

AN ABSTRACT OF THE THESIS OF

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Title: COMPETENCIES AND CHARACTERISTICS OF CHILD
CARE AIDES ASSESSED BY CHILD CARE CENTER
DIRECTORS AND CHILD DEVELOPMENT SPECIALISTS

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The central problem of the study was to explore the relationship between the minimum competencies and characteristics chosen by child development specialists as necessary for a child care aide and those sought by child care center directors when hiring an aide. A survey instrument was developed consisting of 49 basic competencies and characteristics that may or may not be necessary for a beginning child care aide to possess. A Likert scale of five categories ranging from "most important" (1), to "of no importance" (5) was used. The highest possible mean score was 1.000 and the lowest possible mean score was 5.000. Seventy-five randomly selected directors of child care centers in Oregon and 75 Oregon child development specialists received the survey. A 60.6 percent return was received from the total sample; with 44 percent returned by directors of child care centers and 77% percent returned by child development specialists.

The data for the study were subjected to a significance test using the "t" statistic. Only items #13 (Prepare simple meals and/or snacks), and #25 (Be honest with children), were rejected in the test of significant difference. Each of the other forty-seven (47) items was retained. These findings indicate that mean scores for the two items (#13 and #25) were significantly different for the two groups. The mean score for item #13, the specialist sample ($\bar{x} = 2.210$), was found to be significantly more important than was the director mean score value ($\bar{x} = 2.687$). For item #25, the director mean score (1.030) was determined to be significantly more important than was the specialists mean score (1.263). The significant difference seems to relate to difference of opinion as to the importance of the item.

In order to determine which items were considered "most important" by directors of child care centers and child development specialists, the mean scores of 1.413 or less for both groups were ranked. There were 21 competencies and/or characteristics with means less than 1.414. Ten that were considered the most important by directors are concerned with various aspects of developing and maintaining meaningful relationships with children. For the child development specialists, nine of the top ranked items were also concerned with building relationships with children. The implication is that both groups prefer a beginning child care aide to exhibit not

only a definite liking for children, but be able to work effectively with children.

For both directors of child care centers and child development specialists, the nine items considered the least important were compared. The same items appeared in each list but in different order.

Analysis of the data prompted the following recommendations:

1. It is recommended that the importance of the competencies and characteristics tested in this study be further substantiated by using the same 49 items in future research. More controversial items could be included, or the original items more negatively stated in order for the items to be more accurately rated. Another means of gaining a more accurate rating would be to design a tool of measurement that would pit the items against each other, or test the degree of proficiency required for each item.
2. More research is needed to explore what methods in hiring procedures are actually used by those who hire aides in a child care center.
3. The effectiveness of the California Psychological Inventory (Part I and II) should be more fully tested in order to see if this tool can indeed be used as an accurate predictor of a child care aide's performance in a work situation.

4. Those suggestions listed in the back of each survey that the respondents felt were necessary for a child care aide to possess, yet were omitted from the survey, should be tested more thoroughly through future research.

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Assessed by Child Care Center Directors and
Child Development Specialists

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COMPETENCIES AND CHARACTERISTICS OF CHILD CARE AIDES ASSESSED BY CHILD CARE CENTER DIRECTORS AND CHILD DEVELOPMENT SPECIALISTS

I. INTRODUCTION

One of the purposes of home economics education in the high school is to educate and train students in various occupations related to the home economics curriculum. One such program offered is that of child care service. A student successfully completing a child care occupations course may be able to find employment as a child care worker in any number of settings that work with and care for children. The effectiveness of any educational training program lies in its practicality. Graduates of an educational training program must be able to display the minimal skills necessary to obtain a job. It is critical that the educators within a child care service program are aware of exactly what minimal competencies and characteristics employers seek when they are hiring a beginning child care worker.

Need for the Study

America has customarily supported the concept that family life is based upon the father being the principal breadwinner. Traditionally the mother's place has been in the home caring for the family, especially the children. This pattern may still be true of many

families, but the picture is rapidly changing. As of 1973 there were 34,510,000 women working in the U. S. and "... 4.8 million of these working mothers had children under the age of 6" (Women Workers Today, 1973, p. 2, 3).

Projections for 1985 indicate that 6.6 million mothers with children under the age of 5 will be in the labor force... care in licensed centers and family homes is available for only about 905,000 children... It is estimated several million children need this service (Day Care Facts, 1973, p. 1, 2).

A critical factor concerning day care is that there are not, and will not be in the future, enough licensed centers and homes to care for the millions of children whose mothers work.

A factor equal in importance to providing child care is that of the growing need for adequate, and competent staffing of existing and future child care centers. Much has been written concerning what competencies and characteristics might be necessary for a child care aide to possess, yet relatively little research has been done to test and substantiate the importance of the competencies and characteristics listed in the literature.

Rahmlow and Kiehn (1967), surveyed child care center workers to ascertain what kinds of activities the workers actually did with children. Mazyck (1971), in an effort to create a basic list of characteristics that would describe a good child care paraprofessional, used a computer to amass all written material concerning

paraprofessionals between the years of 1960-1970. Although Mazyck surveyed child care workers, directors, and child development specialists to gain their reaction to his basic list, his main effort was to categorize the paraprofessional characteristics and place them under different headings. Breedon (1971), compares the viewpoints of child care center directors, nursery school teachers (employed within a child care center), and teacher educators on characteristics of a nursery school teacher. One of the main goals of the Child Development Associate Consortium as will be discussed in Chapter Two is to define what competencies will be needed by those who will possess the Child Development Associate certificate.

More research is needed to ascertain exactly what competencies and characteristics are needed by a beginning child care aide. The results of such research could be used in planning the curriculum of child care service programs.

Statement of the Problem

The central problem of the study is to explore the relationship between the minimum competencies and characteristics chosen by child development specialists as necessary for a child care aide, and those sought by child care center directors, when hiring an aide.

The proposed problem involves four major dimensions:

1. Selecting and compiling a list of competencies and characteristics which both child care center directors and child development specialists consider important when hiring a beginning child care aide.
2. Surveying a selected sample of Oregon child care center directors and child development specialists, using the list of identified competencies and characteristics.
3. Analyzing the data to ascertain the competencies and characteristics considered important by:
 - a. Both child care center directors and child development specialists.
 - b. Child development specialists but not by child care center directors.
 - c. Child care center directors but not by child development specialists.
 - d. Neither child care center directors nor child development specialists.
4. Exploring implications.

Hypothesis

1. There is no difference in viewpoint between child care center directors and child development specialists concerning

competencies and characteristics deemed necessary for a beginning child care aide.

Definition of Terms

1. Aide-- a worker in a child care center who is at entry level position, and is under the direction of a professionally trained teacher; a paraprofessional.
2. Characteristic--a distinguishing trait or quality that sets one apart from others.
3. Child Care Center--any facility that provides day care to three or more children, including a day nursery, nursery school group, family day care home or similar unit operating under any name. Exceptions are:
 - a. a facility whose providing care is primarily educational and for less than four hours daily.
 - b. a facility providing care that is primarily supervised training in a specific subject such as music.
 - c. a facility providing care that is primarily an incident of group athletic or social activities sponsored by or under the supervision of an organized club or hobby group.
 - d. a facility operated by a school district, political

subdivision of the state of Oregon or a governmental agency.

- e. group care home licensed under ORS 443.210 to 443.330.
4. Child care center director--a person who is the ultimate authority in an establishment licensed to care for five or more children.
 5. Child development specialist--a person who has completed a minimum of four years of college training with an emphasis in Child Development, Early Childhood Education, or a related area. This person is now in the field of Early Childhood Education and is directly concerned with training centers offering courses in Child Development/ Education.
 6. Competency--a specific skill which is essential to performance of a job responsibility, or a skill which qualifies one for a job.

Limitations

1. Respondents may have had difficulty differentiating between the five terms "most important," "quite important," "somewhat important," "of little importance", and "of no importance."

2. Because the survey was sent only to those child development specialists in Oregon actively involved in an Early Childhood Education program at the high school, community college, college or university level, the sample was limited in number.
3. Competencies and characteristics that may be necessary for a beginning child care aide may have inadvertently been omitted from the survey.
4. This study is involved with surveying child development specialists in Oregon. Although people actively involved in Early Childhood Education programs were selected on the assumption that they were child development specialists, not all of the sample surveyed may have had extensive training in Early Childhood Education.
5. Not all of the child care center director respondents may be the people who actually do the hiring for their centers.
6. It was assumed that child development specialists were not in a position to hire aides, but some might have been.

