectiveness of communication measure was coded and scored in the following manner. Each subject was asked to respond to a series of seven statements, indicating whether they are in agreement or disagreement, using a 5 point Likert scale. Each response was assigned a numerical value, taking into account reverse statements. Scores on each item were summed to achieve a total score from 7 - 35. A high numeric score indicates a high degree of comfort with communication with a low numeric score indicating a less degree of comfort with communicating.

The measure of the third independent variable, cultural congruence, involved counting a CCW's and parent's matched responses on a series of culturally related items. Upon examination of the data, it was determined that responses to two of the original questions were somewhat redundant with previous questions. The question referring to "past

religion" essentially replicated the question referring to "present religion"; the question referring to "year moved to Canada" essentially replicated "country of birth". In both cases the score was thus slanted as more weight was given to religion and to country of birth than to other items. As a result, the respondent's past religion and year moved to Canada were not counted in the cultural congruence score. Each remaining item was matched and weighted equally. For each item, congruent responses (e.g., same country of origin) were assigned "1" point. Responses that were similar but not identical in nature (e.g., country of origins from the same part of the world) were not counted as congruent and therefore were assigned a value of "0". For each child, a score was tabulated based on the number of congruent responses out of a total of five possible matches.

The security scale consisted of fifteen items relating to behaviours children may demonstrate. Questions #15, #8 and #9 indicate independent security; questions #1, #12 and #14 indicate mature dependent security; questions #2, #7, and #10 indicate immature dependent security; questions #3, #6, and #11 indicate the use of deputy agents, and finally, questions #4, #5, and #13 indicate insecurity (Appendix A). Each question received a score of 1 (never) to 5 (always), with one question using reverse scoring (i.e. question number 4). Therefore, for each of the five levels, a child scored from three to fifteen.

RESULTS

The major concern of this thesis was to determine the effect of
parent-CCW links, the effectiveness of communication between parent and
CCW, and the cultural congruence of parent and caregiver on a child's
degree of security as demonstrated in the day care setting. In
presenting the results, the security measure scores will be described
and then related to the age of the child to determine if age is a
factor. The possibility of combining and/or regrouping the five
security scores will also be explored. The hypotheses will be tested
using the Kruskal-Wallis and the Wilcoxon Rank Sum tests. Each of
links, effectiveness of communication and cultural congruence will then
be explored individually. Finally, the relationship between these three
measures, and the items making up these measures, will be examined.

Security Measures

The dependent variable, security, was first examined by analyzing
each of the five categories separately. The means, standard deviations,
and possible/actual ranges of scores for each of insecurity, deputy
agents, immature dependent security, mature dependent security, and
independent security are presented in Table 4. Low scores on
insecurity, deputy agents, and immature dependent security indicate a
very secure child while low scores on mature dependent security and
independent security indicate a very insecure child. The means and

standard deviations of each of these categories of security in each of the six sample centres is outlined in Table 5.

TABLE 4

SCORES MEANS AND STANDARD DEVIATIONS OF CHILDREN'S
SECURITY SCORES (n=45)

	Range of possible scores	Range of actual scores	Mean	Standard deviation
Insecurity	3-15	3-13	8.4	2.42
Deputy agent	3-15	4-15	8.6	2.54
Immature dependent security	3-15	6-13	9.2	1.76
Mature dependent security	3-15	4-13	9.4	2.36
Independent security	3-15	5-15	10.5	2.27

TABLE 5

MEANS AND STANDARD DEVIATIONS OF INSECURITY, DEPUTY AGENT,
IMMATURE DEPENDENT SECURITY, MATURE DEPENDENT SECURITY
AND INDEPENDENT SECURITY AT EACH OF SIX SAMPLE CENTRES

Day care number	Insecurity		Deputy Agent		Immature Dependent Security		Mature Dependent Security		Independent Security	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1 (n=11)	8.4	3.30	8.5	2.98	9.5	2.16	10.1	2.12	10.8	2.48
2 (n=8)	7.4	2.13	7.0	1.51	8.3	0.89	10.6	1.51	10.8	1.67
3 (n=8)	8.9	1.81	8.8	2.96	9.6	1.92	8.1	2.70	10.4	2.77
4 (n=5)	9.8	1.30	9.4	1.52	10.0	1.73	9.0	3.24	9.2	1.79
5 (n=8)	7.8	1.58	9.4	2.39	9.5	1.07	9.4	2.39	10.1	2.30
6 (n=5)	8.8	3.35	8.8	3.11	8.6	2.41	8.6	2.10	11.4	2.61

Security Measures Related to Age

Security scores were also examined according to age in years (Table 6) and young and old age categories (Table 7). Children's ages in months were first of all classified according to age in years; 2 years (24 - 35 months), 3 years (36 - 47 months), 4 years (48 - 59 months) and 5/6 years (60 - 77 months). In order to arrive at the young and old age categories the sample was then divided into two groups based on their age in months. The young category consists of those children less than or equal to 48 months in age (n =23) while the old category is made up of those children older than 48 months of age (n =22).

The child's age in months was correlated with each of the five categories of security. The most significant correlation was determined to be between a child's insecurity score and age, r (45)= -.36, p <.01. The only other correlation considered significant was between the child's age and deputy agent score r (45)=.30, p <.05.

TABLE 6

MEANS AND STANDARD DEVIATIONS OF FIVE SECURITY
CATEGORIES BROKEN DOWN BY AGE IN YEARS OF CHILD (n=45)

Age of child	Insecurity		Deputy agent		Immature dependent security		Mature dependent security		Independent security	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
2 yrs. (n=7)	9.0	1.63	7.1	1.34	9.4	1.51	8.9	2.80	10.4	1.81
3 yrs. (n=12)	10.1	1.44	8.6	2.19	9.1	1.73	8.8	2.79	9.9	2.11
4 yrs. (n=17)	7.3	1.96	8.3	2.05	8.9	1.65	9.9	1.90	11.1	1.98
5/6 yrs. (n=9)	7.7	3.43	10.1	3.79	10.0	2.18	9.8	2.33	10.2	3.27

TABLE 7

MEANS AND STANDARD DEVIATIONS OF INSECURITY, DEPUTY AGENT,
IMMATURE DEPENDENT SECURITY, MATURE DEPENDENT SECURITY
AND INDEPENDENT SECURITY FOR CHILDREN IN YOUNG AND OLD
AGE-GROUPINGS

Security measure	Young n=23 (48 months and younger)		Old n=22 (older than 48 months)	
	Mean	S.D.	Mean	S.D.
Insecurity	9.3	1.74	7.5	2.70
Deputy agent	8.0	1.87	9.1	3.04
Immature dependent security	9.2	1.56	9.3	1.99
Mature dependent security	9.0	2.54	9.8	2.16
Independent security	10.3	1.92	10.7	2.63

Regrouping of Security Categories

Correlations among the five security categories are shown in Table 8.
It was found that insecurity, deputy agent and immature dependent
security were positively correlated with one another and negatively
correlated with mature dependent security and independent security.
Similarly, mature dependent security and independent security were
positively correlated with one another and negatively correlated with
the other three categories.

