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Canada

The Relationship Between Type of Day Care Arrangement and Maternal Stress, Maternal Guilt, and Maternal Separation Anxiety.

Linda Ann LeMesurier

A Thesis

in

The Department

of

Education

Presented in Partial Fulfillment of the Requirements
for the Degree of Master of Arts (Child Study) at
Concordia University
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ABSTRACT

The Relationship Between Type of Day Care Arrangement and Maternal
Stress, Maternal Guilt, and Maternal Separation Anxiety.

Linda LeMesurier

The purpose of this study was to examine the relationship between levels of stress, guilt and anxiety experienced by employed mothers with young children and the type of daycare their children attended. In particular, employed mothers who enrolled their 3 year old children in employer sponsored on-site daycare centers were compared to employed mothers who enrolled their children in non-profit community based daycare centers. It was believed that mothers whose children attended employer sponsored on-site daycare centers would experience less stress, guilt and anxiety than mothers whose children attended non-profit community based daycare centers. Accessibility and proximity of children, as in the case of children in employer sponsored on-site daycare centers, is believed to reduce levels of maternal stress and guilt (Raabe & Gessman, 1988; Waxman, 1981). Seventy-two mothers, thirty-six from each type of center, in the Greater Montreal area, whose children had a minimum of one year daycare experience, participated in the study. The Background Information Questionnaire (BIQ) (Jacobs, 1989), and interviews were used to obtain information concerning socioeconomic status and qualitative information. Participants completed the Parenting Stress

Index (PSI) (Abidin, 1986), the Maternal Guilt Scale (Mann & Thornburg, 1985), and the Maternal Separation Anxiety Scale (Hock, McBride, & Gzenda, 1989). The results did not demonstrate any significant differences between the two groups in levels of stress, guilt, or anxiety. However, the results did indicate that mothers of boys reported significantly higher levels of stress than mothers of girls, regardless of care status. There was a trend for mothers of boys in non-profit community based daycare to experience a higher level of perceived effects of separation anxiety for their child.

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INTRODUCTION

Combining work and family responsibilities is a situation which most Canadian families have to deal with daily. In 1951, only 24.1% of Canadian women were in the paid work force. By 1990, over 58.4% of all Canadian women, aged 15 and older, were employed or sought employment (Lero, Goelman, Pence, Brokman, & Nuttall, 1992). Statistics Canada (Health and Welfare Canada,1989) estimates that by the year 2000, 88% of women between the ages of 25 and 34 will be in the paid labour force. In fact, Lero et al. (1990), state that the largest increase in employed women has occurred among those with preschool-aged children. This growing trend has led researchers to explore the effects of maternal employment on both children (Abbott, 1989; Hoffman, 1989; Scarr & Phillips, 1989) and mothers (Crokenberg, 1989; Hart, Hughes, & Burts, 1989; Hoffman, 1989).

Women are exposed to the same physical and psychological stresses in the work environment as men. In addition, women also feel the unique pressures created by having to assume multiple roles and coping with conflicting expectations. Women may feel that in order to be good mothers they should remain at home with their children. However, the economic reality that they face often leaves them with no choice but to seek gainful employment. Being a working parent involves the performance of several roles, which include worker, parent, and, in many cases, spouse. The problem of work and role overload is a common source of strain for dual-career families. Potential consequences of a dual-career lifestyle are stress, guilt and anxiety.

There is a large body of literature which reports that the burden of stress experienced by the dual-earner lifestyle is felt by the woman (Alpert & Culbertson, 1987; Skinner, 1980; Stewart & Salt, 1981; Warr & Parry,

1982). Skinner (1980) has indicated that while women may be actively involved in the work force outside the home, household management and child care are still primarily the woman's responsibility. Employed mothers are considered at risk for stress because they are responsible for too many conflicting tasks. In addition, they may be criticized by society for not adhering to socio-cultural norms and for assuming the joint roles of mother and breadwinner (Crockenberg, 1938). These dual role responsibilities can lead to feelings of physical and psychological overload within the work and non work domains (Cooke & Rousseau, 1984). Women with young children at home are most likely to experience high levels of overload (Crouter, 1984). Balancing job demands and the care required for young children may increase the stressfulness of employment and the guilt feelings created by overload.

Issues surrounding work time and scheduling, coupled with the difficulties concerning child care, seem to be the most problematic stressors in the dual-career family. The demands of child rearing, particularly the problems associated with finding satisfactory child care arrangements, are a source of stress, guilt and anxiety for younger dual-career couples, especially for women, as much of this responsibility falls upon them. St. John-Parsons (1978) found that much of the social stress experienced by dual-career couples was due to their sense of responsibility to their children. A working mother's primary concern is her children's needs (Mortimer & London, 1984). One of these needs may be to find suitable substitute care for her children while she is at work. In general, finding alternative child care is a responsibility which usually falls upon the woman in a family.

Working mothers make a variety of care arrangements for their children. These arrangements may include having a babysitter come to their home, placing their child in a family home daycare, or a daycare center, and/or

relying on the support of family and friends to care for their children. Health and Welfare Canada (1990) estimated that 641,893 children between the ages of 3 and 5 had mothers in the labour force and only 27.7% of these children attended daycare. In March 1990, there were 177,736 daycare spaces in Canada for children between the ages of 3 and 5 years old inclusive. These statistics seem to indicate a need for more daycare spaces so that those not using formalized care might have the opportunity to do so (Health and Welfare Canada, 1990). Some women feel that their ability to cope with the dual responsibilities of work and home is limited by the lack of quality daycare facilities (Moore & Sawhill, 1984). Therefore, the search for good quality accessible daycare may influence the levels of stress, guilt and anxiety sustained by employed mothers.

Research concerning maternal employment has created interest in the relationships between non-maternal care, and maternal employment and young children and the need for high quality affordable child care (Belsky, 1990; Carlson, 1990; Mahoney, 1984). In the past, investigations of the effects of maternal employment have remained separate from the research on the effects of various child care arrangements, even though the two issues are intertwined (Baydar & Brooks-Gunn, 1991).