II. REVIEW OF LITERATURE

The History of Day Care

A limited concept of day care has existed in America since the early nineteenth century. The Boston Infant School, started in 1828, was one of the first institutions to care for the children of working mothers (Steinfels, 1973). At approximately the same time the concept of the kindergarten was brought to America by German immigrants.

The idea of the day nursery, which came from France, spread rapidly throughout America. This was due primarily to two factors. By the 1880's and 1890's America was well into the industrial revolution. Cities became industrialized; families dislocated and urbanized. Often both parents worked outside the home. During this same period, immigrants began to arrive to America in great numbers. These people found it difficult to get used to the different cultures. The immigrants living in the larger cities found it very difficult to survive economically. The immigrant mother often had to work in order for the family to eat. With mothers entering the work force, a new problem arose. Who would care for the children?

In 1898 the National Federation of Day Nurseries was founded (Steinfels, 1973). From the beginning the main supporters of the

day nursery movement were women from wealthy families. Their attitude generally reflected the thought that although it was not right for mothers to work, it was a necessity. By June 1890, 17% of all workers were women, and 18.2% of the total population of women were in the work force (Handbook on Women Workers, 1965). At this time very little research had been done concerning the growth and development of young children. The day nurseries tried to offer a decent place for children to stay while their mothers worked. The care offered was basically custodial, although some education was offered. Cleanliness of the child and of the nursery was of vital importance. Parent participation was encouraged. Often the nursery was the place where the unskilled mother acquired the skills necessary to obtain a domestic job. The chief requirement the child care worker needed was the ability to meet the physical needs of the children.

The situation had changed by the early 1920's when the day nurseries began to attract professional people. The nursery school teacher replaced the aide and the day nursery became a place where education was included. Eventually children under three years of age were excluded. Society's ideal of the mother remaining in the home still was a powerful influence. Yet 20.4% of all workers were women (Handbook on Women Workers, 1965). The social worker replaced the wealthy matron as the person who chose the clientele

of the day nursery. The day nursery began to move away from being a community service to being a welfare service, with resulting bad connotations. The decreased flow of immigrants, the slowdown of the women suffragette movement, and the lack of public support for the day nursery found the day nursery, by the 1930's, on the decline. However, the Works Projects Administrations was created in 1933 in an effort to find jobs for unemployed school teachers, and enrich the lives of the children living during the Depression (Braun and Edwards, 1972). Although relatively few of the teachers hired had been previously trained in early childhood education, sessions were set up to teach new skills to the teachers. Through the Works Project Administration the nursery school movement became popular and there were many nursery schools.

With the advent of World War II the day nursery came into great popularity. Because of the need for workers, women were encouraged to work in the war effort. During the war approximately 37% of all women held jobs (Handbook on Women Workers, 1965). The Lanham Act was passed in 1941, giving funds to war impacted areas throughout the country (Steinfels, 1973). In 1942 the Lanham Act extended to the creating of day care centers to care for the children of mothers who worked. After the war many of the day nurseries which had been encouraged and funded by the federal government

were closed. It was assumed that working mothers would return to the home.

The 1950's saw a great economic boom. Workers were needed and women continued to work.

In the late 1960's and early 1970's research began to refute the claim that maternal separation would result in maternal deprivation. However, research heavily reinforced the idea that a child must have quality care in the early years to develop properly. By the mid 1960's over 26 million women were in the work force and these women began to demand decent care for their children (Handbook on Women Workers, 1965). The federal government began to re-examine the day care situation.

The Economic Opportunity Act of 1964 provided funds to create Head Start programs across the country (Braun and Edwards, 1972). The purpose of Head Start Child Development Programs was to provide enrichment programs for preschool children in low income families. Head Start is an effort to provide those experiences that will enable a culturally deprived child to enter school on an equal basis with his more advantaged peers. Head Start programs are not day care centers, but the worker in a Head Start program may be an effective worker in a day care center.

The Vocational Acts of 1963 and 1968 have released funds to be used in the development of occupational programs at the high

school level. One of these programs is that of the child care services.

The Need for Child Care Centers Today

As American society went through industrialization, wars and population growth, with all the resulting complications, family roles began to change. For instance, mothers of children began to work outside the home. With thousands of mothers entering the work force, people are needed to care for the children. The need for child care centers has rapidly increased. Many mothers work because of financial necessity, others due to choice. The United States Department of Labor states that "... 5.5 million of these children" of working mothers as of 1972 "...were under 6 years old," and that "Projections for 1985 indicate that 6.6 million mothers aged 20-44 with children under the age of 5 will be in the labor force..." (Day Care Facts, 1973, p. 1). The same Department of Labor study revealed that there are now licensed homes and centers for about 905,000 children. Thus, it appears that there is not a sufficient number of child care centers to accommodate the children of those mothers who work.

Another Department of Labor study revealed that approximately 40 percent of all mothers who work are the heads of their households (Women Workers Today, 1974, p. 1). For these women

the decision to work is not one of choice, but one of necessity; the need to find proper care for their children is essential, not merely a convenience. Therefore, a very real concern is the need for more child care centers which care for and nurture those children who have no licensed home or center to go to when their mothers work.

The Staff of the Center:
The Director

The most important aspect of a good child care center is the people who staff that center. The person who is the ultimate authority, and who bears the major responsibility for the on-going of the child care center is the director.

The director is the linchpin of the day-care center, pulling together all aspects of the program and personnel on the inside as well as gathering the resources, services, and people the program needs from the community (Ruopp et al., 1973, p. 24).

One of the director's main responsibilities is the center's child care workers. Ruopp (1973, p. 26), states that child care center directors often spend "... between 70 and 80% of their time on administrative duties, much of it in training and supervision Center staff." Ideally, a child care center director should have a basic working knowledge of child development and all aspects concerning the positive growth of children. Realistically, this is not always true. Long (1968), found that 52% of directors surveyed

had a four-year college degree and 68% had previous experience in working in a child care center. The Rules Governing Standards For Day Care Facilities in Oregon (1974, p. 4), states that the director of a child care center in Oregon which cares for 30 children or more,

shall have completed three years of training at a college or university with emphasis on nursery school education, preschool education, child development, or a related field; or shall have had three years experience in the direct supervision or care of children in an ongoing structured group setting (such as a kindergarten, day care center, or Head Start Program).

A study done by Mellon (1968), suggested that if the director is not skilled in knowledge of child development, it is best that the teachers of that center be well-qualified in child development to balance the program.

Much of the initial success of a child care center is having enough children in the center to cover costs and hire well-qualified personnel. In order to do this, the community must be aware of the center's existence. Ruopp (1974), states that the director of a center may spend between 6 to 40% of his time in fund raising and public relations duties.

Therefore, the competent director of a child care center will be a busy person concentrating his efforts on good administration, good public relations, and most important, on choosing the right people to work with young children.

The Teacher

The second most important position within a child care center is that of the teacher. The teacher must not only be strong in the areas in which the director may be weak, but also be able to bear the brunt of coordinating and implementing the total program.

Ideally, a teacher in a child care center should have a broad educational background in child development, early childhood education, or a related area. Centers which wish to have a well-rounded program often try to hire people with a four-year college degree. Unfortunately, most child care centers have a tight budget and cannot afford to hire someone with this desired amount of training. Rowe (1972, p. 19), states that "70-80% of child care costs are for personnel." Also, Long (1968), found that nearly 16% of workers in child care centers surveyed had a college degree. This study was done in a geographical area that had a college offering post-graduate work in areas relating to the young child. Of the workers surveyed, 18% were doing some kind of graduate work in college. Of these workers, 43.5% had their college work in education, and 39.1% had completed coursework in home economics (Long, 1968).

The Rules Governing Standards for Day Care Facilities in Oregon states:

... the head teacher... shall have completed at least two years of training in a community college, college or university with emphasis on nursery school education, preschool education, child development, or a related field; or shall have had two years experience in the direct supervision or care of children in an ongoing structured group setting... " (1974, p. 5).

The rules for a teacher in a child care center state that he should have one year of training or experience.

However, the qualities of a good teacher are not developed solely through education.

Children thrive when day care teachers are warm and deeply interested in each individual child--not merely trained to provide a pre-planned program (Butler, 1970, p. 58).

The teacher can be the dominant force in a child's life. Law (1966), states that the teacher must be aware of the child's individualism and right to make personal choices. Breedon (1971), emphasizes the importance in a teacher's being a warm and loving person in order to build a solid and workable relationship with young children. A teacher's personal interest in children and individual attention to them have also been related to improved performance (Fein and Clarke-Stewart, 1973): The adult who interacts with a child during most of his waking hours must be a positive force in that child's life.