TABLE 8

CORRELATIONS BETWEEN FIVE SECURITY CATEGORIES (n=45)

	Insecurity	Deputy agent	Immature dependent security	Mature dependent security	Independent security
Insecurity		.33*	.40**	−.54***	−.68***
Deputy agent			.65***	−.44**	−.60***
Immature dependent security				−.23	−.48***
Mature dependent security					.70***
Independent security					

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

It can be seen in this table that all correlations are significant except for that between mature dependent security and independent security. Using correlations of the greatest strength the categories were regrouped for the purpose of further exploring the data. Immature dependent security and deputy agent scores were added to form a variable now referred to as "dependence". A high score in this new variable would indicate a child who is exhibiting highly dependent behaviours. The remaining three original categories were grouped together; mature dependent security, independent security and the reverse score of insecurity. This variable will be referred to as "independence" with a

high score indicating very independent or secure behaviours. The
relationship between these new variables and the independent variables
will be explored in the next section.

Independent Variables

Descriptive statistics concerning each of the independent variables
can be seen in Table 9. The means and standard deviations of each of
these variables at each of the sampled centres are presented in Table
10. Based on the results of a nonparametric analysis of variance, only
cultural congruence was significantly different between centres, $\chi^2(5, \underline{N}$
$=45)=12.03$, $\underline{p}$ <.05. The other independent variables were not
significantly different between centres at the 10% confidence level;
parent's comfort with communication score, χ^2 (5, $\underline{N}$ =41)=8.98, N.S.,
CCW's comfort with communication score, χ^2 (5, $\underline{N}$ =45)=6.92, N.S., or
Links, χ^2 (5, $\underline{N}$ =41)=4.41, N.S. .

The relationship between each independent variable and both the
original security measures and new grouped security measures were
tested using nonparametric statistics. Because normality can not be
assumed the Kruskal-Wallis test was used. This is a nonparametric
analogue to the one-way analysis of variance. The chi-square
approximations can be seen in Table 11. None were significant at a
value of $\underline{p}$ <.10. Each independent variable was then divided into high
and low groupings based on where half the responses fell. The Wilcoxon
Rank Sum test, a nonparametric analogue to the two-sample $\underline{t}$ -test, was
used to determine if when divided in groups significant differences on

TABLE 9

POSSIBLE RANGE, ACTUAL RANGE, MEAN AND
STANDARD DEVIATION OF INDEPENDENT VARIABLES

Independent variables	Possible range	Actual range	Mean	Standard deviation
Links between parent and CCW (n=41)	0-11	1-11	5.6	2.18
Cultural congruence of parent and CCW (n=45)	0-5	0-4	2.3	1.37
Parent's comfort with communication score (n=41)	7-35	21-35	29.4	4.38
CCW's comfort with communication score (n=45)	7-35	16-35	29.0	4.94

security scores existed between the high and low groupings. The results

of this analysis indicate a significant relationship to exist only

between the CCW's comfort with communication score and the child's

degree of Insecurity, at a $\underline{p}$ value <.05. Because the new categories

(i.e., "independence", "dependence") were not found to be significantly

related to the links, effectiveness of communication or cultural

congruence, they will not be used in further analysis. By dividing each

original security category into high and low categories and running 2 x

2 tables, chi-square values were obtained. Significant chi-square

values were found between a child's immature dependent security and the

parent's comfort in communication score, x^2 (1, $\underline{N}$ =45)=2.9, p <.10, and

TABLE 10

MEANS AND STANDARD DEVIATIONS OF PARENT'S COMFORT
WITH COMMUNICATION SCORE (P COMFORT), CCW'S COMFORT
WITH COMMUNICATION SCORE (CCW COMFORT), LINKS
BETWEEN PARENT AND CCW (LINKS) AND CULTURAL
CONGRUENCE OF PARENT AND CCW (CC) AT EACH OF
THE SIX SAMPLE CENTRES

	P Comfort		CCW Comfort		Links		CC	
Day care number	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1 (n=11)	30.4	3.94*	31.6	3.20	6.6	2.60*	2.7	1.01
2 (n=8)	32.1	4.02	29.9	5.00	5.0	2.56	2.1	1.13
3 (n=8)	30.0	3.61**	29.8	3.92	5.6	1.62**	3.4	1.06
4 (n=5)	29.6	3.91	26.6	6.66	4.4	1.34	1.8	1.10
5 (n=8)	26.4	5.09**	26.0	4.66	5.4	2.51**	1.8	1.49
6 (n=5)	26.4	3.78	27.6	6.35	6.2	1.48	1.0	1.73

* n=9 (2 sets of siblings)   ** n=7 (1 set of siblings)

between a child's degree of insecurity and the CCW's comfort with communication score, x^2 (1, N =45)=3.7, p <.05 . Both tests involving splitting either variable into high and low groups is of course subject to the effects of an arbitrary division. As a result, the Kruskal Wallis test can be considered most valid as it used the original test scores. It is apparent, therefore, that the number of links between home and day care, the cultural congruence of parent and CCW and the comfort in communicating as rated by parent and CCW do not account for a significant degree of the variance in the child's degree of security as rated by the CCW in the day care setting.

TABLE 11

CHI-SQUARE APPROXIMATIONS DERIVED FROM KRUSKAL-WALLIS TESTS
OF SECURITY MEASURES WITH EACH OF PARENT'S COMFORT
WITH COMMUNICATION SCORE (P COMFORT), CCW'S COMFORT
WITH COMMUNICATION SCORE (CCW COMFORT), LINKS BETWEEN
HOME AND DAY CARE (LINKS) AND CULTURAL CONGRUENCE
BETWEEN HOME AND DAY CARE (CC)

Security measure	Links (9,n=45)	P Comfort (13,n=45)	CCW Comfort (14,n=45)	CC (4,n=45)
Insecurity	13.76	19.21	11.27	0.85
Deputy agent	6.31	13.84	9.34	3.16
Immature dependent security	9.09	17.64	16.20	2.36
Mature dependent security	6.15	9.53	13.59	1.57
Independent security	8.88	12.45	12.69	3.93
"Dependence"	6.96	16.82	11.56	3.26
"Independence"	10.94	13.53	10.74	2.08

Links

Age in months was positively correlated with the number of links between home and day care, r (45)= .37, p <.05. When divided into young and old age-groupings the correlation for each group becomes non significant. In Table 12 the reader can see the eleven types of intersetting communications and the frequency of their use by parent respondents. Sixty-eight percent of parents indicated initiating

telephone calls to staff while 29% indicated <u>receiving</u> phone calls from staff. Other than one parent who did not respond to this question, all parents indicated chatting with staff at drop-off/pick-up time at some time or another. Of the parent respondents, 56% indicated chatting with staff everyday, 34% indicated chatting at least once a week, 2% at least once a month, and 5% less than once a month ($\underline{N}$ =41).

TABLE 12

PERCENTAGE OF PARENTS WHO TAKE PART IN (YES), DO NOT TAKE PART IN (NO)
OR DO NOT HAVE THE OPPORTUNITY TO TAKE PART IN (N/O) EACH OF THE
ELEVEN INTERSETTING COMMUNICATIONS BETWEEN HOME AND DAY CARE (n=41)

Intersetting communication items	Yes (%)	No (%)	N/O (%)	N/A (%)
Participates in fundraising	31.7	51.2	7.3	9.8
Serves on Board of Directors	22.0	53.7	12.2	12.2
Attends parent-teacher conference(s)/meeting(s)	34.1	39.0	17.1	9.8
Attends parent night(s)	12.2	48.8	26.8	12.2
Serves on parent committee(s)	9.8	48.8	26.8	14.6
Reads parent newsletter(s)	51.2	17.1	26.8	4.9
Communicates by telephone with CCW	70.7	24.3	2.4	2.4
Reads posted notice(s)	78.0	7.3	2.4	12.2
Reads personal note(s) and/or letter(s) sent home	73.2	14.6	2.4	12.2
Reads form letter(s) sent home	61.0	14.6	2.4	22.0
Chats with CCW(s) at drop-off and/or pick-up time	97.6	0.0	0.0	2.4

Effectiveness of Communication

The parent and CCW comfort with communication scores were positively correlated with one another, r (45)= .38 with p <.01 . When divided into young and old categories the CCW and parent comfort with communication scores are significantly correlated in both categories; young, r (23) = .36, p <.10 and old, r (22) = .40, p <.10.