In other words, some studies have examined the effects of type of child care arrangement on children's development, such as, in home care versus daycare (Clarke-Stewart, 1989). Whereas, other investigations have looked at the effects of maternal employment on child development, such as, attachment formation (Chase-Lansdale & Owen, 1987). Research on the effects of maternal employment on children, in part, grew out of a concern for the effects of maternal separation on young children. For instance, Bowlby (1969) was particularly interested in the effects of maternal separation on

social and emotional development of young children. However, there is a dearth of research which examines the possible effects on maternal behavior and attitude and child development.

Aspects of child development are not solely the result of children's experiences in daycare, but rather a complex amalgamation of all their experiences. These experiences may include indirect effects which evolve from a child's interaction with others. The attitudes that others have may influence a child's daycare experience and vice versa, a child's daycare experience may influence the attitude of others. Rolphe and Lloyd-Smith (1988) examined that relationship between mother's feelings about various aspects of daycare and positive daycare experience for mother and child. Hock, McBride and Gzenda (1984) conducted research which examined maternal emotions regarding separation. This research provided evidence for the validity and reliability of the Maternal Separation Anxiety Scale (MSAS). The present study also seeks to examine the relationship between maternal feelings and attitudes, those being, stress, guilt and anxiety, and daycare experiences.

This thesis is an examination of the relationship between the levels of maternal stress, guilt, and separation anxiety experienced by employed mothers with young children in two types of daycare arrangements. In particular, employed mothers who enroll their children in employer sponsored on-site daycare centers will be compared with mothers who enroll their children in non-profit community daycare centers. The literature concerning maternal stress, guilt, and anxiety will be reviewed and an operational definition will be provided. Bowlby's Attachment Theory will be presented to provide the theoretical perspective. The theory of maternal separation anxiety associated with non-maternal child care will be examined in relation to

type of daycare arrangement. The attributes of employer sponsored on-site daycare and non-profit community daycare will be described and discussed in terms of possible advantages and disadvantages. Five two by two factorial analyses of variance will be conducted to explore the relationship between stress, guilt and anxiety, and the two types type of daycare arrangements. The three subscales of the MSAS (subscale 1= Maternal Separation Anxiety, subscale 2= Perception of Separation Effects on the Child, and subscale 3= Employment-Related Separation Concerns) will also be examined in relationship to type of daycare arrangement. In conclusion, the implications of any relationship between the type of child care arrangement and levels of stress, guilt, and anxiety experienced by employed mothers will be discussed. The limitations of the present study will be mentioned and areas for future research will be suggested.

Chapter 1
LITERATURE REVIEW
Stress and Guilt

The family has undergone a transformation in the last two decades. These changes have contributed to the economic burdens and social stresses associated with providing care for children. One such transformation is the dramatic change in family living arrangements. In Canada, between 1961 and 1986, single parent families increased from 6% of all families to 13% of all families (Gunderson, Muszynski & Keck, 1990). Eighty-two percent of these single parent families are composed of mothers with children. There are several paths to single parenthood, for example, death of a spouse or the birth of a child to an unmarried non-cohabitating woman. However, divorce appears to be the leading cause for the increase in single parent families. In 1966, there were approximately 50 divorces per 100,000 population in Canada. By 1985, this had increased to approximately 250 per 100,000 (Gunderson et al., 1990). Many divorced women enter the workforce to provide support for their families.

Both married and single mothers have increased their participation in the labour force in the last decade. The influx of women, particularly those with young children, into the work force is another example of the transition within the family. For the family, these changes have contributed to a rise in work and family stress, as many employed parents have difficulty managing the conflicting demands of job and family life. Married women, may be combining the roles of worker, wife, and mother, while single women may be attempting to balance work and family life without the help of a spouse. Women who choose to combine family and career may find their multiple roles satisfying and fulfilling. However, many conflicts may arise while they

are attempting to meet the demands of a professional career and a parental role.

The expectations associated with work and family roles can lead to physical and psychological strain. Cooke et al. (1984) mention that inter-role conflict may occur in at least two ways. First, inter-role conflict may occur when one role consumes most of the individual's time and effort, reducing the time available to respond to the issues inherent in the individual's other roles. In other words, a person may only be able to concentrate on one task at a time. For example, a parent faces inter-role conflict when the child is ill. The parent has an obligation as an employee to report for work, however, as a responsible and loving parent she or he must stay home to care for the sick child, if there is no substitute caregiver to rely upon.

Secondly, these dual role expectations may lead to an increase in overall workload and to feelings of overload within the work and non-work domains (Cooke et al., 1984). As a result, overload may occur when the total prescribed activities of one or more roles are greater than an individual can cope with effectively. The often competing demands of the occupational structure and those of a family life present a number of challenges for dual-career family members (Skinner, 1980). Interference exists when responsibilities conflict, that is, when an individual is required to perform too many tasks simultaneously. The greater the expectations from work and the number of family responsibilities, the greater the potential for inter-role conflict. The concept of role overload is typically defined as having too much to do and role conflict refers to the feeling of being divided by competing demands (Baruch, Biener, & Barnett, 1987). A significant feature of the dual-career life style is that overload and inter-role conflict may produce considerable stress and strain (Skinner, 1980). Although the terms overload

and inter-role conflict seem to have distinctive definitions, the definition of stress is diverse and less concise.

Definition of Stress

Stress is defined as a state or condition of strain (Webster Dictionary, 1976). Several researchers (Bebbington, 1973, Moen & Dempster-McClain, 1987; Rapoport & Rapoport, 1976; Skinner, 1980) have attempted to delineate the types and sources of strains confronting dual-career families. Skinner (1980) states that although strains are interactive and cyclical in nature they can be classified into two basic categories: internal or external.

Internal strains arise within the family, whereas external strains are the result of conflict between the dual-career family and other societal structures (Bebbington, 1973). Internal strains include issues relating to overload, identity, role-cycling and family characteristics. External strains include normative issues, occupational structure, and social network dilemmas.

Internal Strain

Overload issues

An important issue for dual-career families is the concern of role overload and strain as a result of time pressures in fulfilling work and family obligations simultaneously (Moen et al, 1987). Internally, the necessity of the husband and wife to adequately perform all of the tasks in the domestic environment as well as their employment responsibilities, may result in work overload. When each individual is engaged in an active work role and active family role, the total volume of activities is increased. This can result in overload. Completion of household duties may be considered as overtime. Many activities must often be performed within a certain time frame. Employed parents are usually very conscious of their time. Therefore, the

sensation of having too many tasks to accomplish and not enough time may result in strain.