The Paraprofessional

The teacher in a child care center may not be the adult spending the majority of the time with the children. Often the paraprofessional is the adult who has the actual responsibility of working with the child for most of that child's day. Who are the paraprofessionals? What are their duties within the center? What are the characteristics and competencies of a good child care paraprofessional?

A Child Care Paraprofessional: The Child Care Aide

The success of a child care center depends greatly on the abilities of its director and teachers. Yet the majority of the workers in a center are of paraprofessional status. A paraprofessional in a child care center could be termed a child care aide:

This... suggests that a broad term "Child Care Worker" or "Child Care Aide" be employed to denote the paraprofessional who provides evidences... that she is qualified through academic achievement and/or successful work experience to be employed as an aide or assistant... working with young children (Garrett, 1970, p. 87).

This study will use the terms "paraprofessional" and "child care aide" interchangeably.

There are many types of people who are child care aides

within a child care center. The volunteer who has no children in the center is one type of aide. The chief advantage of the volunteer is that not only is the volunteer a helpful addition to the staff, but also is one who can literally mean the difference between a center's being able to operate or not operate, due to funds. Volunteers can be trained to improve their skills in working with children; however, it is difficult for volunteers to advance in the child care occupations to any great degree unless advanced schooling is pursued.

Another type of child care aide, and an extremely valuable one, is the parent of one or more children in the center. The parent can be a volunteer, a student in a child care program, or function in a paid capacity. Fein and Clarke-Stewart (1973), see the parent as a possible solution to the problem of child care centers not being able to afford highly trained personnel. However, Miller (1973) and Moore (1972), feel that having parents on the staff should not be a means of saving money. With parents on the staff it is more likely that the care given to the children will be in accordance with all the parents' wishes. In addition, the hiring of low-income mothers would enable them to acquire skills helpful in obtaining work (Garrett, 1970; Berry, 1971). Kagan and Kearsely (1973), felt the most effective caregivers for infants to be parents who had first-hand experience in working with children.

A third type of child care is the high school student. The

student as an aide may be a way for centers to financially afford to continue to operate (Fein and Clarke-Stewart, 1973). The high school student can function as a volunteer, be a paid worker, or even be the parent of one of the children being served. Often, the high school student working as an aide in a child care center is involved in a Child Care Services program in his/her high school. The high school student involved in the Child Care Service programs will be discussed in a later chapter.

The fourth kind of person who may work as a child care aide is the adult who is paid and/or is enrolled in a child development or early childhood education program at a nearby community college or college. A study completed by the Iowa Department of Public Instruction (1974) found that 47% of child care aides were high school graduates, and 39% had taken some college courses. Also, Long (1968), found that 28.4% of the child care workers surveyed had a high school diploma, and 28.4% had some college courses. It is important to remember that the adult who works as a paraprofessional with children is most likely the adult exerting the main influence over the child in the center (Garrett, 1970). Therefore, in any center it is important to have some aides with the same kind of background as the child. Adults who grew up in the same or similar background as the children they work with are more apt to

be understanding and sympathetic (Shank and McElroy, 1970; Moore, 1972).

The Rules Governing Standards for Day Care Facilities in

Oregon state that:

Assistants and aides may be included in the staff-child ratio calculation. They must be at least 15 years of age but may not be in charge of a group of children without supervision by another staff person who meets at least the qualifications of a teacher (1974, p. 6).

However, as with the rules concerning selection of a child care center director, head teacher, and teacher, the rules for selection of a child care aide mention nothing concerning those competencies and characteristics necessary in order to give quality care for young children.

In summary, the child care aide makes up a large segment of the people working in a child care center. The aide may be a volunteer that is not a parent, a parent, a high school student, or an adult employee and/or student. Education can be a major factor in choosing the right child care worker. The Federal and State governments are becoming more strict in the amount of education that the personnel in a child care center must possess. However, an effective worker with small children must possess more than a good education. The Federal and State governments must begin to define what competencies and characteristics are possessed by good child care workers.

Competencies and Characteristics Needed
By the Child Care Aide

The purpose of this paper is to explore and to try to define some basic competencies and characteristics necessary for a beginning child care aide. Previously it has been mentioned that the teacher working with preschool children needs to be warm, loving, and interested in children. The child care aide needs to possess these characteristics. What other qualities does the aide need to be effective with children?

Whitmarsh (1966), feels that Child Care Service programs need to determine the knowledges and skills necessary for effective job performance. Katz and Weir (1969), stress that in order for competent workers to be identified, more adequate credentialing programs for preschool personnel are needed. Mazyck (1971), after having the computer check all published material concerning aides for all professions from 1960-1970, states that up until 1970 there were "...no existing lists of characteristics available for use when directors of child care centers are choosing paraprofessional workers." Evans, Shub, and Weinstein (1971), mention the needs nationally for clearer job titles, and descriptions, for child care workers. When the tasks and skills necessary are more clearly

defined, the qualifications for a child care worker will be more exacting (Shank and McEkroy, 1970).

As was mentioned, little has been written about the role of a child care aide that covers the subject in depth. Many articles, studies, and books touch on this subject in varying degrees. After reviewing the literature, one is able to begin to form a composite picture of what type of person is able to work effectively with children. The qualities of an effective child care aide may be categorized into three areas:

1. Personal traits
2. Traits used in dealing with children
3. Housekeeping skills

The personal qualities of the aide greatly affect his ability to work with others in a child care center. The child care worker must be a warm and confident human being (Leeper et al., 1974). A person who can accept himself is more able to accept those around him. This self-acceptance will be reflected in the attractive way in which the aide dresses and grooms himself (Tramm, 1973). In addition to being able to accept himself, the aide should be willing to grow as an individual (Mazyck, 1971). The aide's speech and moral attitudes are important to personal development (Cozine, 1966). In order to be effective in expanding the child's world the aide should be able to read and write sufficiently in the language used

by the children (Mazyck, 1971). Children are a constantly changing phenomenon. The adult who works with the active child must be flexible and sensitive in order to keep pace with that child (Fein and Clarke-Stewart, 1973). The aide must not only be sensitive to the child, but must be in rhythm with the entire center's activities (Grant, 1966). Several writers agree that one of the most important traits of an effective aide is for that aide to be able to get along with the other workers in the center (Kagan and Kearsley, 1973; Mauer et al., 1972; Mazyck, 1971; Christmann, 1967). Children are quick to pick up any discordant notes among the staff, and disunity can greatly decrease the staff's effectiveness. Maintaining a sense of humor can greatly alleviate stress situations (Tramm, 1973). Good health is important, as an aide who is in poor health finds it difficult to keep up with the busy pace and stresses of a child care center (Grant, 1966). The child care aide, by possessing and improving those personal characteristics that are helpful to functioning as a growing person, will often be an important model to the children in the center (Fargo and Charnley, 1971).

The relationships between the aide and the children in a child care center are of vital importance. The traits essential to building good relationships with children may be inherent in the aide's personality or they may have to be developed. Several writers agree that an aide must demonstrate a willingness and commitment to

working with young children (Brophy, Good, and Nedler, 1975; Fein and Clarke-Stewart, 1973; Drew, 1973; Berry, 1971). This willingness may be one of the most important characteristics for a good child care aide. A person who is willing and committed to working with young children is going to like to be with young children, will communicate with children, and will help the child to expand his own world (Drew, 1973). As the relationship develops the aide will be able to help the child be responsible for himself and his actions (Tramm, 1973). The effective aide will understand and accept the child's bodily functions (Christmann, 1967). In times of stress, the adult will be able to help the emotionally upset child (Rahmlow and Kiehn, 1967). In times of stress or otherwise, the aide must know when to set limits without being too harsh (Breedon, 1971). Yet a number of authors agree that it is important for the adult working with children to be able to accept children as they are (Kagan and Kearsley, 1973; Rahmlow and Kiehn, 1967; Grant, 1966). Children, like the adults they are associated with in a child care center, are constantly changing people.

Often the aide in a child care center is required to do some labor-oriented tasks. Although these tasks may not be considered important, they are essential to the maintenance of the center. It is important that the aide be able to do some housekeeping tasks, and be responsible for the general appearance of the center (Leeper,

1974). If there is no regular cook, the aide may be required to prepare and/or serve food for the children (Tramm, 1973). In order to free the head teacher, in order for the teacher to be able to spend more time with the children, the aide may have to take attendance, maintain the educational materials, and do other clerical tasks (Leeper, 1974). In cooperation with the head teachers' plan, the aide may often be required to observe and work with groups of children (Rahmlov and Kiehn, 1967).