Cultural Congruence

The demographic profile of the children, parents and CCWs can be seen by examining the following tables. Responses indicate that the vast majority of parents (68.3%), children (91.1%) and CCWs (84.6%) were born in Canada (see Table 13). Using world areas to classify countries (Manitoba Employment Services & Economic Security, 1986) it can be seen that one quarter of the parents reported a country of birth in the Asia/Pacific region. Examination of the countries of birth of the parents of both parent and CCW respondents indicates a greater degree of variability. The percentages of those born in Canada drops to 58.5% for the parent's parent and to 61.5% for the CCW's parent. It is interesting to note that of those not born in Canada 24.4% of the parent sample indicated that their parents were from the Asia/Pacific region while the CCWs reported their parents as being from more European countries (23.1%).

"Parent's country of birth" was used to divide the sample into two groups; those born in Canada and those not born in Canada. Using the Wilcoxon two sample test, parent's country of birth was found to account

for a significant portion of the variance in the children's independent security scores p <.05 as well as the CCW's comfort with communication scores, p <.1. However, neither the parent comfort with communication scores nor the number of links between home and day care were significantly different at the 10% significance level between parent's born in Canada and those not born in Canada.

TABLE 13

PERCENTAGE OF SAMPLE CHILDREN, PARENTS AND CCWS
REPORTING COUNTRIES OF BIRTH IN EACH WORLD AREA

World Area	Child (n=45)	Parent (n=41)	Parent's Parent (n=41)	CCW (n=26)	CCW's Parent (n=26)
Canada	91.1	68.3	58.5	84.6	61.5
Asia/Pacific	8.9	24.4	24.4	7.6	3.9
Central & South America		4.9	7.3	7.6	7.6
Europe			4.9		23.1
United Kingdom		2.4	4.9		3.9

Self reported ethnic origins of the parent and CCW respondents are shown in Table 14. Actual responses have been listed according to the groupings used by Statistics Canada (1989). From this information it is evident that very few of the parent sample consider their ethnic origin to be Canadian, even though significant numbers of them have been born

in Canada. In fact, the largest proportion of the parent respondents consider themselves to be East/South East Asian. Somewhat more of the CCW sample considers themselves to be Canadian with greater numbers indicating origins of a European nature.

The vast majority of respondents (70.7% of parents and 76.9% of CCWs) reported their present religion as being Christian. As for the remainder of the parents, 9.8% reported being Buddhists, 2.4% Hindu and 17.1% as having no religion ($\underline{N}$ =41). In the CCW sample 3.8% of the respondents reported being Buddhist, 3.8% Hindu, 3.8% "other" religion, and 11.5% as having no religion ($\underline{N}$ =26).

The languages spoken in the child's home and day care environments were also determined. In 100% of the cases, English was reported as the language spoken in the day care setting. A number of different languages were reported as being spoken in the children's homes. English was spoken in 73.3% of the homes, Vietnamese in 8.9%, Tagalog (Filipino language) in 8.9%, Korean in 4.4%, and Khmer (Cambodian language) in 4.4% of the homes ($\underline{N}$ =45). The languages understood, spoken, read and written by parents and caregivers will be discussed in a later section.

TABLE 14

SELF-REPORTED ETHNIC ORIGINS OF
PARENT AND CCW RESPONDENTS (%)

Ethnic origin	Parent (n=41)	CCW (n=26)
Canadian	14.6	30.8
Aboriginal	14.7	11.5
French	4.8	3.9
Western European	2.4	11.5
Eastern European	2.4	11.5
Southern European	2.4	7.7
British	12.2	7.7
East/South East Asian	19.5	3.9
South Asian	2.4	3.9
Black (African)	2.4	0.0
Other		3.9
Not Answered	19.5	3.9

Relationships among Independent Variables

The independent variables were correlated with one another. The parent's comfort with communication score was positively correlated with the cultural congruence score, r (45) = .25, p <.1 . The CCW comfort with communication scores were also significantly correlated with the cultural congruence scores, r (45) =.58 p <.0001 . The parents' comfort with communication scores and cultural congruence scores remain

significantly correlated in the young group, r (23) = .39, p <.1, but are not significantly related in the older group, r (22) = .10 N.S. . The CCW comfort with communication scores and cultural congruence remain significantly correlated in both young group, r (23) = .53, p <.01, and old group, r (22) = .67, p <.001 .

Other Variables Considered

The languages that each parent and CCW are able to understand, speak, read and write were also determined. Each parent/ CCW was allowed to record a maximum of three languages so as to allow for those with proficiency in more than one language. In the parent group 92.68% of parents indicated the ability to understand English with only 7.3% not indicating English as one of their choices (N = 41). Furthermore, 61% of parents indicated understanding only English while 7.3% indicated understanding only Vietnamese. A number of different languages were indicated as being understood by the parents. Of the total parent group, 9.7% report understanding Vietnamese, 7.3% Tagalog, 7.3% French, 4.9% Khmer, 4.9% Polish, 2.4% Saulteaux/Ojibway, 2.4% Ukranian, 2.4% Icelandic, 2.4% Korean, and 2.4% Portuguese. The same results were found for the ability to speak various languages, with the percentage dropping in French to 4.9% and Khmer to 2.4%. In terms of ability to read, 92.5% of parents indicate the ability to read English and 7.5% the ability to read Vietnamese but not English (n =40). Of the parent group, 72.5% can read only English. Parents that are able to read other languages include those able to read Vietnamese (10%), Tagalog (7.5%), and 2.5% for each of French, Ukranian, Korean, Khmer and Spanish.

Responses indicated that 92.3% can write in English, with 7.7% indicating the only language they can write in as Vietnamese ($\underline{n}$ =39). Of the total parent group 79.5% report the ability to write only in English. Other languages represented include 7.7% of respondents who can write in the Filipino language, 7.7% in Vietnamese, and 2.6% in each of French, Ukranian, Korean, Khmer and Spanish.

The CCW results show a slightly different situation. Not surprisingly, 100% of the CCW sample can understand, speak, read and write English ($\underline{N}$ =26) Of the CCWs, 57.7% can <u>understand</u> only English, 65.4% <u>speak</u> only English, 73% <u>read</u> only English and 76.9% <u>write</u> only English. Languages that some CCWs report that they are able to understand are German (15.4%), Spanish (7.7%) Italian (7.7%), French (3.8%) Polish (3.8%) Saulteaux/Ojibway (3.8%) and Hindi (3.8%). The same variety of languages were indicated by respondents as languages they are able to speak, except that the percentage of those able to speak German dropped to 7.7%. The situation changed somewhat for reading however responses still indicate 7.7% for Spanish, and German and 3.8% for French, Polish, and Hindi. Responses concerning the ability to write in various languages indicated the same percentages indicated in reading ability except that the percentage for German dropped to 3.8%.