According to Rapoport et al. (1976) the home is characteristically defined for the conventional husband and wife, as a haven of comfort, recreation, and emotional support. When a house is in order and when the food is prepared, these time-consuming tasks are barely noticed. It is only when there is no food, when the house is dirty and the clothes are not laundered, that the routine work that goes on in a household becomes visible. It is this routine work that tends to remain undone if both parents are occupied with full time work roles outside the home (Skinner, 1980).

Identity issues

The conflict concerning role identity appears to stem from early socialization. Skinner (1980) proposes that the essence of masculinity in our North American culture is still centered on successful experiences in the work role and femininity remains centered on the domestic scene. Traditional social roles affect the behavior of men and women in several ways. They perpetuate the division of labor, with women as homemakers and child care providers and men as breadwinners. Bebbington (1973) mentions that dilemmas of identity stem from the socio-cultural definition of "work" as inherently masculine, while homemaking and child rearing are quintessentially feminine. Roland and Harris (1979) explain that men have been socialized to value themselves in terms of their financial and professional success rather than in terms of their performance as fathers. The work force has been traditionally dominated by men. Men have often occupied professional positions or supervisory roles, that is, the positions which tend to be considered more prestigious. In the past, women tended to be employed in more "feminine" jobs, for example nurses, teachers, and sales clerks. The role of women has

changed markedly in the past 20 to 30 years. In the past, emphasis did not appear to be placed on career, but rather family. For women, changes outside the home were not necessarily accompanied by changes within the home. As women increased their involvement in the workforce, men did not necessarily increase their participation in household and child care responsibilities. Therefore, employed women were more likely to experience overload since they were not only working, but carrying more of the household responsibilities.

Women are usually socialized differently than men, they have different psychological traits, as a group and as individuals, and they often experience different role demands in the family, workplace, and society. One important difference between women and men is that women bear children. Bernard (1974) states that the institutional structure of our society is based on the fact that women bear children. Girls at one time were socialized so effectively as children to be feminine, that they would not only have chosen motherhood, but they would have felt satisfied with that destiny and not pursued a career. Although societal norms appear to be changing, parents, schools, religion, law, government, and media continue to contribute to the preparation of women for motherhood (Bernard, 1974). For example, women continue to occupy lower status jobs or "feminine jobs", such as, secretary, nurse, or teacher. Positive societal policies geared towards assisting mothers include the granting of custody of the children by the courts to mothers in most cases of divorce and governmental provisions for extended maternity leaves.

Traditionally, the domestic identity of motherhood included mothering, which is the tender loving care a woman provides for her children, and housework, which involves, cleaning and cooking. However, the industrial revolution provided an additional dimension to the role of women, the

possibility of gainful employment outside the home. Mothers who are employed may experience tension and strain because they do not conform to the powerful set of traditional cultural values and social norms that tell women that the role of wife and mother is a full time occupation and that it is irresponsible to try to combine it with a career (Roland et al., 1979). Women who combine work roles and family roles may face issues of role-cycling.

Role-cycling issues

The dilemma of role-cycling refers to an attempt by employed parents to mesh their different individual-career cycles with the cycle of their family (Rapoport et al., 1976). Role-cycling has an important property unlike other sources of stress in that it has a developmental pattern. Both employment and family life have transition points at which there is a restructuring of roles, that may become sources of stress. The stress involved in career transition points, for example, a new job, a promotion, or a lay-off, is such that most couples have felt a need to avoid having more than one role in transition at a time. For example, many couples establish themselves professionally and financially before having children. Stress may also be generated when the developmental sequence of one partner's career conflicts with that of the other. For instance, the wife or the husband may refuse a promotion because it entails a change in location, which would disrupt their partner's career.

Family characteristics

The presence or absence of children and the family life cycle appear to influence the complexity of the dual-career lifestyle (Skinner, 1980). Parenting may be viewed as a stressful life event. In fact, the birth of a child encompasses a range of experiences over time that include the care and nurturing of a new baby. In addition, new parents must reorganize their ongoing life structure, such as, daily routines, social contacts, and job

demands. Child rearing is particularly stressful for working mothers because of the large proportion of total time a working mother must contribute to both mothering and working. Skinner (1980) states that the demands of child rearing, particularly the problems associated with finding satisfactory child care arrangements, are a source of stress for families in which both parents work. This stress is especially intense for women, as they are traditionally responsible for the child care arrangements.

Normative Issues

Although social norms are changing, the dual-career lifestyle continues to conflict with the traditional family norms of our North American culture. Rapoport et al. (1976) explain that the dual-career lifestyle is understood on an intellectual level, however, internalized values from previous socialization remain strong and may produce tension, anxiety, and guilt.

Employed women in today's society remain aware of the idealistic social description of the roles of the "traditional" mother. These socially defined roles of women imply that a working mother does not spend enough time with her children. Career women in the late 20th century may experience enormous amounts of guilt and stress regarding their simultaneous roles as wives, mothers, and professionals. Therefore, social norms are often a source of stress for working women (Roland et al., 1979).

Occupational Structure

Some professions may be inflexible and demanding for both men and women. Employees may have to travel frequently or may even be requested to relocate. Many employers do not perceive this as a hardship, even if the move takes the employee a long distance from his or her present location. Other employers call upon their employees to remain in a certain location. It is advantageous to be able to move about, because there are more job

opportunities if a person is not restricted. The occupational pressures for mobility and immobility often constitute a major problem for the dual-career family.

As well as the demand for professional flexibility, career women may also struggle to combat status inconsistency in professions dominated by men (Skinner, 1980). For example, some employers have systematically given jobs to men despite the presence of an equally qualified female applicant, and both genders may do the same work, but women may have lower job titles and/or lower salaries. In addition, fulltime and continuous careers responsibilities are often difficult to manage in combination with family.

Social network dilemmas

Maintaining relationships outside the immediate family may be a problem for dual-career families. Overload and strain create limitations on the time available to interact with friends and relatives. Not only is there less time for socializing, but also, relatives are sometimes asked by the dual-career couple to help with family responsibilities, which may create tension (Skinner, 1980). In addition, working parents usually have less time to participate in extended family functions, which may result in a strained family relationship.