The Child Development Associate Consortium

The Child Development Associate Consortium is a group of experts in the fields of early childhood education and child development. Its main purpose is to create an effective definition of a child care worker, specifically the Child Development Associate. The Child Development Associate will not only have a specific amount of post-high school education in the areas dealing with the young child, but will be able to display a certain set of competencies. This is the first national effort to define an effective child care worker. In the future, any person who can effectively complete the courses required by the Consortium, and exhibits the competencies deemed necessary, will qualify for the title of Child Development Associate. This new title will be more advanced than that of the child care aide, on the Child Care Services career ladder. The six main

competencies for the Child Development Associate are:

1. Set up and maintain a safe and healthy learning environment.
2. Advance physical and intellectual competence (in children).
3. Build positive self concept and individual strength (in children).
4. Organize and sustain the positive functioning of children and adults in a group in a learning environment.
5. Bring about optimal coordination of home and center child-rearing practices and expectations.
6. Carry out supplementary responsibilities related to the children's programs (Dateline CDA, 1975, p. 1).

Tools Developed to Define Competencies and Characteristics of Child Care Aides

Efforts have been made to develop tools to define what are the competencies and characteristics of a child care aide. Grant (1966), created a Child Care Achievement Test and the Child Care Rating Scale in an effort to define the skills needed by workers in a Child Care Occupational Program. Grant concluded that "the quality of the Child Care Achievement Test and the Child Care Rating Scale could not be definitely established" (p. 77).

Rahmlow and Kiehn (1967), surveyed child care workers to

see what jobs they actually performed while on the job. As a result of their survey, a task analysis for a child care worker was written.

Garrett (1970), found that the Class I and Class II of the California Psychological Inventory ". . . may be used as a prediction of performance of a paraprofessional in a preschool setting" (p. 65, 85).

Mazyck (1971), compiled competencies and characteristics suggested by the literature written between 1960-1970. The main objective of Mazyck's work was to categorize these suggested competencies and characteristics into the three main headings:

1. Personal-Social
2. Educational-Biographical-Working Relationships
3. Reaction to Stress

This rating scale is called the Mazyck Rating Scale For Paraprofessionals. Mazyck states, in conclusion:

A common group of characteristics that applies to all paraprofessional child care workers is eminent. This study has identified some characteristics which have been categorized, placed under factor headings, and are capable of being rated by different groups of people in the child care field. . . . Further research in the area of the paraprofessional characteristics needs to be done to determine ways of quantitatively measuring the characteristics and relating these measures to identifiable behavior (p. 88, 89).

It is the purpose of this paper to explore what basic competencies and characteristics are absolutely essential for a beginning child care aide to possess.

III. METHOD OF PROCEDURE

The major question with which this study is concerned:

1. What basic competencies and characteristics might a beginning child care aide need to possess in order to work in a child care center?

It was decided that the most appropriate way to explore this question would be through a survey.

Identifying Possible Competencies and Characteristics of a Beginning Child Care Aide

Although a great deal has been written concerning competencies and characteristics that may be necessary for a child care aide, there needs to be more research to substantiate what has been written.

Brighton (1972), Todd and Hunter (1973), and Rahmlow and Kiehn (1967) were reviewed. Their listings of suggested competencies and characteristics concerning child care workers were placed on a master list. The Family Life Department at Oregon State University had various lists of competencies and characteristics necessary for each academic level of students in their department. Those competencies and characteristics that seemed appropriate for a child care aide were added to the basic list.

Several high school curriculum guides were reviewed. It was found that their material on competencies and characteristics was basically the same as the previously mentioned sources.

The purpose of the survey is to explore the relationship between the minimum competencies and characteristics chosen by child development specialists as necessary for a child care aide and those sought by child care center directors when hiring an aide. The length of the survey was a factor that had to be taken into consideration. Much of the material taken from Rahmlow and Kiehn (1967), and from the Family Life Department at Oregon State University had to be simplified or omitted when the basic list was compiled.

It was decided that a Likert Scale, with five graduated categories would be the most appropriate instrument to use, with the following ratings (the numerical value is placed next to the rating in parenthesis)

- a. "most important"--absolutely essential for hiring (1.000)
- b. "quite important"--valuable, yet not necessary for hiring (2.000)
- c. "somewhat important"--often used, not necessary for hiring (3.000)
- d. "of little importance"--seldom used, not necessary for hiring (4.000)

e. "of no importance"--not necessary whatsoever (5.000)

The respondents were asked to check which of the categories listed above best described their attitudes concerning each of the 49 competencies and characteristics listed in the survey. A copy of the survey is placed in Appendix B. The respondents were asked to list, at the end of the survey, any competencies and characteristics they felt absolutely essential for a beginning child care aide to possess that had been omitted from the survey.

Selection of the Sample

One group consisted of child development specialists from the state of Oregon. The specialists were people actively involved in the teaching of child development and/or early childhood education at educational institutions located throughout Oregon. A letter was sent to 25 community colleges, colleges and universities within the state. The letter requested the names of the staff members in the department of early childhood education and/or child development. All of the institutions responded to the letter and/or subsequent telephone calls. A copy of this letter may be found in Appendix A. A list of names of the high school home economics teachers involved in Child Care Service Programs in the state of Oregon was obtained from a list prepared by Pauline Goodwin, State Department of

Education. A list of 75 names was compiled and used in the sample of child development specialists.

Using the Oregon Day Care Centers List (1974), the names of 75 directors of child care centers were randomly selected. The survey was sent to 75 Oregon child care center directors and 75 Oregon child development specialists.

Approximately one month after the surveys were sent, follow-up cards were sent to those who had not yet responded. A copy of the follow-up card may be found in Appendix C.

Surveys were returned by 95 (63.3%) of the possible respondents. Four of the returned surveys sent to child care center directors were returned unanswered because the centers were no longer in operation. There were 91 usable returns. Thirty-three (44%) of the child care center directors responded; 58 (77%) of child development specialists responded.

Analysis of Survey Results

The data from the Likert Scale were key-punched in order for the statistical analysis to be completed. Respondent's suggestions concerning competencies and characteristics that had been omitted from the survey were listed. These suggestions may be found in Appendix J, K. The data for the study were subjected to a significance test using the "t" statistic; the mean and standard deviation for each

item, in each group, and the combined mean scores were computed. The highest possible mean score, that is, the most important, was 1.000; the lowest or least important possible mean score was 5.000. The results are further explained in Chapter IV. A discussion concerning where respondents agreed, and disagreed, and possible implications are discussed in Chapter V.

IV. FINDINGS

The analysis of data for this study is presented in three sections: results of significance testing for directors, specialist mean scores; highest ranked mean scores for directors of child care centers and child development specialists; lowest ranked mean scores for directors of child care centers and child development specialists.

Results of Test of Significance

The data for the study were subjected to a significance test using the "t" statistic. A total of forty-nine (49) items was utilized for this portion of the research. Table 1 reports the results of the analysis.

As indicated in the table, only items #13 (Prepare simple meals or snacks), and #25 (Be honest with children) exceeded the tabular value in the test of significant difference, therefore the null hypothesis was rejected in relation to these two items. Each of the other forty-seven (47) items was retained. These findings indicate that mean scores for the two items (#13 and #25) were significantly different for the two groups. The mean score for item #13, the specialist sample ($\bar{x} = 2.210$), was found to be significantly more important than was the director mean score value ($\bar{x} 2.687$). For item #25, the director mean score (1.030) was determined to be significantly

Table 1. Results of Significance Testing for Directors and Specialists Including Mean Scores by Item.

Item Number	Sample Mean Scores		Computed "t" Value	Decision *
	Directors	Specialists		
1	1.272	1.298	-0.198	n. s.
2	1.212	1.172	0.462	n. s.
3	2.363	2.155	1.083	n. s.
4	1.242	1.275	-0.310	n. s.
5	1.969	1.844	0.662	n. s.
6	1.676	1.586	-0.071	n. s.
7	1.121	1.017	1.744	n. s.
8	2.121	2.155	-0.174	n. s.
9	1.363	1.192	1.370	n. s.
10	1.272	1.206	0.710	n. s.
11	2.468	2.444	0.115	n. s.
12	1.484	1.724	-1.466	n. s.
13	2.687	2.210	2.051	s.
14	1.093	1.189	-1.106	n. s.
15	1.939	2.034	-0.454	n. s.
16	2.781	2.666	0.417	n. s.
17	1.484	1.403	0.581	n. s.
18	1.060	1.155	-1.207	n. s.
19	1.666	1.500	1.042	n. s.
20	1.363	1.482	-0.834	n. s.
21	1.363	1.403	-0.326	n. s.
22	1.181	1.172	0.104	n. s.
23	1.718	1.551	1.113	n. s.
24	1.212	1.228	-0.163	n. s.
25	1.030	1.263	-2.666	s.
26	2.272	2.224	0.218	n. s.
27	1.750	1.793	-0.246	n. s.
28	1.406	1.413	-0.058	n. s.
29	1.363	1.482	-0.794	n. s.
30	1.242	1.362	-0.953	n. s.
31	1.181	1.315	-1.143	n. s.
32	2.515	2.500	0.063	n. s.
33	1.303	1.310	-0.058	n. s.
34	1.937	2.000	-0.356	n. s.
35	1.312	1.368	-0.501	n. s.
36	1.606	1.824	-1.250	n. s.
37	1.181	1.103	0.967	n. s.
38	1.636	1.603	0.226	n. s.