DISCUSSION

It is clear that the results of this study did not support the proposed hypotheses. Possible reasons why this lack of significance occurred are discussed in this section. In spite of this, information has been obtained in this study that will help increase our understanding of child care in general and, more specifically, of how parent involvement and cultural disparity may affect children. The limitations of the sample, research design and instruments chosen as measures are discussed and recommendations for future research are made.

Sample

Six centres were randomly chosen from the core area of Winnipeg. Forty-five children made up the sample, representing a mean response rate of 28.2%. The children ranged in age from 24 - 77 months of age with a mean age of 47.8 months. Forty-one parents and 26 CCWs were also involved in the study.

An advantage of the present study is that community-based centres were selected as opposed to the University-based research that has been widely critiqued (Kagan, Kearsley & Zelazo, 1978; Belsky, 1974; Hough, Nurss & Goodson, 1984; Burchinal, Lee & Ramey 1989). Without question, however, the most disappointing aspect of the present research is the small size of the sample. The restrictions placed by the researcher requiring the child's full-time attendance at the centre for

a minimum length of time, coupled with the transient nature of the sample area, may have limited the possible number of participants.

In addition, the means of questionnaire distribution may have had an effect on the response rate. Having day care centre staff distribute and collect parent questionnaires was chosen in the hope that the familiarity of the staff would enhance the response rate. There were, however, drawbacks to this method of distribution. Although it was requested by the researcher that the Director hand the questionnaires directly to the parents, it is understandable that this may not have occurred in all cases. Different centres reported different means of distributing the parent questionnaires (i.e., lockers, bulletin board, etc.) essentially employing the method best suited to their centre. The researcher encouraged staff to remind parents to return their questionnaires, but, as with the number of questionnaires issued, the researcher had no direct control over the number of or kind of reminders actually given to parents.

Although the overall response rate was somewhat low, sample characteristics seem representative of what is known of this population in general. Results of the present study indicate that 31.7% of the parents have a country of birth other than Canada as compared to 36.3% of the 1981 Census respondents in this same area (Statistics Canada, 1983). In terms of ethnic profile, the 1981 Census indicates that 60.1% of the population in this area have an ethnic origin other than British or French (Statistics Canada, 1983) while 68.4% of the parent respondents in the present study have an ethnic origin other than British, French or "Canadian".

It is evident that the sample area is one consisting of a culturally diverse population. For this reason, questionnaires were translated into three languages in the hope of accommodating non-English speaking parents. With the knowledge that this area of Winnipeg receives more than three-quarters of the immigrants to Manitoba (Manitoba Employment Services & Economic Security, 1987b), and with the knowledge that large numbers of immigrants use day care, the response was low but seemingly representative of the defined area. It was surprising, however, that translated questionnaires were, first of all, not requested by Directors and, secondly, not completed and returned by parents. Of those parents who did respond, 31.7% indicated a mother tongue other than English or French, similar to the 1981 Census findings of 37.9% (Statistics Canada, 1983). Even though English may not be their first language those parents included in the sample are evidently proficient enough to complete a written questionnaire in the English language. Some day care centres, however, reported having Cambodian, Korean, Chinese, and Filipino families who may have appreciated a translated questionnaire. It is possible, therefore, that the languages used by the researcher were not those most in demand. These language differences may have prevented some English as a Second Language (ESL) parents from completing a questionnaire and, hence, lost valuable information from many parents. It is evident, however, that meeting the needs of all these language groups was beyond the scope of this project.

It is also possible that the day care staff were not aware of which parents were in need of translated questionnaires. For example, a representative from one centre insisted that all their immigrant parents

had learned English and were able to communicate in English. Therefore, this staff person claimed to have no parents who needed translated versions of the questionnaire. This perception by the staff may reflect the parent who "pretends" to understand but is incapable of completing a two-page written questionnaire in English with any degree of confidence. Language differences are, in fact, one of the reasons often cited by ESL parents for not approaching their children's teachers (Mock, 1985). It is likely then that those ESL parents who did take part in this study are those who are able to communicate with confidence in English. This researcher would like to suggest that day care staff are not always aware of the English language abilities of their parent clientele and hence the staff are not able to accommodate the special needs of these parents.

In order to explain the response rate, other factors should also be considered. It is possible that many non-Canadian born parents were hesitant to participate in a study of this nature for reasons other than their English language abilities. Mock (1985) suggests that immigrant parents are often reluctant to visit their child's school/day care because in their culture it is not appropriate to approach or question the teacher's authority. In fact, a representative of one of the day care centres suggested that their immigrant parents were likely afraid to respond. In order to assess whether or not this is true, more information is needed about the cultures of the parent sample. It is conceivable, however, that for parents from regions of the world such as South East Asia or Central America, releasing information about themselves or their children is not likely something done easily or willingly.

Difficulties in Evaluating Effects of Non-parental Care

Each child's level of security was identified as the means of assessing the developmental potential of the day care setting for that child. As with most studies of the effects of various child care arrangements, a number of limitations are evident. Whether the chosen dependent measure is security, attachment, aggression or social interaction with peers, it is difficult to determine a "healthy" indication of these behaviours. Therefore, it is difficult to interpret the significance of the intensity or frequency of any particular behaviour (Etaugh, 1981). Even though limitations are evident, in order to assess the effects of the non-parental care children receive, measures must be selected.

Security Measure

The effect of child care variables on the "whole child" is what ideally would be measured. In this case, security was chosen as the child measure based on Maslow's Hierarchy of Needs. Based on the Manitoba government day care standards it was assumed that the child's basic physical needs are met in day care centres in this province. The next level, security, was chosen as the developmental measure to be assessed. Significant differences in this variable as a result of the chosen independent variables were not found. It may well be that day care centres are in fact meeting the security needs of children but are not addressing the higher level needs of children. Perhaps other levels of Maslow's Hierarchy such as a child's need for acceptance, love and belonging, and of positive self-esteem would be more appropriate as

outcome measures. The variability may then lie at a higher level of Maslow's Hierarchy. Since there are so many possible effects on children it was hoped that this research could isolate one that could then be built upon in future studies. It is recommended that by including more than one child development measure greater confidence in the model could be enhanced. Measures of self confidence or self esteem in conjunction with a security measure would provide a more complete picture.

In addition, perhaps a direct measure of the child rather than relying solely on the CCW's perception would enhance this variable. Researchers would likely be more objective in their ratings of the children than CCWs who work with children on a daily basis. CCWs do provide a more comprehensive picture of the child based on their daily experience with that child. However, these CCWs may rate children relative to other children in that particular centre. Another possible difficulty is that in this study each rater assessed different numbers of children. This was necessary in order to encourage a higher response rate. With child:caregiver ratios of approximately 1:8 it would be impossible for a different CCW to rate each individual child in any one centre. On the other hand, having one CCW rate every participating child presents the possibility of overloading the CCW and hence difficulties in ensuring their participation.

A crucial question concerns whether or not age is related to the child's security scores. It appears that age is in fact negatively correlated with a child's insecurity score and positively correlated with a child's deputy agent score. The theory of security development

(Blatz, 1966; Grapko, 1957) suggests that as children develop they become less insecure, hence the correlation with the insecurity measure supports this theory. For both the insecurity and deputy agent measures the items certainly indicate some sort of negative adaptation or non-normative means of coping for young children. The positive correlation of children's age with their deputy agent scores may indicate that the use of deputy agents is a coping mechanism used by older children, while younger children display insecure behaviours. The non-significant but positive correlation of age with a child's scores on immature dependent security, mature dependent security and independent security, indicates that as children age their scores increase in each of these categories. However, because these correlations are not significant it cannot be said with any certainty that these categories are levels and arranged in any sort of hierarchical order.