These sources of strain indicate that dual-career families may be vulnerable to a high degree of stress. "Stress" is the general response of an individual undergoing "strain", which is "source specific" (Bebbington, 1973). The way a family defines stress influences the impact of various role strains on the family. Perhaps for some families having one parent as the breadwinner and one parent as the household manager would be the ideal situation. Such role division may reduce overload, and thereby, reduce stress.

For most families this ideal is not feasible, due to the decline in real family incomes. Many families find it essential for both parents to be in the labour force in order to maintain a good standard of living while other families require two wage earners to keep the family above the poverty line. In addition, as the number of single parent households increased from 5.8% in 1971 to 13.8% in 1991 (Lewin, 1992), more and more women raising children alone entered the work force to make ends meet. This increase in the number of women in the work force has continued over the past 20 years. Since the percentage of women in the workplace is expected to increase (Lero et al., 1992), the need for quality child care has increased. Quality child care should be able to meet children's needs in a healthy, safe, and appropriate environment. In order to do so, caregivers should be qualified, the environment should be stimulating and developmentally appropriate, and the adult to child ratio should be as low as possible to permit as much personal interaction as possible.

A study by Emlen and Koren (1984) found that parents were frustrated and stressed by a lack of suitable child care. This investigation focused on the effects of child care on the workplace. The study included a United States work force of 20,000 people from 33 companies and agencies who were chosen to represent a broad cross section of industries, occupations, and income levels. Participants worked for large and small manufacturers, hospitals, service industries, and retailers. The perceived difficulty in selecting child care was found to have significant correlates for employed women. In this study, it was discovered that difficulty finding satisfactory child care was moderately related to making unsatisfactory arrangements, making arrangements that were difficult to maintain, frequent changes in arrangements, and to stress related to child care. Results, which mainly

concerned families with children under 12 years of age, indicated that child care was hard to find and difficult to manage.

As discussed above, suitable child care seems to be a source of stress for employed women. The effect of family life upon the work setting is an important, yet often overlooked issue for work organizations. Working parents often have a higher rate of absenteeism and tardiness than employees without children. Stress related to child care may have implications for the morale, stability, and productivity of the work force. To combat this, some employers implemented policies which may ease the stress for employed mothers. Employer sponsored on-site child care is an example of a fairly recent policy aimed at helping employees faced with the child care dilemma (Mayfield, 1985; Mayfield, 1992; Peterson & Massengill, 1988; Zedeck & Mosier, 1990). More and more organizations are becoming interested in supporting quality child care initiatives for their employees. The literature indicates that parents experience less stress about the care their children receive when their children are nearby and easily accessible to them, as in the case of on-site daycare (Raabe & Gessman, 1988; Waxman, 1991). Sarick (1992) has estimated that 80% of working Canadians suffer stress and guilt over juggling family and work responsibilities. The labour community recognizes the inevitable connection between corporate policy, practice, and employee commitment, and family responsibilities (Mayfield, 1992).

Simultaneous involvement in career and family roles entangles many women in stressful lifestyles. Working women must cope with societal values and with their own internalized beliefs about what is required to be a competent professional and a "good mother" (Elman & Gilbert, 1984). These values are sometimes incompatible. Employed women with young children may feel a desire and an obligation to fulfill many aspects of the parental role

rather than delegating these responsibilities. Therefore, the necessity to provide quality child care for their children while they are at work is not only a source of stress, but a source of guilt (Elman et al.,1984).

Guilt

The increased participation of women in the labour force, not only calls into question the validity of traditional views about mothers' activities, but also poses a paradox for many women who are faced with a social contradiction in beliefs (Dych, 1988). These traditional beliefs simultaneously affirm the value of women caring for their young children at home, yet accredit social status through success in the work force (Mann & Thornburg, 1987). Working mothers are confronted with the dilemma of being socialized to believe in the traditional view that "good mothers" stay at home, but they are faced with the economic reality that two incomes are necessary or desirable.

Motherhood was once idealized, yet mothers tended to be blamed when things went wrong in their children's lives (Dych, 1988). Parker (1981) states that motherhood is comprised of two components: "tending" and "caring about". Child care can be seen as consisting of both "tending", that is, actually carrying out the tasks required, and "caring about", which refers to concern for a child's well-being. These notions of motherhood contribute to the enduring cultural norm that places the primary responsibility of children with women (Dych, 1988). Mothers may feel guilty about their decision to work because they must arrange for child care. This is particularly true of mothers of infants (Mann et al., 1987).

Employed mothers attempt to find loving, competent, and reliable substitutes, who are available for long and somewhat flexible hours to care for their children. Aside from the issue of cost, many employed women are

unhappy about leaving their children with someone else on a regular basis. Many women doubt that their children will be as happy, as creatively cared for, or as culturally enriched as they would have been if they had remained at home. Fundamentally, women believe that their children are better off in their own mother's care and they have internalized the traditional view that successful motherhood is a full time job (Mann et al., 1987).

The issue of guilt does not arise out of the dual role of career-and motherhood. According to Roland et al., (1979), the task of coordinating these two facets of life may provide the opportunity for attaching guilt to specific logical problems in the working out of two roles, however, guilt does not arise from the duality itself. Guilt is an inner psychological phenomena that takes place within a social context and is socially conditioned only to the extent that societal values correspond to internalized values that the individual has taken from previous generations (Roland et al., 1979). Therefore, guilt can be described as a problematic internal, psychological source of difficulty. Guilt can be perceived as a type of personal stress. Much like the definition of stress, the definition of guilt is not clear cut.

<u>Definition of guilt</u>

Many terms and phrases have been used to describe guilt. Guilt may be defined as feelings of culpability, especially for imagined offenses or from a sense of inadequacy (Webster Dictionary, 1976). There are many elements that form the complex emotions, thoughts, values, and judgements, that create guilt (Baruch, 1988). Many of the feelings and thoughts that make up our conscience and influence our experience of guilt were formed in childhood (Baruch, 1988). Research suggests that women experience more guilt than men and that guilt in females increases from childhood to adolescence, and to adulthood (Hoffman, 1976; Gilligan, 1982). Due to socialization, as girls

age and enter the world of adulthood, they may be struggling with the need to fit into the traditional image of a women at home with children and the personal desire to be successful at a career person.

From a social role perspective, women have traditionally been socialized to take responsibility for the well-being of others (Baruch, 1988). Women attempt to balance their own needs with their perceived responsibility for others. Whatever exacerbates this dilemma, heightens the possibility of and vulnerability to guilt (Gilligan, 1982).