Table 1. (Continued)

Item Number	Sample Mean Scores		Computed "t" Value	Decision*
	Directors	Specialists		
39	1.878	1.666	1.153	n. s.
40	1.939	1.913	0.142	n. s.
41	1.545	1.473	0.472	n. s.
42	1.787	1.844	-0.366	n. s.
43	1.303	1.224	0.656	n. s.
44	1.636	1.672	-0.219	n. s.
45	1.484	1.327	1.360	n. s.
46	1.696	1.482	1.556	n. s.
47	1.968	1.964	0.023	n. s.
48	2.303	2.403	-0.535	n. s.
49	3.454	3.534	-0.309	n. s.

Tabular "t" values were utilized for $df = 120$, $\alpha = 0.05$ and equaled 1.980 for purposes of interpretation.

more important than was the specialist mean score (1.263).

Highest Ranked Mean Scores

In order to determine which items were considered "most Important" by directors of child care centers and child development specialists, the mean scores of 1.415 or less for both groups were ranked. The highest possible mean score was 1.000 and the lowest possible mean score was 5.000. The 21 competencies and characteristics, in descending order of importance, as rated by directors of child care centers are presented in Table 2. The 21 competencies and characteristics, in descending order of importance, as rated by child development specialists are presented in Table 3.

Of the top 21 items as ranked by directors of child care centers, two of these items, #29 (Recognize individual differences in children), and #20 (Hold conversations with children) were not found in the top 21 items as ranked by child development specialists. Of the 21 highest ranked items for child development specialists, two of these items, #17 (Communicate with children while maintaining the adult role), and #45 (Is willing to accept responsibility) were not found in the top 21 items as ranked by directors of child care centers. However, in both cases, these competencies and characteristics were found within the next group of five ranked items.

Table 2. Highest 21 Ranked Mean Scores for Child Care Center Directors.

Director Rank	Director Mean	Item
1.0	1.030	25.* Be honest with children
2.0	1.060	18.* Listen to children
3.0	1.093	14.* Maintain discipline without being abusive or harsh
4.0	1.121	7.* Be relaxed and patient with children
6.0	1.181	22. Be punctual and regular in attendance
6.0	1.181	31. Restrain personal bias or prejudice
6.0	1.181	37.* Is genuinely fond of children
8.5	1.212	2. Participate as a team member
8.5	1.212	24.* Accept children as they are
10.5	1.242	4. Recognize children by name
10.5	1.242	30.* Accept, and return affectionate responses from children
12.5	1.272	1. Receive and follow directions from other staff members
12.5	1.272	10. Cooperate, support and be friendly toward other staff
14.5	1.303	33. Follow basic philosophy of the center
14.5	1.303	43.* His/her voice is free from abusive or harsh language
16.0	1.312	35. Is fair, ethical and open in dealing with other staff
18.5	1.363	9. Maintain confidentiality in all matters
18.5	1.363	20.* Hold conversations with children
18.5	13.63	21. Display an awareness of when and where needed
18.5	1.363	29.* Recognize individual differences in children
21.0	1.406	28. Receive constructive criticism from head teacher(s)

*Starred items are those competencies and characteristics concerned with the aide working with children.

Table 3. Highest 21 Ranked Mean Scores for Child Development Specialists.

Specialist Rank	Specialist Mean		Item
1.0	1.017	7.*	Be relaxed and patient with children
2.0	1.103	37.*	Is genuinely fond of children
3.0	1.155	18.*	Listens to children
4.5	1.172	2.	Participate as a team member
4.5	1.172	22.	Be punctual and regular in attendance
6.0	1.189	14.*	Maintain discipline without being abusive or harsh
7.0	1.192	9.	Maintain confidentiality in all matters
8.0	1.206	10.	Cooperate, support and be friendly toward other staff
9.0	1.224	43.*	His/her voice is free from abusive or harsh language
10.0	1.228	24.*	Accept children as they are
11.0	1.263	25.*	Be honest with children
12.0	1.275	4.	Recognize children by name
13.0	1.298	1.	Receive and follow directions from other staff members
14.0	1.310	33.	Follow basic philosophy of the center
15.0	1.315	31.	Restrain personal bias or prejudice
16.0	1.327	45.	Is willing to accept responsibility
17.0	1.362	30.*	Accept, and return affectionate responses from children
18.0	1.368	35.	Is fair, ethical and open in dealing with other staff
19.5	1.403	17.*	Communicate with children while maintaining adult role
19.5	1.403	21.	Display an awareness of when and where needed
21.0	1.413	28.	Receive constructive criticism from head teacher(s)

* Starred items are those competencies and characteristics concerned with the aide working with children.

Lowest Ranked Mean Scores

For both directors of child care centers and child development specialists, the nine items with the highest mean scores (those items considered the least important) were compared. Table 4 compares the nine highest mean scores for both groups. The same items appeared in each list but in different order.

While no item had a mean score higher than 3.534, only one item, #49 (Conduct public tours) received this mean score. Item #49 was ranked 49th in importance for both groups. Item #16 (Set, clear and wash dishes at mealtime) was the second to highest in mean scores for both groups. The directors' mean score for item #16 was 2.781; the specialists' mean score for this item was 2.666.

Other data which pertained to the analysis are contained in the Appendices. These data include:

1. Means and Standard Deviations for Directors of Child Care Centers (Appendix D).
2. Means and Standard Deviations for Child Development Specialists (Appendix E).
3. Means and Standard Deviations for Combined Scores for Both Child Care Center Directors and Child Development Specialists (Appendix F).

Table 4. Lowest Ranked Mean Scores for Child Care Center Directors and Child Development Specialists.

Item Child Care Center Director	Child Care Center Director Mean Score	Item number Child Development Specialist	Child Development Specialist Mean Score	Rank
8. Recognize parents by name	2.121	3. Arrange, assemble and and store small and large play equipment	2.155	41
26. Administer first aid	2.272	8. Recognize parents by name	2.155	42
48. Talk informally with parents	2.303	13. Prepare simple meals and/ or snacks	2.210	43
3. Arrange, assemble, and store small and large play equipment	2.363	26. Administer first aid	2.224	44
11. Make decisions without consultation	2.468	48. Talk informally with parents	2.403	45
32. Greet guests and receive and deliver phone messages	2.515	11. Make decisions without consultation	2.444	46
13. Prepare simple meals and/or snacks	2.687	32. Greet guests and receive and deliver phone messages	2.500	47
16. Set, clear, and wash dishes at mealtime	2.781	16. Set, clear, and wash dishes at mealtime	2.666	48
49. Conduct public tours	3.454	49. Conduct public tours	3.534	49

4. Response Categories of Child Care Center Directors and Child Development Specialists (Appendix G).
5. Combined Child Care Center Directors and Child Development Specialists Rank and Mean Scores (Appendix H).
6. Rankings and Mean Scores by Item for Child Care Center Directors, Child Development Specialists, and Combined (Appendix I).

On the last page of the survey respondents were asked to list competencies and/or characteristics they felt essential for an aide to possess, yet were omitted from the survey. Child care center directors listed 23 different competencies and characteristics. The total list of suggestions appears in Appendix J. Three areas were listed by more than one director:

1. The aide should possess a good self-concept
2. The aide should have the capacity to grow as a person
3. The aide should respect the Center's Christian position and spiritual work with the children

Child development specialists listed 34 different competencies and characteristics. See Appendix K for the complete listing. There were eight areas listed by more than one specialist.

1. Aide should display a general awareness
2. Be willing to grow as a person

3. The aide should help the child to develop
4. Be able to accept him/herself
5. Have a personal code of ethics
6. Be somewhat knowledgeable in child development
7. Relate well to children
8. Be cooperative

Many of the suggestions listed appear to be duplicates of items in the survey.