Pearson correlation coefficients were also determined between security categories. All were significant except for that between immature dependent security and mature dependent security. It seems that as children's insecurity scores increase, they score higher on the measures of deputy agent and immature dependent security and less on mature dependent security and independent security. As lower values of mature dependent security and independent security mean that the child is less secure, this suggests that the security measure is internally consistent and supports the model proposed by Grapko (1957), Blatz (1944; 1966), and Brockman (1974).

A variety of factors may affect the developmental potential of children in day care settings. As a result of the child care regulations in Manitoba (Manitoba Community Services, 1986), factors such as a minimum child/caregiver ratio, maximum group size, and adequate health and nutrition provisions can be assumed. However, beyond this minimum the relative quality of one centre versus the next has not been assessed in the present study. The effects of such factors as stability and continuity of caregivers, child's age of entry into non-parental care, child's number of non-parental care arrangements (Etaugh, 1981) as well as the parent's attitude towards working and their child's placement in day care have also not been measured. It is clear that a study with greater resources would be able to address these and other factors.

Intersetting Communication

Bronfenbrenner (1986) suggests the importance of research addressing the effect on the child of the relationship between family and school/day care. Bronfenbrenner also states that the majority of the research in this area has looked at the role of parent education. This present research attempted to look beyond parent education and address the parent-caregiver issue more fully. In addition, the parent's perspective was used as opposed to the teacher/caregiver's perspective that is generally taken in research studies (Lightfoot, 1977). In order to do so, the number of existing two-way links between a child's parent and caregiver were determined and related to the child's degree of security. Although this variable did not account for a significant

portion of the variance in security scores a great deal of valuable information was obtained from this measure.

There is, no doubt, a possible confound with having parents determine the number of links between themselves and their child's day care centre. It is likely that those parents who were willing to take part in the study are, in fact, those taking part in a greater number of links with the day care centre. Therefore, it can be argued that the high and low categories are not necessarily representative of the high and low number of links existing in the overall parent population of the centre. Those parents who did not respond are likely those who would have scored much lower on this measure and, therefore, provided more variability. The difficulty in arriving at an accurate measure of this is clear. Certainly selecting caregivers as respondents and indicators of links with parents would be even more misleading. Introducing a parent involvement program (training staff, hiring parent support workers, planning more parent events) to strengthen parent-CCW links would allow, however, the measuring of links before and after the introduction of this enhanced parent involvement. Another possibility would be to divide parents into two groups; one receiving enhanced involvement and one maintaining the same level of parent involvement. Only through a controlled experiment of this type could the effectiveness of the number of links be measured.

A great deal of interesting information was gathered as a result of the "links" variable. A child's age and the number of parent-caregiver links were found to be significantly correlated with one another. Assuming that age is related to the length of time a child has been in

day care, this may suggest that as parents have more experience with day care and as they become more familiar with the staff, etc., the number of links increases.

The frequency of use of the different types of intersetting communication included in this study does indicate a fair amount of communication between parents and caregivers. As did Powell (1978), the present research found that chats at pick-up and drop-off time were the most frequently used types of communication. Discussions that were at least weekly in frequency were reported by 90.2% of parents, higher than Powell's finding of 70.8% . This frequency of communication contradicts the findings of many studies that suggest a real lack of parent-CCW communication (Fuqua, Hegland & Karas, 1985; Horowitz, 1984). It may be that parent-CCW communication occurs more frequently than was thought. However, it also may be that the poor response rate masked results. The response group may have consisted of those parents who do take part but not included the number of parents who do not.

The present findings, suggesting a high frequency of communication, also seem to contradict the contention made by researchers such as Innes & Innes (1984) who point to the day care centre's organization and staff turnover as the reason for low parent involvement. It may be that centres are now better equipped to make parent involvement an integral part of their daily program and that CCWs are better trained in more sophisticated methods of parent education/involvement. It appears that for items such as fundraising and serving on the Board of Directors, over half of the respondents indicated not taking part in these even though the opportunity is available to them. It seems that only for

parent nights, parent committees and parent newsletters do a fairly large percentage of the sample (26.8%) indicate that the these linkages are not made available to them by the staff at their child's centre.

In examining the number of links between home and day care, frequency of use of each type of links was not considered. This meant that the same score was assigned if chats occurred everyday with the caregiver or if they occurred less than once a month. In addition, each of the various types of intersetting communications (i.e., chats, newsletters, parent-nights, etc.) were counted as being equal. These may very well not be equivalent. Perhaps oral means of communication (i.e., chats) are more effective than written means (i.e., newsletters). Or it may be that informal links (i.e., chats) versus formal/structured types (i.e., parent- teacher conferences) have different effects. Taking these factors into account may isolate the different effects on children.

The present study focused on intersetting communications and did indeed provide valuable information concerning this type of link. However, this is only one type of possible link between a child's parent and caregiver. Multisetting forms of participation (i.e., parent volunteers, home visits) and intersetting knowledge (i.e., parent's previous experience with and/or knowledge of day care) are other factors that could be considered. Since very little research exists concerning parent-caregiver links in general, future studies can build upon what has been learned here of intersetting communication and explore these and other types of linkages more fully.

Relationship Between Parent and Caregiver

Bronfenbrenner (1979) proposed that the developmental potential of a setting is enhanced as the result of supportive links, as opposed to simply supplementary links existing between the settings in which an individual engages. As has been discussed, the number of links (i.e., supplementary links) was not found significantly related to the child's outcome measures. The effectiveness of communication measures were included to assess how supportive the links are, or whether they "...encourage the growth of mutual trust, positive orientation and goal consensus between settings..." (Bronfenbrenner, 1979, p. 214). This measure looked at such factors as how comfortable the parent and CCW feel talking with one another, whether or not they understand the other party and whether or not they feel that the other party understands them. In fact, the effectiveness of communication scores, as rated by CCW and parent, were the variables that appeared to be most significantly related to the child's security level as compared to the other variables included in the study.

As well, both the parent's and CCW's comfort with communication scores were significantly correlated with the cultural congruence between parent and caregiver. This suggests that the more similar these two individuals are in terms of cultural characteristics, the more comfortable they feel communicating with one another, and the more they understand and feel as if they are being understood by one another. The CCW's assessment of parent-caregiver communication strongly suggests they they feel less comfortable talking with parents, making the parents understand and feeling that the parents understand written and verbal

information when the parent's culture is greatly different from their own. Whether this is related to cultural differences, misunderstandings or language difficulties is not clear.

However, Cultural congruence was not found to be related to links. This may suggest that when parents and CCWs are "culturally different" they still engage in the various links, but not with the same comfort level as when the cultures are more similar. It is possible that parents may read a newsletter, for example, but not really understand its content. They may chat frequently with CCWs but may not be as satisfied with the quality of that communication as when the CCW and parent are from similar cultures. This suggests that language is a factor.

It is possible that these ratings by both parents and caregivers are misrepresentative of the true population of the centre. The fact is that the parents likely to have agreed to take part in the study are those who feel more comfortable communicating with the staff and feel that their communication is effective. Those parents choosing not to respond may not have the same "comfortable" relationship with the centre staff. Nonetheless, a number of significant findings relating to this measure have been found. It is interesting to note that significant differences were found to exist between centres on the parent's comfort with communication scores but not on the staff's comfort with communication scores.