Women are primarily responsible for their children. The dilemma that women face is the struggle to balance employment while satisfying their children's needs. The principle problem that new mothers must confront is their feelings of guilt about returning to the work force (Furst & Morse, 1988). A mother must find someone to care for her children while she is at work. Whatever the child care arrangements, many working mothers suffer from anxiety, worry, and guilt, because they are concerned about the health and safety of their children.

Although employment opportunities and financial contribution to the household are important components in the lives of women, the intention to be gainfully employed may conflict with the desire to provide direct child care (Lister, 1986). Therefore, maternal guilt and stress seem inevitable. This conflict is exacerbated by the incongruous results of research concerning the effects of maternal employment on children (Abbott, 1989; Crockenberg et al. 1989; Hart, Hughes, & Burts, 1989). Richards (1991) states that parents' feelings influence developmental outcomes for their children, and therefore, it seems likely that how a mother feels about daycare mediates its impact on her child.

Research on the effects of maternal employment on children grew, in part, out of a concern for the effects of maternal separation on young children. As mentioned in the beginning of this paper, Bowlby (1969) was interested in the effects of maternal separation on social and emotional development of young children. The earliest investigations on child care focused on concerns that daily separations might weaken the mother-child bond (Scarr & Phillips, 1989).

Although the nature and consequences of maternal separation for the infant have been studied extensively by developmentalists, only recently has the affective experience of the mother regarding separation from her child, become a focus of interest (Bretherton, Beringer, & Ridgeway, 1991; DeMeis, McBride, & Hock, 1986; Hock, 1984; Koplik & Fisher, 1985). Mothers must come to terms with their feelings about their maternal role and be prepared to deal with daily separations from their children in order to continue to pursue employment. This dilemma may produce anxiety and guilt insofar as women must choose between traditionally child-oriented roles and employment opportunities. Hock (1984) considered these feelings to be a form of maternal separation anxiety, which she described as apprehension or concern that is uniquely associated with mother-child separation.

This thesis will consider the theoretical perspective of maternal separation anxiety in order to provide some insight into the possible relationship of maternal stress, guilt, and anxiety and type of daycare arrangement. Although the parental side of attachment was not the primary focus of his interest, Bowlby (1969) did not neglect the issue entirely. Therefore, an examination of Attachment Theory may provide an appropriate theoretical base from which to investigate the relationship between maternal separation anxiety, stress, and guilt, and type of daycare.

Chapter 2

Attachment Theory

Bowlby (1969) mainly considered the nature and function of a child's attachment, however, he did touch upon the role of the mother in the mother-child interaction. He stated that the mother-child pair exhibited different patterns of behavior. Bowlby classified these behaviors as follows:

a) The child's attachment behavior.

b) Behavior of the child that is incompatible with attachment, for example, exploratory behavior.

c) The mother's caretaking behavior.

d) Behavior of the mother that is antithetic to parental care, such as, working outside the home.

Behavior within each category has different intensities from moment to moment. In addition, each category may be affected by the presence or absence of the others, because the consequences of behavior of any category may elicit or inhibit behavior of the other three categories. For the purpose of this thesis emphasis will be placed on the mother's caretaking behaviors. Many forms of maternal caretaking behavior exist. Although each caretaking behavior is necessary for the survival of the young, Bowlby placed special significance on retrieving behavior, which he defined as

... any behavior of a parent a predictable outcome of which is that the young are brought either to the nest or close to the mother, or both (...). In addition, animals of most species use a characteristic call- often a rather soft, low note-that by eliciting attachment behavior has the effect of bringing young towards them. (p.240).

The retrieving behavior of a mother becomes directed towards a particular child, just as a child's attachment behavior becomes directed towards a certain

mother figure. In addition, a mother's retrieving behavior is biologically similar to a child's attachment behavior. That is, a mother remaining in proximity and gathering her child in case of danger serves a protective function.

The retrieving behavior becomes a complex issue in modern society, because often a mother leaves her child in the care of someone else for all or part of the day. However, even though mothers may occasionally leave their children they experience a strong pull to be close to their children. A mother's instinctive inclination to protect her young results in anxiety when a separation from the child interferes with her ability to provide protection, security, and comfort. Until recently, the concerns that mothers experience regarding separation from their children were not studied. The phenomena of maternal separation anxiety has begun to receive attention from a number of researchers (Crowell & Feldman, 1991; DeMeis et al., 1986; Hock, 1984; McBride et al., 1988).

Maternal Separation Anxiety

Hock (1984) defined maternal separation anxiety as an unpleasant emotional state reflecting a mother's apprehension about leaving her child. A mother's expressions describing feelings of sadness, worry, or uneasiness about being away from her child indicate a transitory state of anxiety, which is uniquely associated with separation events. Maternal separation anxiety may be demonstrated by verbalizations and/or behaviors a mother exhibits prior to leaving her child, during departure, and upon reunion with her child.

Maternal separation anxiety is believed to be influenced, in part, by a mother's personality attributes, such as, the need to nurture and feelings of conflict regarding her role, especially those related to motherhood and career.

Several factors may lead to maternal separation anxiety. Such factors may include the mother's level of satisfaction with the child care arrangement, the child's reaction to separation, and a mother's departure style. A mother who is less satisfied with the child care arrangement may be lead to feel more separation anxiety. A second possible contributor to a mother's separation anxiety may be her child's reaction. Perhaps mothers whose children react negatively may be lead to feel more separation anxiety. Weinraub and Lewis (1977) found that maternal departure styles have a direct influence on the child's separation distress. The children of mothers who provided their children with an explanation regarding their departure experienced the least separation distress. The Maternal Separation Anxiety Scale (MSAS) effectively measures a mother's overall level of concern about separation (Hock, McBride, & Gzenda, 1989). This scale will be used in this study.

The underlying assumption behind the Maternal Separation Anxiety Scale is that early attachments relate in meaningful ways to maternal and child functioning. Early attachments may influence a woman's preference or desire to be employed or to remain home to care for her child. This preference or desire may be a critical component in determining a mother's feelings about being separated from her child (DeMeis et al., 1986), perhaps even more so than her employment status. In other words a mother who is employed, but would prefer to remain with her child may experience more maternal separation anxiety. This anxiety may manifest itself in different ways, such as, a mother's own anxiety regarding being separated from her child, a mother's perception of the effects the separation will have on her child, and anxiety related to separation due to employment (Hock,et al.,1989).