V. CONCLUSIONS AND RECOMMENDATIONS

Even though the null hypothesis was rejected for items #13 (Prepare and serve food), and #25 (Be honest with children), it is important to note certain factors. Item #25 was ranked first out of 49 items by directors of child care centers and 11th out of 49 items by child development specialists. The significant difference seems to relate to difference of opinion as to the importance of the item. Because item #25 ranked so high for both groups it would still be considered an essential competency or characteristic.

However, item #13 (Prepare and serve food) was ranked 43rd in importance by child development specialists, and 47th in importance by directors of child care centers. Although there was a significant difference between the directors and specialists on this item it could be said that both groups considered this competency less essential for a beginning child care aide to possess.

It is of interest to examine more closely the 21 competencies and characteristics that both groups ranked as to the most important of the 49 items (see Table 2). Ten of the 21 highest ranked competencies and characteristics for the directors of child care centers are concerned with various aspects of developing and maintaining meaningful relationships with children. For the child development specialists group, nine of the top ranked items also deal with

building relationships with children. The implication is that both groups prefer a beginning child care aide to be able to exhibit not only a definite liking for children, but to be able to work effectively with children. Not only do these skills take time to develop, but they are difficult to measure adequately in an interview before the aide is hired for the job. However, observation of potential workers in a typical center's daily activities may be one solution to the problem. Hiring aides who have had previous experience in working with children may be another partial solution. Instructors in child care service programs should be able to write letters of recommendation or evaluations, that reflect the student's abilities in regard to these competencies and characteristics.

Other items found in Table 2 and 3 are of the concern that the aide be a responsible worker in a child care center. A successful worker is one that can get along with co-workers and be a contributing member of the staff. The directors' and specialists' survey responses support this statement. It is often difficult to discern accurately how well a worker will fit in with the rest of the staff before being hired. The aide's references concerning previous experiences might be one indicator. Allowing some of the staff, especially the head teacher(s), to take part in the interviewing and hiring procedures might also be beneficial.

Garrett's (1970), statement that the use of the California Psychological Inventory (part I and II) as a predictor of a child care aide's performance might be a concept that could be researched more extensively. This tool could be utilized, along with more conventional means of discernment, to predict behavior of the child care aide in a work situation.

There was agreement between directors of child care centers and child development specialists as to the least important of the 49 competencies and characteristics (see Table 3).

Concerning all of the 49 items listed in the survey it is interesting to note that only one of the items' mean score was greater than 3.000. Items with a mean of 3.000 or less range from "somewhat important" to "most important". Some of the items, such as those found in Table 2 could be considered essential for an aide to possess in order to be hired for the job. The remaining competencies and characteristics, though not essential in order to be hired, were considered important for the aide to possess at some point in time after beginning work in a child care center.

Recommendations For Further Research

1. It is recommended that the importance of the competencies and characteristics tested in this study be further substantiated by using the same 49 items in future research. More

controversial items could be included, or the original items more negatively stated in order for the items to be more accurately rated. Another means of gaining a more accurate rating would be to design a tool of measurement that would pit the items against each other, or test the degree of proficiency required for each item.

2. More research is needed to explore what methods in hiring procedures are actually used by those who hire aides in a child care center.
3. The effectiveness of the California Psychological Inventory (part I and II) should be more fully tested in order to see if this tool can indeed be used as an accurate predictor of a child care aide's performance in a work situation.
4. Those suggestions listed in the back of each survey that the respondents felt were necessary for a child care aide to possess, yet were omitted from the survey, should be tested more thoroughly through future research.

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APPENDICES

APPENDIX A

Box 985
Astoria, Oregon
February 27, 1975

Dear Colleague:

I am a graduate student at Oregon State University working on my Masters' Thesis under the guidance of Dr. Sylvia Lee. I am endeavoring to survey Directors of Child Care Centers, and Child Development Specialists in order to ascertain what competencies and characteristics are necessary for a beginning Child Care Aide.

Could you help me? I need to know if your school offers an Early Childhood Education program. If you do have such a program, could you send the names and functions of the staff people involved?

I would appreciate your responding to my letter as soon as possible, as time is a critical factor.

Thank you for your co-operation.

Sincerely yours,

Virginia Ann Johnson

April

Dear Colleague:

Because of your interest and work in the Child Care Services, you have been selected to receive the enclosed survey on competencies and characteristics of Child Care Aides. The survey is being sent to randomly selected Directors of Child Care Centers in Oregon and to a selected group of Child Development Specialists in Oregon. The results will be a part of my Master's Thesis at Oregon State University under the guidance of Dr. Sylvia Lee.

From the results of the survey, it may be possible to identify some definite competencies and characteristics necessary for a beginning Child Care Aide. This information could be extremely helpful in further developing educational programs which prepare Child Care Workers.

Could you please respond by returning the completed survey no later than April 30, 1975? Just refold the survey, staple or tape it closed, and mail it back to me. The coding is for record keeping purposes. All the surveys will be treated confidentially.

Thank you for your assistance.

Sincerely yours,

Virginia Ann Johnson

SURVEY OF COMPETENCIES AND CHARACTERISTICS OF
CHILD CARE AIDES

Below is a list of competencies and characteristics that may or may not be important for a beginning Child Care Aide. Keeping in mind that the Aide, once hired, would be under the supervision of a trained teacher, please mark beside each competency or characteristic whether you feel that competency or characteristic is:

- a. most important--absolutely essential for hiring
- b. quite important--valuable, yet not necessary for hiring
- c. somewhat important--often used, not necessary for hiring
- d. of little importance--seldom used, not necessary for hiring
- e. of no importance--not necessary whatsoever

The applicant is able to:	Most important	Quite important	Somewhat important	Of little importance	Of no importance
1. Receive and follow directions from other staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Participate as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Arrange, assemble, and store small and large play equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Recognize children by name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do basic housekeeping tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Guide children in routines of the center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Be relaxed and patient with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Recognize parents by name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Maintain confidentiality in all matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Co-operate, support, and be friendly toward staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Make decisions without consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Help child interpret and verbalize his feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Prepare simple meals and/or snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Maintain discipline without being abusive or harsh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Most important	Quite important	Somewhat important	Of little importance	Of no importance
15. Select materials appropriate to level of the child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Set, clear, and wash dishes at mealtime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Communicate with children while maintaining adult role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Listen to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Deal with natural functions of children such as toilet activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Hold conversations with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Display an awareness of when and where needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Be punctual and regular in attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Take cues from children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Accept children as they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Be honest with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Administer first aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Assist emotionally upset child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Receive constructive criticism from the head teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Recognize individual differences in children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Accept, and return affectionate responses from children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Restrain personal bias and prejudices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Greet guests and receive and deliver phone messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Follow basic philosophy of the Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Most important	Quite important	Somewhat important	Of little importance	Of no importance
The applicant:					
34. Is willing to contribute to total program beyond minimum requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Is fair, ethical and open in dealing with other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Is familiar with Center's facilities and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Is genuinely fond of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Has a sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Is personally clean, and wears appropriate clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. His/her voice is pleasingly modulated and natural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Is aware of possible physical hazards, and has knowledge of safety and health precautions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Is efficient in use of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. His/her voice is free from abusive or harsh language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Has care and respect for equipment and materials in the center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Is willing to accept responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. In reasonably good health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Recognize characteristics of health child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Talk informally with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Conduct public tours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If there are any competencies or characteristics that you feel are absolutely essential for being hired, yet are not mentioned in this survey, please list them below.

a. _____

b. _____

c. _____

d. _____

e. _____

If you would like an abstract of my survey results, please check the adjacent box.

APPENDIX C

May 1975

Dear Colleague:

Last month I asked for your assistance in completing a survey concerning competencies and characteristics you felt necessary for a beginning child care aide to possess.

Thus far I have not received your survey. I would appreciate it if you would complete the survey and mail it to me.

Thank you for your assistance.