Another factor that may effect the parent and caregiver communication scores are the attitudes of caregivers toward their parent clientele.

Kontos, Raikes & Woods (1983) found that as compared to the caregiver's own criteria for good parenting, staff possessing the most negative attitudes about parents appeared to be those working with the poor, single parent families and minorities. The issue of socioeconomic status (SES) was not specifically addressed in this thesis except for the fact that the sample area was essentially a low SES part of the city. Although single parent families were not specifically targeted, these families can also be identified as being prevalent in this part of the city. Based on Census information, it is evident that members of minority groups are in great number in this identified area. What then might the contentions made by Kontos, Raikes & Woods (1983) suggest? Does such a negative attitude exist? If so, how does this affect the interactions between the caregivers and parents? What effect does this have on the children? As suggested by Kontos, Raikes & Woods (1983), if staff perceive their parent clientele as "inadequate" are they attempting to compensate by trying to improve the care of the children in their centre? Perhaps comparing parent-caregiver interaction in core vs. non-core area centres would help answer these questions. In addition, collecting information on the economic and family status of individual cases would allow for comparison of families and children within each sample centre.

Cultural Congruence

By examining the effect of cultural inconsistencies on children the present study made some headway in an area lacking in research (Powell, 1978). Cultural congruence was chosen as the indicator of congruence between a child's settings. Of the children in the sample, 91.1% were born in Canada. Therefore, very few of the sample children are actual immigrants themselves. However, for 31.7% of the children, their parents were not born in Canada and, hence, they are children of immigrants. In addition, 14.7% of the children's parents identify themselves as being of Aboriginal ethnic origins. Hence, a great number of the children come from families that may be culturally different from the dominant culture of the day care environment. These children may live in two cultures (Colalillo, 1982) and experience "culture clash" between their home and day care settings. The question is, then, what effect does this have on the children?

Researchers such as Szapocznik & Kurtines (1980) talk of inter-generational conflict between parents and children as a result of cultural differences. Research also exists concerning the immigrant adaptation and the effects resulting from inconsistencies between cultures (Cheung & de Rios, 1982; Berry, 1976). As measured by this instrument, the effect of the cultural congruence of a child's parent and caregiver was not found to have a significant effect on the child's security. It may be that those difficulties appear in later years and are not evident with preschool children.

The item "country of birth" allows comparisons of those born in Canada with those not born in Canada. Parent's country of birth had a significant effect on the child's independence, suggesting that children of immigrant parents were more independent than would be expected. Although this finding is important, it is also important to learn more about each of the cultures or countries of birth involved. Differences among immigrant families are just as likely significant as differences between immigrant and non-immigrant families. Factors such as education and SES should also be considered. If interested in the values and attitudes of parents, more information is needed. Taft & Johnson, 1967 suggest that cultural conflict is greatest when values are incompatible and both are pressuring the child to conform. This could be assessed by examining the specific cultures involved as well as examining each environment in more detail. The present instrument did not measure values represented by each culture. The question then is whether some cultures are more similar to mainstream Canadian values than others. In the case of immigrant and Native/Metis families it is important to determine how strongly parents stress or preserve these cultural values as opposed to taking on Canadian values.

In order to obtain greater variability on the cultural congruence factor, attempts to access greater numbers of immigrants should be undertaken. Rather than selecting sample day care centres in a particular geographic area, centres targeting immigrant populations (e.g., attached to ESL classes) could be used. Another possibility would be to contact particular ethnic/ immigrant groups and identify families with preschool children. Heritage Language centres (e.g., a

German language centre) would also be interesting to include. This would allow the comparison of culturally diverse families who have their children in an environment that supports their language and culture. A possible research design would be to compare families in three "types" of centres; a Heritage Language centre, a centre targeting new immigrants and a "mainstream" centre. This type of design would likely enhance the cultural congruence measure but would create disadvantages of its own.

The way in which the cultural congruence score was arrived at requires deliberation. One CCW was chosen as representative of the day care environment. However, this person is likely not representative of the cultural backgrounds of other staff members. More appropriate research would allow assessing the staff as a whole and arriving at an overall cultural profile of the centre. In addition, it is perhaps not the exact matches of caregivers on certain cultural factors that are important, but rather the attitudes, openess and awareness of the staff. This is, of course, difficult to measure. Perhaps this could be accomplished through assessing the sensitivity of caregivers and programs in terms of cultural issues. It may be that the actual cultural congruence of caregivers is not as important as factors such as multicultural programming that have been emphasized by many researchers (Mock, 1985: Wolfgang, 1981; Yoshida & Davies, 1982).

This present study isolated the cultural component as a measure of congruence. Certainly further studies to assess the congruence of other factors such as values, parenting practices and use of discipline would provide further information. Whether or not these factors are related

primarily to culture requires further investigation. Blatz (1966) proposed that children's fear of a strange, different environment results in regression to earlier stages of their security development. More must be known about the environment itself before this idea can be supported. Factors such as the kind of program, sensitivity of CCWs, foods served and festivals celebrated may be more important in determining how congruent the environments are than are the cultural matches of caregivers. In addition Long, Peters and Garduque (1985) suggest the importance of observing the child in each environment. Although the present researcher chose to concentrate on the child in the day care setting, certainly a more complete assessment of the child could be achieved by including the home setting as well.

Conclusions and Recommendations

Bronfenbrenner's Ecological Model did provide a useful means of examining one of children's mesosystems, i.e., the relationship between their home and day care. Using this model it was possible to look at the "links" between a child's home and day care environments, as well as the effectiveness of this communication in terms of their "supportiveness". Cultural congruence was chosen as the indicator of similarity between the two environments. Based on Maslow's Hierarchy of Needs security was identified as an important foundation necessary before a child's higher level needs could be met. Based on Blatz's theory of security development (1944, 1966) and Grapko's definitions of security categories (1957), the child's degree of insecurity, immature dependent security, mature dependent security, independent security and

use of deputy agents was measured. However, the number of links between parent and caregiver, the effectiveness of this communication, and the cultural congruence of parent and caregiver were not found to be significantly related to the child security measures.

A number of possible reasons for this lack of relationship have been presented in the discussion. Perhaps the most significant explanation seems to be the sampling technique and resulting response rate. Although a number of efforts were made to encourage the parents to take part in the study, the response rate was rather low. In addition, for the measures of links and effectiveness of communication, the volunteer nature of the sample likely skewed the scores on these measures. It is recommended, therefore, that one ethnic/immigrant group be selected and personal interviews conducted in that particular language. Not only would this likely enhance the response rate, but would likely elicit more complete information from the subjects.

A number of recommendations have also been made concerning the security measure that was developed for this research project. It is suggested that this measure be used again, but with a narrower age-range. In addition, this measure should be used in combination with other instruments to extend Maslow's hierarchy to include higher levels. Finally, rather than the CCW rating the children, it is recommended that a researcher observe and rate the children.

Important relationships between other variables were discovered and present possibilities for future research. The results of this research indicate that a great deal of communication does exist between parents

and caregivers, particularly in the form of chats, posted notices, personal notes/letters, and telephone conversations. Far fewer numbers of parents appear to be attending parent nights or serving on parent committees or on the centre's Board of Directors. This may indicate that CCWs need to determine why this is the case and perhaps make these types of links more accessible and/or appealing to parents.