Two reasons some women prefer to be at home are due to concerns about balancing roles as parent and worker, and the effects of daycare on their child

(McBride et al., 1988). Several studies have focused on the effects of maternal employment and daycare on children (Abbott, 1989; Baydar et al., 1991; Goosen, 1987; Hoffman, 1989; & Scarr et al., 1989), but there seems to be a lack of information concerning the effects that maternal employment and their child's daycare attendance has on mothers.

Chapter 3

Type of Daycare

As a result of continued social changes, many families are finding it
desirable, or necessary, to make arrangements for the daily care of their
children beyond what they themselves can provide. The current need for
alternative child care exceeds the supply of licensed facilities (Clarke-Stewart,
1982). Daycare centers are one form of licensed child care facility. Daycare
settings vary in size, philosophy, and quality, not only across different
daycare forms, but within a single form. Daycare centers are typically
licensed through a government regulated agency and care for large groups of
children on a full day basis (Leu & Osborne, 1990). Finding reliable child
care can be a difficult and worrisome problem for all parents and it has an
impact on the workplace of employed parents (Moore et al., 1984). The
current trend of mothers entering the work force has led some employers to
become interested in child care.

Work-related child care has existed since the Industrial Revolution. In
the mid-nineteenth century, daycare in Canada was organized by religious,
charitable, and philanthropic groups to provide care for the young children of
working mothers (Mayfield, 1992). Later, during World War II, the federal
government passed legislation providing for federal-provincial cost-sharing to
establish child care centers for the children of mothers working in war
industries. Few provinces used this program, and after the war the funding
ceased. The next wave of development of work-related child care did not
begin until the mid-1960's. Most of the present work related child care
programs in Canada have been established in the past ten years.

Approximately 100 work-related programs exist across Canada. The majority of these are programs found in Quebec and Ontario.

Employer sponsored child care programs in Canada have tended to be on-site centers supported by health care organization, such as, hospitals (Mayfield, 1992). However, in an attempt to adapt to today's social realities, more and more corporations are beginning to establish on-site daycare centers. Although the definition of work related daycare may vary, two elements seem common to any definition: the employees' need for child care arrangements and the employers' involvement in providing this needed service (Mahoney, 1984).

<u>Definition of employer supported on-site daycare</u>

Mayfield (1992) describes work-related child care as the participation and support of an employer, such as, a business, labour group, hospital, or voluntary organization, in the provision of a child care facility or the delivery of a service for the children of employees or members. Children in the community may also be included in these programs, however, the primary target group is the children of employees or members.

The level of involvement of the employer, labour group, or organization may vary from providing 'start up' costs, partial ongoing support, to 100% coverage of the operating costs. The most common level of involvement is with 'start up' and initial costs. The child care programs or services provided can vary in type from on-site or near site centers, to information and counselling services, cash subsidies or family daycare networks.

An on-site center is located on the workplace premises or in very close proximity. This type of center is supported, at least in part, by the employer. There are several advantages and disadvantage of on-site daycare centers. For the purpose of this thesis on-site daycare centers will be examined in depth.

Advantages and Disadvantages

Advantages.

On-site daycare centers have several obvious advantages for the employed parents. Since these daycare centers are at the workplace the location is very convenient for parents. The close proximity of the center enables the parents to visit during the day and allows quick access to the children in case of emergency. Children also feel a sense of security from knowing that their parents are nearby. Since parents and children will travel to and from work together this provides additional time for family togetherness. Parents may also benefit from employers subsidizing the cost of daycare fees.

Employers are responsible for these on-site centers, therefore, they maintain a high quality facility with well-trained staff and usually have a low turnover rate. Although the employers do not usually make a profit from an on-site daycare center, the benefits derived from this type of arrangement may stem from increased productivity and morale, and decreased tardiness and absenteeism (Mahoney, 1984; Mayfield, 1985; Miller, 1984).

Parents may experience peace of mind knowing their children are well cared for in a stable environment. Centers at the workplace also provide child care during the hours needed by the employees, such as, shift work. On-site centers, in Canada, that are sponsored by the employers generally have lower fees than many other types of daycare in the community. Finally, parents with children at an on-site daycare center have the opportunity to meet fellow employees and employees that occupy different positions or work in different departments of the company.

In addition to being beneficial for employees, on-site employer sponsored daycare centers offer several advantages to the employers. These centers have the potential to improve employee recruitment, especially in a

tight hiring market. Potential candidates may perceive the option of on-site child care as a benefit. Experienced employees may be persuaded to remain at the company if their children attend a quality on-site facility.

As a result of the employer demonstrating an interest in the welfare of the employees and their families, employee loyalty and productivity tend to be increased (Spruell, 1986). When employees feel comfortable about their children's care, employee morale may be higher in this type of environment. The establishment of an on-site center also contributes to an enhanced business image and public relations (Mayfield, 1992). Child care is perceived by some to be a women's issue, therefore, businesses with on-site daycare centers are making a contribution to employment equity by providing women employees with accessible daycare facilities (Mayfield, 1992).

A general societal trend toward re-evaluating personal and family lives is accompanied by a growing recognition of the connection between corporate policy and practices, employee morale and commitment, and community responsibilities, and satisfaction of employees (Bowen, 1985). Despite the efforts to accommodate employees' child care needs, there may be some disadvantages associated with employer sponsored child care.

Disadvantages.

The Ontario Federation of Labour (Mahoney, 1984) holds the position that employer operated workplace daycare is often motivated by the need to keep female workers in a company where the wages are low and working conditions are poor. Employees may fear trade-offs between daycare facilities and pay or other benefits, such as, a cafeteria program. The advantage of on-site daycare may be perceived by childless employees as an additional benefit for workers with children. Some employees may feel employer sponsored daycare could put parents in a subtle ransom position during potential strike

situations. Leaving the company may be a difficult choice if the child care is tied to the company. Other disadvantages are related to enrollment and daily functioning. It may be very difficult to travel with children during the rush hours, particularly when using public transportation. Although employer sponsored on-site daycare centers reserve spaces for the children of employees, parents may have to place their names on a long waiting list especially if the center is of good quality and the demand is high.