Sincerely,

Mrs. Virginia Ann Johnson

APPENDIX D

Means and Standard Deviations for
Child Care Centers Directors

Item Number	Sample Mean Scores	Sample Standard Deviation
1	1.272	.516
2	1.212	.415
3	2.363	.929
4	1.242	.501
5	1.969	.918
6	1.575	.751
7	1.121	.415
8	2.121	.415
9	1.363	.742
10	1.272	.452
11	2.468	1.106
12	1.484	.712
13	2.687	1.281
14	1.093	.296
15	1.939	.863
16	2.781	1.385
17	1.484	.712
18	1.060	.242
19	1.666	.889
20	1.363	.603
21	1.363	.488
22	1.181	.391
23	1.718	.771
24	1.212	.415
25	1.030	.174
26	2.272	1.008
27	1.750	.879
28	1.406	.559
29	1.363	.699
30	1.242	.501
31	1.181	.464
32	2.515	1.148
33	1.303	.585
34	1.937	.840
35	1.312	.535
36	1.606	.747

APPENDIX D (continued)

Item Number	Sample Mean Scores	Sample Standard Deviation
37	1.181	.464
38	1.636	.742
39	1.878	1.023
40	1.939	.966
41	1.545	.832
42	1.787	.892
43	1.303	.683
44	1.636	.859
45	1.484	.618
46	1.696	.769
47	1.968	.897
48	2.303	.951
49	3.454	1.348

APPENDIX E

Means and Standard Deviations for
Child Development Specialists

Item Number	Sample Mean Scores	Sample Standard Deviation
1	1.298	.625
2	1.172	.381
3	2.155	.854
4	1.275	.488
5	1.844	.833
6	1.586	.622
7	1.017	.132
8	2.155	.833
9	1.192	.440
10	1.206	.408
11	2.444	.839
12	1.724	.767
13	2.210	.901
14	1.189	.437
15	2.034	1.008
16	2.666	1.154
17	1.403	.593
18	1.155	.410
19	1.500	.628
20	1.482	.681
21	1.403	.593
22	1.172	.424
23	1.551	.626
24	1.228	.463

APPENDIX E (Continued)

Item Number	Sample Mean Scores	Sample Standard Deviation
25	1.263	.482
26	2.224	1.026
27	1.793	.743
28	1.413	.593
29	1.482	.681
30	1.362	.612
31	1.315	.571
32	2.500	1.063
33	1.310	.568
34	2.000	.762
35	1.368	.486
36	1.824	.826
37	1.103	.307
38	1.603	.619
39	1.666	.715
40	1.913	.732
41	1.473	.600
42	1.844	.586
43	1.224	.460
44	1.672	.685
45	1.327	.473
46	1.482	.537
47	1.964	.808
48	2.403	.798
49	3.534	1.079

APPENDIX F

Means and Standard Deviations for Combined
Scores for both Child Care Center Directors
and Child Development Specialists

Item Number	Sample Mean Score	Sample Standard Deviation
1	1.288	.585
2	1.186	.391
3	2.230	.882
4	1.263	.490
5	1.890	.862
6	1.582	.667
7	1.055	.274
8	2.142	.889
9	1.255	.572
10	1.230	.423
11	2.453	.941
12	1.637	.753
13	2.382	1.071
14	1.155	.394
15	2.000	.954
16	2.707	1.235
17	1.433	.636
18	1.120	.360
19	1.560	.733
20	1.439	.653
21	1.388	.554
22	1.175	.410
23	1.611	.681

APPENDIX F (Continued)

Item Number	Sample Mean Score	Sample Standard Deviation
24	1.222	.444
25	1.777	.412
26	2.241	1.014
27	1.777	.790
28	1.411	.578
29	1.439	.686
30	1.318	.575
31	1.266	.536
32	2.505	1.089
33	1.307	.571
34	1.977	.787
35	1.348	.502
36	1.744	.801
37	1.131	.371
38	1.615	.662
39	1.744	.842
40	1.923	.819
41	1.500	.691
42	1.824	.708
43	1.252	.549
44	1.659	.748
45	1.384	.532
46	1.560	.636
47	1.965	.836
48	2.366	.853
49	3.505	1.177

APPENDIX G

Response Categories of Child Care Center Directors
and Child Development Specialists

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
# 1	# of freq.	25	45	7	7	1	5	0	0	0	0
	%	75.8	78.9	21.2	12.3	3	8.8	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
# 2	# of freq.	26	48	7	10	0	0	0	0	0	0
	%	78.8	82.8	21.2	17.2	0	0	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
# 3	# of freq.	5	15	15	21	10	20	2	2	1	0
	%	15.2	25.9	45.5	36.2	30.3	34.5	6.1	3.4	3	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
# 4	# of freq.	26	43	6	14	1	1	0	0	0	0
	%	78.8	74.1	18.2	24.1	3	1.7	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
# 5	# of freq.	11	25	14	17	7	16	0	0	1	0
	%	33.3	43.1	42.4	29.3	21.2	27.6	0	0	3	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
# 6	# of freq.	19	28	9	26	5	4	0	0	0	0
	%	57.6	48.3	27.3	44.8	15.2	6.9	0	0	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
# 7	# of freq.	30	56	2	1	1	0	0	0	0	0
	%	90.9	98.2	6.1	1.8	3	0	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
# 8	# of freq.	11	14	10	23	9	19	3	2	0	0
	%	33.3	24.1	30.3	39.7	27.3	32.8	9.1	3.4	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
# 9	# of freq.	25	47	5	9	2	1	1	0	0	0
	%	75.8	82.5	15.2	15.8	6.1	1.8	3	0	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#10	# of freq.	24	46	9	12	0	0	0	0	0	0
	%	72.7	79.3	27.3	20.7	0	0	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#11	# of freq.	8	5	7	26	12	18	4	4	1	1
	%	25	9.3	21.9	48.1	37.5	33.3	12.5	7.4	3.1	1.9

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#12	# of freq.	21	26	8	23	4	8	0	1	0	0
	%	63.6	44.8	24.2	39.7	12.1	13.8	0	1.7	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#13	# of freq.	6	16	10	15	8	24	4	2	4	0
	%	18.8	28.1	31.3	26.3	25	42.1	12.5	3.5	12.5	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#14	# of freq.	29	48	3	9	0	1	0	0	0	0
	%	90.6	82.8	9.4	15.5	0	1.7	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#15	# of freq.	12	20	12	23	8	9	1	5	0	1
	%	36.4	34.5	36.4	39.7	24.2	15.5	3	8.6	0	1.7

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#16	# of freq.	7	11	8	14	7	18	5	11	5	3
	%	21.9	19.3	25	24.6	21.9	31.6	15.6	19.3	15.6	5.3

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#17	# of freq.	20	37	11	17	1	3	1	0	0	0
	%	60.6	64.9	33.3	29.8	3	5.3	3	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#18	# of freq.	31	50	2	7	0	1	0	0	0	0
	%	93.9	86.2	6.1	12.1	0	1.7	0	0	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#19	# of freq.	18	33	10	21	3	4	2	0	0	0
	%	54.5	56.9	30.3	36.2	9.1	6.9	6.1	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#20	# of freq.	23	35	8	19	2	3	0	1	0	0
	%	69.7	60.3	24.2	32.8	6.1	5.2	0	1.7	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#21	# of freq.	21	37	12	17	0	3	0	0	0	0
	%	63.6	64.9	36.4	29.8	0	5.3	0	0	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#22	# of freq.	27	49	6	8	0	1	0	0	0	0
	%	81.8	84.5	18.2	13.8	0	1.7	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#23	# of freq.	15	30	11	24	6	4	0	0	0	0
	%	46.9	51.7	34.4	41.4	18.8	6.9	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#24	# of freq.	26	45	7	11	0	1	0	0	0	0
	%	78.8	78.9	21.2	19.3	0	1.8	0	0	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#25	# of freq.	32	43	1	13	0	1	0	0	0	0
	%	97	75.4	3	22.8	0	1.8	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#26	# of freq.	9	16	10	21	10	14	4	6	0	1
	%	27.3	27.6	30.3	36.2	30.3	24.1	12.2	10.3	0	1.7

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#27	# of freq.	16	23	9	24	6	11	1	0	0	0
	%	50	39.7	28.1	41.4	18.8	19.0	3.1	0	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#28	# of freq.	20	37	11	18	1	3	0	0	0	0
	%	62.5	63.8	34.4	31.0	3.1	5.2	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#29	# of freq.	25	36	4	16	4	6	0	0	0	0
	%	75.8	62.1	12.1	27.6	12.1	10.3	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#30	# of freq.	26	40	6	16	1	1	0	1	0	0
	%	78.8	69	18.2	27.6	3	1.7	0	1.7	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#31	# of freq.	28	42	4	12	1	3	0	0	0	0
	%	84.8	73.7	12.1	21.1	3	5.3	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#32	# of freq.	7	10	10	22	10	15	4	9	2	2
	%	21.2	17.2	30.3	37.9	30.3	25.9	12.1	15.5	6.1	3.4

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#33	# of freq.	25	43	6	12	2	3	0	0	0	0
	%	75.8	74.1	18.2	20.7	6.1	5.2	0	0	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#34	# of freq.	10	12	16	35	4	7	2	1	0	1
	%	31.3	21.4	50	62.5	12.5	12.5	6.3	1.8	0	1.8