The results also clearly indicate that parents and CCWs who share more similar cultural backgrounds seem much more comfortable communicating with one another and feel more strongly that they are understanding one another. The finding that CCWs rate their effectiveness of communication with non-Canadian born parents significantly less positively than Canadian born parents provides a clear indication that accommodations should be made for immigrant families. This may suggest a need for more language translation and interpretation as well as measures to promote greater cultural sensitivity of staff. In addition, since the population seems to represent a more varied cultural make-up perhaps a greater cultural mix of day care staff would enhance the "quality" of relationships between parents and caregivers.

In summary, it is clear that a great deal more research is needed in this area, particularly concerning parent involvement in child care programs, and the needs of our culturally diverse population. It is hoped that further research will be conducted based on the recommendations made in this thesis. It is also hoped that the results of this study will provide the child care community with information that will help improve the quality of care that they provide.

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Appendix A

QUESTIONNAIRES

PARENT QUESTIONNAIRE

THANK-YOU FOR AGREEING TO COMPLETE THIS QUESTIONNAIRE.   IN THE FIRST SECTION SOME
QUESTIONS ARE ASKED ABOUT YOUR CHILD.

1. What is your child's name?   _____

2. What is this child's age? (in months)   _____

3. In what country was this child born?   _____

4. If other than Canada, in what year did he/she come to Canada?   _____

THE FOLLOWING ARE SOME QUESTIONS ABOUT YOURSELF:

1. What is your relationship to this child?
   Father ____   Mother ____   Other (specify)_____

2. In what country were you born?_____

   IF OTHER THAN CANADA, in what year did you come to Canada?   _____

3. In what country were your parents born?   _____

4. What do you consider your ethnic origin?   _____

5. What do you consider your present religion? (please check one)

   _____ Christian
   _____ Jewish
   _____ Muslim
   _____ Buddhist
   _____ Hindu
   _____ Sikh
   _____ none
   _____ other (please specify)_____

6. Did you ever have a religion other than this?   Yes ____   No ____

   If YES, please specify _____

7. What language do you generally speak in your home?   _____

8. What language(s) can you:

a. understand   _____   _____   _____

b. speak   _____   _____   _____

c. read   _____   _____   _____

d. write   _____   _____   _____

9. Do you feel comfortable speaking with people who do not share your first language?
   Yes _____   No _____   Not sure _____

   THE FOLLOWING STATEMENTS RELATE TO YOUR COMMUNICATION WITH THE STAFF AT
   YOUR CHILD'S DAY CARE CENTRE. PLEASE INDICATE   THE EXTENT TO WHICH YOU
   AGREE OR DISAGREE WITH EACH STATEMENT BY CIRCLING THE APPROPRIATE RESPONSE.

   SA=strongly agree
   A=agree
   N=not sure
   D=disagree
   SD=strongly disagree

1. I feel comfortable talking with the day care staff.
        SA   A   N   D   SD

2. The day care staff talk with me so that I understand them.
        SA   A   N   D   SD

3. I can read and understand written material posted by the staff.
        SA   A   N   D   SD

4. I have difficulty understanding the staff when they talk to me.
        SA   A   N   D   SD

5. Sometimes I hesitate to speak to the staff because I feel they might not understand me.
      SA   A   N   D   SD

6. The Child Care Workers seem to understand me when I talk to them.
      SA   A   N   D   SD

7. I have difficulty understanding the written materials (eg. newsletters, information sheets, consent forms) distributed by the day care staff.
      SA   A   N   D   SD

THE FOLLOWING QUESTIONS REFER TO YOUR CONTACT WITH YOUR CHILD'S DAY CARE

1. In regard to the day care centre, have you taken part in any of the following? (please check those that apply)

	YES	NO	OPPORTUNITY NOT AVAILABLE
fundraising			
Board of Directors			
Parent Teacher conferences/meetings			
Parent Night			
Parent Committee(s)			

2. Does your child's day care centre distribute a parent newsletter?
Yes _____   No _____   Don't know _____

IF YES, Do you read it? Yes _____   No _____   Sometimes _____

Do you find the information in it useful? Yes _____   No _____   Sometimes _____

3. Has the day care staff ever phoned you regarding your child's progress?
Yes _____   No _____   Not sure _____

4. Have you ever phoned the day care staff regarding your child?
Yes _____   No _____   Not sure _____

5. Day care centres may use written means to communicate with parents. Do you receive any information as a result of the following?

	Yes	No	Not used by centre
posted notices			
personal notes and/or letters			
form letters			

6. Do you drop-off or pick-up your child at the day care centre?   Yes ___   No ___
If YES, at that time, how often do you chat with one of the day care staff?
          _____ never
          _____ less than once a month
          _____ at least once a month
          _____ at least once a week
          _____ everyday

YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE IS DEEPLY APPRECIATED. AS INDICATED IN THE COVERING LETTER, ALL ANSWERS WILL BE HELD IN THE STRICTEST CONFIDENCE. PLEASE INSERT THIS COMPLETED QUESTIONNAIRE IN THE ENCLOSED ENVELOPE, SEAL IT, AND RETURN IT TO YOUR CHILD'S DAY CARE CENTRE.
THANK-YOU ONCE AGAIN.

CHILD CARE WORKER QUESTIONNAIRE

FOLLOWING ARE SOME QUESTIONS ABOUT YOURSELF.

1. How long have you worked in the Child Care field?
      ___ less than 1 year
      ___ 1-3 years
      ___ 4-6 years
      ___ 7-10 years
      ___ more than 10 years

2. What is your CCW classification?
      ___ CCW 1   ___ CCW 2   ___ CCW 3

3. What is the highest level of education you have attained? (please check one)
      ___ less than grade 12
      ___ complete grade 12
      ___ some Communnity College courses
      ___ Community College diploma
      ___ some University courses
      ___ University degree
      ___ post graduate courses or degree

4. Have you attended any of the following that were specifically related to cross cultural issues?
      ___ University course(s)
      ___ Community College course(s)
      ___ Workshop(s)
      ___ Conference(s)
      ___ Other (please specify) _____

5. In what country were you born? _____

   IF OTHER THAN CANADA, in what year did you come to Canada? _____

6. In what country were your parents born? _____

7. What do you consider your ethnic origin? _____

8. What do you consider your present religion? (please check one)

      _____ Christian
      _____ Jewish
      _____ Muslim
      _____ Buddhist
      _____ Hindu
      _____ Sikh
      _____ none
      _____ other (please specify) _____

9. Did you ever have a religion other than this?   Yes ____   No ____

   If YES, please specify _____

10. What language do you speak most often at work? _____

11. What language(s) can you:

   a. understand   _____   _____   _____

   b. speak   _____   _____   _____

   c. read   _____   _____   _____

   d. write   _____   _____   _____

12. Do you feel comfortable speaking with people who do not share your first language?

   Yes ____   No ____   Not sure ____

THE FOLLOWING STATEMENTS RELATE TO YOUR COMMUNICATION WITH   PARENT(S).
"PARENT" WILL BE USED TO REFER TO EITHER OR BOTH OF THIS CHILD'S MOTHER AND/OR FATHER.
PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH EACH OF THESE STATEMENTS
            BY CIRCLING THE APPROPRIATE RESPONSE.