The major disadvantage of on-site daycare centers for the employers is the cost. Employer sponsored on-site daycare centers are often difficult and expensive to implement and maintain successfully, because often the building must be renovated to meet government standards. Initial 'start up' cost are usually high because educational materials and equipment must be purchased. Locating the child care center at the workplace may not be appropriate for children. For example, industrial parks may have pollution problems and while adults are not outdoors, the children would be for several hours a day. Licensing and regulations may be prohibitive for some businesses, such as manufacturers of toxic materials, or workplaces with no green space. An on-site daycare center may not be an equitable benefit for all employees, in particular, for those without children. Conflicts that occur among children and/or parents who are involved with the center may carry over into the workplace (Zedeck & Mosier, 1990).

Employer sponsored on-site daycare centers represent the most expensive commitment a business can offer employees with children (Zedeck et al., 1990). Mayfield (1985) stated that the fact that there were approximately 200 such facilities in Canada in 1986, demonstrated that employer supported child care was feasible.

Parents who do not have access to an on-site daycare center may be able to choose from a variety of other child care options. Some parents may have a relative, neighbor, or a friend care for the child at home, while others may bring the child to a family daycare home. Others may opt for center care in a daycare that may be situated in their own community. Community based non-profit daycare centers are another form of daycare center.

Community based child care provides care to children within the local community (Denholm, Fergusson, & Pence, 1987). Because the child is cared for in his or her community, child care work increasingly involves contact with the child's family, friends, and neighbors (Denholm,et al. 1987).

Definition of community based non-profit daycare centers

Community based non-profit daycare centers may be run by private community or charitable organizations, churches, or interested parents (Clarke-Stewart, 1982). There are several different types of non-profit community based daycare centers, for example, cooperative centers, where parents must volunteer their time, public service centers, observation laboratory centers. Any profit earned by these type of centers is re-invested in the center for the purchase of new equipment, renovations, or salaries. Non-profit daycare centers are usually subsidized by the government and financial aid is also available to parents on a sliding scale basis.

Although there are several different types of non-profit community based daycare centers, the advantages and disadvantages for each are similar. Some of these benefits and drawbacks are the same as those for on-site employer sponsored centers.

Advantages and Disadvantages

Advantages.

Some of the advantages to parents of children who attend non-profit community based daycare centers are similar to parents whose children attend on-site employer sponsored daycare centers. These advantages include staff qualifications, convenient hours, which meet the needs of full day working parents, physical environment centered around the needs of the children, and a lower staff turnover rate than profit making centers (Leu & Osborne, 1990). These community based centers often offer extended hours to accommodate parents who have to travel a long distance between the daycare and their workplace. In addition, most quality non-profit community based daycare centers offer educational programs for the parents and/or opportunities for the parents to take an active role in the center. Parental involvement may include classroom participation, building maintenance, fundraising, as well as, making decisions on the center's Board of Directors (Leu et al., 1990).

Children who attend daycare centers in their community have the opportunity for increased social interactions with the children from their own neighborhood (Leu at al., 1990). The relationships that develop among the children in these centers can continue outside the daycare center.

Disadvantages.

Since non-profit community based daycare centers may be in high demand or have large numbers of children, parents may have to plac , their name on a waiting list for enrollment. Should these daycares have more children, those attending may experience less personal contact with the caregivers and administrators.

A parent's place of employment is often outside of the community, therefore, in the case of emergency the parent is not nearby. There is limited

opportunity for parent-child interaction because of the distance between the community based daycare center and the parent's workplace. The child may also spend more time at the center if the parent has to travel between work and the daycare center.

Both non-profit community based daycare centers and employer sponsored daycare centers have several advantages and some disadvantages. However, due to the unique characteristic of location of these types of centers, an exploration into the relationship between these two types of care and maternal characteristics, such as, stress, guilt, and anxiety may provide interesting information. This thesis will address the questions regarding the relationship between maternal stress, guilt, and anxiety, and on-site employer sponsored daycare centers and non-profit community based centers.

The Present Study

The purpose of the present study was to examine the relationship between type of daycare arrangement and levels of maternal stress, guilt, and anxiety. Based on Bowlby's theory of attachment and the literature regarding stress and guilt, this study particularly sought to determine whether proximity of the care arrangement influenced levels of maternal stress, guilt, and anxiety.

This investigation explored the notion that close proximity and accessibility of the mother to her child in the on-site employer sponsored daycare might reduce levels of stress, guilt, and anxiety, experienced by the mother. Figure 1 outlines the independent variables under investigation.

<u>Research questions:</u>

The following relationships were examined:

1. Do mothers whose children attend on-site employer sponsored daycare experience lower levels of stress than mothers whose children attend non-profit community based daycare centers?

2. Do mothers whose children attend on-site employer sponsored daycare experience lower levels of guilt than mothers whose children attend non-profit community based daycare centers?