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#35	# of freq.	23	36	8	21	1	0	0	0	0	0
	%	71.9	63.2	25.0	36.8	3.1	0	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#36	# of freq.	17	23	13	23	2	9	1	2	0	0
	%	51.5	40.4	39.4	40.4	6.1	15.8	3	3.5	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#37	# of freq.	28	52	4	6	1	0	0	0	0	0
	%	84.8	89.7	12.1	10.3	3	0	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#38	# of freq.	16	27	14	27	2	4	1	0	0	0
	%	48.5	46.6	42.4	46.6	6.1	6.9	3	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#39	# of freq.	16	26	8	25	6	5	3	1	0	0
	%	48.5	45.6	24.2	43.9	18.2	8.8	9.1	1.8	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#40	# of freq.	13	16	12	33	5	7	3	2	0	0
	%	39.4	27.6	36.4	56.9	15.2	12.1	9.1	3.4	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#41	# of freq.	21	33	7	21	4	3	1	0	0	0
	%	63.6	57.9	21.2	36.8	12.1	5.3	3	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#42	# of freq.	15	14	12	40	4	3	2	1	0	0
	%	45.5	24.1	36.4	69.0	12.1	5.2	6.1	1.7	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#43	# of freq.	27	46	2	11	4	1	0	0	0	0
	%	81.8	79.3	6.1	19.0	12.1	1.7	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#44	# of freq.	19	25	8	28	5	4	1	1	0	0
	%	57.6	43.1	24.2	48.3	15.2	6.9	3	1.7	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#45	# of freq.	19	39	12	19	2	0	0	0	0	0
	%	57.6	67.2	36.4	32.8	6.1	0	0	0	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#46	# of freq.	16	31	11	26	6	1	0	0	0	0
	%	48.5	53.4	33.3	44.8	18.2	1.7	0	0	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#47	# of freq.	12	17	10	26	9	11	1	2	0	0
	%	37.5	30.4	31.3	46.4	28.1	19.6	3.1	3.6	0	0

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#48	# of freq.	7	7	13	24	9	22	4	4	0	0
	%	21.2	12.3	39.4	42.1	27.3	38.6	12.1	7	0	0

APPENDIX G (Continued)

Category		1		2		3		4		5	
		Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists	Directors	Specialists
#49	# of freq.	3	0	6	12	7	17	7	15	10	14
	%	9.1	0	18.2	20.7	21.2	29.3	21.2	25.9	30.3	24.1

APPENDIX H

Combined Child Care Center Directors and
Child Development Specialists Rank and Mean Scores

Rank	Item #	Mean	Rank	Item #	Mean
1	7	1.055	25.5	46	1.560
2	18	1.120	27	6	1.582
3	37	1.131	28	23	1.611
4	14	1.155	29	38	1.615
5	22	1.175	30	12	1.637
6	25	1.177	31	44	1.659
7	2	1.186	32.5	36	1.744
8	24	1.222	32.5	39	1.744
9	10	1.230	34	27	1.777
10	43	1.252	35	42	1.824
11	9	1.255	36	5	1.890
12	4	1.263	37	40	1.923
13	31	1.266	38	47	1.965
14	1	1.288	39	34	1.977
15	33	1.307	40	15	2.000
16	30	1.318	41	8	2.142
17	35	1.348	42	3	2.230
18	45	1.384	43	26	2.41
19	21	1.388	44	48	2.366
20	28	1.411	45	13	2.382
21	17	1.433	46	11	2.453
22.5	20	1.439	47	32	2.505
22.5	29	1.439	48	16	2.707
24	41	1.500	49	49	3.505
25.5	19	1.560			

APPENDIX I

Rankings and Mean Scores by Item for
 Child Care Center Directors,
 Child Development Specialists,
 and Combined

Item #	Combined		Directors		Specialists	
	Rank	Mean	Rank	Mean	Rank	Mean
1	14	1.288	12.5	1.272	13	1.298
2	7	1.186	8.5	1.212	4.5	1.172
3	42	2.230	44	2.363	41.5	2.155
4	12	1.263	10.5	1.242	12	1.275
5	36	1.890	40	1.969	35.5	1.844
6	27	1.582	26	1.575	28	1.586
7	1	1.055	4	1.121	1	1.017
8	41	2.142	41	2.121	41.5	2.155
9	11	1.255	18.5	1.363	7	1.192
10	9	1.230	12.5	1.272	8	1.206
11	46	2.453	45	2.468	46	2.444
12	30	1.637	23	1.484	32	1.724
13	45	2.382	47	2.687	43	2.210
14	4	1.155	3	1.093	6	1.189
15	40	2.000	37.5	1.939	40	2.034
16	48	2.707	48	2.781	48	2.666
17	21	1.433	23	1.484	19.5	1.403
18	2	1.120	2	1.060	3	1.155
19	25.5	1.560	30	1.666	26	1.500
20	22.5	1.439	18.5	1.363	24	1.482
21	19	1.388	18.5	1.363	19.5	1.403
22	5	1.175	6	1.181	4.5	1.172
23	28	1.611	32	1.718	27	1.551
24	8	1.222	8.5	1.212	10	1.228
25	6	1.177	1	1.030	11	1.263
26	43	2.241	42	2.272	44	2.224
27	34	1.777	33	1.750	33	1.793
28	20	1.411	21	1.406	21	1.413
29	22.5	1.439	18.5	1.363	24	1.482
30	16	1.318	10.5	1.242	17	1.362

APPENDIX I (Continued)

Item #	Combined		Directors		Specialists	
	Rank	Mean	Rank	Mean	Rank	Mean
31	13	1.266	6	1.181	15	1.315
32	47	2.505	46	2.515	47	2.500
33	15	1.307	14.5	1.303	14	1.310
34	39	1.977	36	1.937	39	2.000
35	17	1.348	16	1.312	18	1.368
36	32.5	1.744	27	1.606	34	1.824
37	3	1.131	6	1.181	2	1.103
38	29	1.615	28.5	1.636	29	1.603
39	32.5	1.744	35	1.878	30	1.666
40	37	1.923	37.5	1.939	37	1.913
41	24	1.500	25	1.545	22	1.473
42	35	1.824	34	1.787	35.5	1.844
43	10	1.252	14.5	1.303	9	1.224
44	31	1.659	28.5	1.636	31	1.672
45	18	1.384	23	1.484	16	1.327
46	25.5	1.560	31	1.696	24	1.482
47	38	1.965	39	1.968	38	1.964
48	44	2.366	43	2.303	45	2.403
49	49	3.505	49	3.454	49	3.534

APPENDIX J

Child Care Center Director Suggestions Concerning
Competencies and Characteristics Beginning
Child Care Aide Should Possess

1. Be able to work as a team
2. Help child develop self-control
3. Play with children
4. Be a responsible citizen
5. Convey respect for God and our Country
6. Display happy attitude
7. Be uncomplaining
8. Hold first aid card if over 21.
9. Hold chauffeur's license if over 21.
10. Does not have to always be told what to do.
11. Be creative.
12. Have varied interests.
13. Display a desire to work.
14. Leave personal problems at home.
15. Be open with director and other staff.
16. Have a healthy self-concept.
17. Had previous work with children.
18. Can be calm under adverse conditions.
19. Understands and accepts different childrens' economic and cultural background.
20. Enthusiastic
21. Does not have alot of personal calls.
22. If the center has a particular religious philosophy, the aide respects and supports it.
23. Has a capacity to grow as a person.

APPENDIX K

Child Development Specialist Suggestions Concerning
Competencies and Characteristics Beginning
Child Care Aide Should Possess

1. Ability to have fun with children
2. Be objective about personal feelings
3. Be able to verbalize feelings
4. See child as developing human- be non-judgmental
5. Help child develop, through observation or direct instruction
6. Willing to learn and keep growing
7. Do not discuss the children in public
8. Genuinely likes children
9. Love and understand children
10. Be both a leader and a follower
11. Have respect for child as a person
12. Be able to show affection to children
13. Be cooperative
14. Be enthusiastic
15. Have ability to learn from experience
16. Communicate with children
17. Be willing to go "beyond the call of duty"
18. Be a good children's story teller
19. Has a healthy personality
20. Has self-awareness and understanding
21. Is aware of current legislation and research in child development
22. Knows importance of play
23. Is creative
24. Can work with art materials
25. Can recognize good toys
26. Is sincere and warm
27. Is flexible
28. Is sensitive
29. Relates well with children
30. Emotionally stable, well adjusted
31. Can maintain records
32. Have some knowledges in Child Development
33. Has a good value system
34. Has some knowledge and skill in basic guidance