    SA=strongly agree   D=disagree
    A=agree   SD=strongly disagree
                        N=not sure

. I feel comfortable talking with parent.
    SA   A   N   D   SD

2. I can talk with parent so that he/she can understand me.
    SA   A   N   D   SD

3. Parent is able to read and understand written materials that we post and/or distribute.
    SA   A   N   D   SD

4. I have difficulty understanding parent when I talk to him/her.
    SA   A   N   D   SD

5. Sometimes I hesitate to speak to parent because I feel he/she may not understand me.
    SA   A   N   D   SD

6. Parent seems to understand me when I talk to him/her.
    SA   A   N   D   SD

7. Parent has difficulty understanding the written materials (eg. newsletters, information

    sheets, consent forms) that we distribute to him/her.
    SA   A   N   D   SD

YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE IS DEEPLY APPRECIATED. AS INDICATED
IN THE COVERING LETTER,   ALL ANSWERS WILL BE HELD IN THE STRICTEST CONFIDENCE.

THE FOLLOWING STATEMENTS DESCRIBE BEHAVIORS THAT MAY BE DEMONSTRATED BY 2-5 YEAR OLD CHILDREN IN A DAY CARE SETTING. PLEASE RESPOND TO THE FOLLOWING STATEMENTS BASED ON WHAT YOU KNOW OF   BEHAVIOR IN YOUR DAY CARE CENTRE, RECOGNIZING THAT HIS/HER BEHAVIORS MAY VARY DEPENDING ON THE SPECIFIC SITUATION. THERE IS NO RIGHT OR WRONG ANSWER TO ANY OF THESE STATEMENTS, AS THEY ARE DEPENDENT ON THE CHILD'S AGE AND DEVELOPMENTAL LEVEL. REMEMBER THAT YOUR RESPONSES ARE CONFIDENTIAL AND WILL NOT BE SHARED WITH THE OTHER STAFF OR WITH THE CHILD'S PARENT(S).

1. Child plays co-operatively with other children.
    always   usually   sometimes   seldom   never

2. Child seeks help or assistance in completing tasks or activities.
    always   usually   sometimes   seldom   never

3. When encountering difficulty, child will leave a task or activity.
    always   usually   sometimes   seldom   never

4. Child initiates activities.
    always   usually   sometimes   seldom   never

5. Child cries when things don't go his/her way.
    always   usually   sometimes   seldom   never

6. Child blames others when things go wrong.
    always   usually   sometimes   seldom   never

7. Child demands that CCWs do what he/she wants done.
    always   usually   sometimes   seldom   never

8. Child makes purposeful use of equipment during free play.
    always   usually   sometimes   seldom   never

9. Child is self-confident, self-reliant and depends on him/herself.
    always   usually   sometimes   seldom   never

10. Child seeks the approval of CCWs.
    always   usually   sometimes   seldom   never

11. Child makes excuses for him/herself if he/she makes a mistake or cannot
    complete a task.
    always   usually   sometimes   seldom   never

12. Child shares in the making of decisions when involved in group play.
    always   usually   sometimes   seldom   never

13. Child is afraid to try something new.
    always   usually   sometimes   seldom   never

14. When playing with peers, child shares the consequences of the group's actions.
    always   usually   sometimes   seldom   never

15. Child is willing to accept responsiblity for his/her own decisions, actions
    and consequences.
    always   usually   sometimes   seldom   never

Appendix B

LETTERS

Ms. Elin Hallgrimson
Department of Family Studies
Faculty of Human Ecology
University of Manitoba
Winnipeg, Manitoba
R3T 2N2

August 9, 1988

Dear Director;

I am a graduate student in the Faculty of Human Ecology (Family Studies) at the University of Manitoba. I am currently working on my thesis under the direction of Dr. Lois Brockman. The topic of my project concerns the effect of various factors on the adjustment of preschool children in a day care setting. In order to conduct this research I am asking for the co-operation of a number of day care centres in Winnipeg.

Your centre has been randomly selected as part of my sample. If your centre agrees to be involved in this study, an information letter and short questionnaire would be distributed to the parents of the 24-72 month old children who have been enrolled in your program for at least three months. These letters and questionnaires will be available in four languages; English, Vietnamese, Polish and Spanish. The parents would also be asked to give their permission for a staff person to answer some questions about the play behaviors of their child. This will be in the form of a short questionnaire which will also include some background information about the staff person and the contact he/she has with the child's parent(s). All answers will be confidential and will not be shared with the child's parent(s).

The child care system is constantly changing and developing. In order to ensure optimal care for children we must continue to assess our programs and practices. I hope that this research project will contribute to the improved quality of day care and that you and your staff will be willing to participate in its success. I will contact you by phone in a few days to answer any questions, and hopefully receive your consent.

Thank-you in advance for your cooperation.

Sincerely,

Elin D. Hallgrimson

Miss Elin Hallgrimson
Department of Family Studies
Faculty of Human Ecology
University of Manitoba
Winnipeg, Manitoba
R3T 2N2

July, 1988

Dear Parent(s);

I am a graduate student in the Faculty of Human Ecology (Family Studies) at the University of Manitoba. I am currently working on my thesis, researching the effect of various factors on the adjustment of preschool children in a day care setting. It is hoped that research such as this will help maintain and improve the quality of care children receive in day care centres. The success of this project, however, depends on the co-operation of parents.

As part of this research, therefore, I am asking parents of 24-72 month old preschool children attending day care centres to respond to a short questionnaire. It would be greatly appreciated if the child's mother or father would respond to the enclosed questionnaire that should take no more than 5 minutes to complete. All answers will be confidential and will not be shared with the staff of your child's day care centre. Please ensure that the questionnaire is answered in reference to one child who falls within the 24-72 month age-range, the day care centre that this child attends, and that the questionnaire is completed by this child's mother or father.

I am also interested in this child's play behaviors while at day care. Therefore, I would like to ask one of the centre's Child Care Workers some questions regarding your child's play. If you would be willing to allow this, please complete the attached consent form and drop it, along with your completed questionnaire, in the "drop-off box" at your child's day care centre. If you have any questions, please feel free to contact me at 474-9225.

Thank you

Elin Hallgrimson

CONSENT FORM

I agree to allow one of the Child Care Workers at CENTRE'S NAME to answer a questionnaire concerning my child's play behaviors at the day care centre. I understand that all information obtained through this project will be respected as confidential.

Child's name _____

Child's birthdate _____

_____   _____
Parent's signature   date

Appendix C

PRE-TEST RESULTS

RANGE, MEAN AND STANDARD DEVIATION FOR FIVE CHILDREN
IN PRE-TEST, ON EACH OF INSECURITY (INS),DEPUTY AGENT (DA),
IMMATURE DEPENDENT SECURITY (IDS),MATURE DEPENDENT SECURITY (MDS)
AND INDEPENDENT SECURITY (IS) SCORES

Security measure		Child				
		A (30 mos.)	B (30 mos.)	C (42 mos.)	D (54 mos.)	E (60 mos.)
INS						
	Range	3	3	2	5	3
	Mean	8.0	9.3	8.3	8.8	6.0
	S.D.	1.41	1.26	0.96	2.06	1.41
DA						
	Range	2	2	2	2	3
	Mean	6.5	8.8	8.0	12.0	10.0
	S.D.	1.00	0.90	0.82	0.82	1.41
IDS						
	Range	6	1	2	2	2
	Mean	9.0	8.8	8.5	10.8	8.3
	S.D.	2.45	0.50	1.00	0.96	0.96
MDS						
	Range	3	2	4	3	2
	Mean	10.0	7.8	9.0	8.5	12.0
	S.D.	1.41	0.96	1.83	1.29	0.82
IS						
	Range	3	5	4	4	4
	Mean	11.5	8.0	10.0	8.5	10.5
	S.D.	1.29	2.45	1.63	1.73	1.91