3. Do mothers whose children attend on-site employer sponsored daycare experience lower levels of anxiety than mothers whose children attend non-profit community based daycare centers?
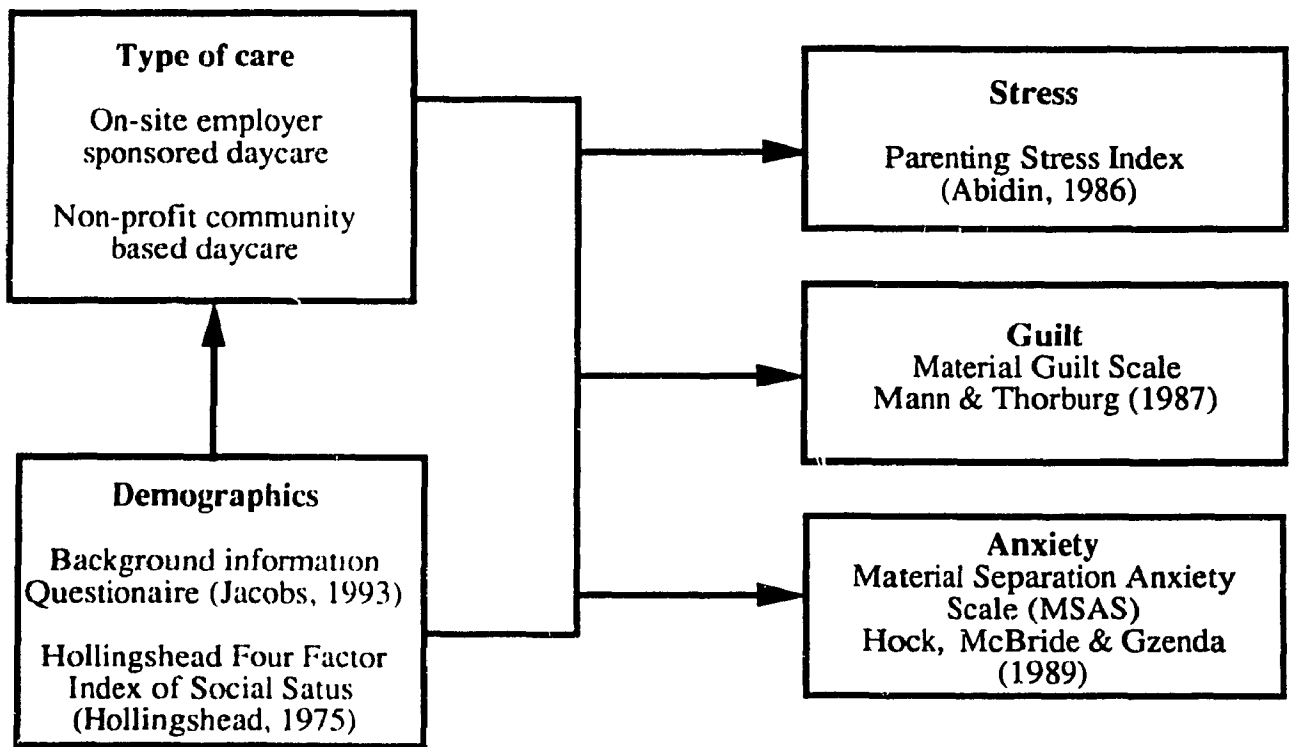
Figure 1 Ecological model of variables under investigation.

Chapter 4

Method

Subjects

Mothers from on-site employer sponsored daycare centers and non-profit community daycare centers in the Greater Montreal area volunteered to be participants. Thirty-six mothers volunteered from 5 on-site employer sponsored daycare centers (3 hospital settings and 2 corporate settings) and thirty-six mothers from 5 non-profit community daycare centers. The total sample consisted of 72 mothers whose children had a mean age of 40.68 months with a range of 30 to 54 months. Thirty-seven mothers of boys and 35 mother of girls participated in the study. English was the mother tongue of 38 subjects, French was the mother tongue of 18, and there were 16 mothers whose mother tongue was neither French nor English. The children of participating mothers had a mean length of previous child care experience of 19.79 months. The mean age for first group experience was 20.26 months. The two types of child care were of similar quality as measured by the Early Childhood Environment Ra ing Scale (ECERS) (Harms & Clifford, 1980).

Procedure

Five daycare directors from on-site employer sponsored daycare centers and five directors from non-profit community daycare centers were contacted by telephone to obtain permission to conduct the study in their centers. The telephone call was followed by an explanatory letter and a meeting with the directors and educators. The letters of explanation and the consent form were brought to the daycare centers and the educators were requested to distribute them to the parents of 3 year olds. A sample of the letter of explanation and the consent form can be found in Appendix A. Consenting mothers were given a package of 5 questionnaires to complete.

A telephone interview was conducted with each consenting mother to obtain background information concerning child care history and socioeconomic status. The questions for this brief phone interview were obtained from the Background Information Questionnaire (BIQ) (Jacobs, 1989; see Appendix B). During this telephone interview, appointments were scheduled to conduct a brief interview in their homes or at their child's daycare center. The interview served as a means of collecting the completed questionnaires and collecting additional qualitative data.

Measures

Quality of daycare arrangement. The Early Childhood Environment Rating Scale (ECERS) was completed by 2 observers to determine that all the participating daycares were of similar quality. A sample of this measure can be found in Appendix C. Both employer sponsored on-site daycares and non-profit community based daycare centers were of comparable quality. Harms and Clifford (1983) describe the ECERS as a measurement designed to give an overall picture of the surroundings for children and adults in preschool settings, including the use of space, materials, and activities to enhance children's development, daily schedule, and supervision. The scale was developed for use in all types of early childhood programs, such as, daycare, Head Start, nursery school, and kindergarten. The scale is formulated to assess one room or group at a time. It is comprised of thirty-seven items that are organized into seven subscales:

(1) Personal Care Routines.

(2) Furnishings and Display.

(3) Language-Reasoning Experiences.

(4) Fine and Gross Motor Activities.

(5) Creative Activities.

(6) Social Development.

(7) Adult Needs.

Each of the 37 items is scored on a scale from 1 (inadequate) to 7 (excellent). Detailed descriptions are provided for ratings of 1, 3, 5, and 7. The midpoint ratings, those being, 2, 4, and 6, are used when all aspects discussed in the lowered odd-numbered ruling are met, but when only part of the descriptors for the next odd numbered items is present. The ECERS is one of the few available scales of preschool environments, which provides systematic and quantitative results (Telzrow, 1985).

In testing the validity of the ECERS, Harms et al., (1980) took two separate approaches. First, seven nationally recognized experts in the day care and early childhood education fields were asked to rate each item on the scale in terms of its importance to early childhood programs. Overall, seventy-eight percent of the items were given high importance ratings, while only 1% received a rating of low importance. Secondly, the scale was tested by comparing its ability to distinguish between classrooms of varying quality as determined by trainers who had been working with the staff in those classrooms. When ratings on the scale completed by expert observers were compared with the trainers' ratings on 18 classrooms, a rank order correlation of .737 was obtained. When the scale scores of less well-trained observers were compared with trainers' ratings in the 18 classrooms, the correlations were .697.

Harms et al. (1980) used three measures of reliability- inter-rater reliability by item, inter-rater reliability by classroom, and internal consistency. Three independent tests of inter-rater reliability were completed, one on 22 classrooms, one on 18 different classrooms, and a third on 25 classrooms. The rank order correlations were .899 (22 classrooms), .790 (18

classrooms), and .884 (25 classrooms). Inter-rater reliability by item was obtained by comparing two independent raters' scores for the 22 classrooms. The correlation was .937. Cronbach's Alphas and Standardized Alphas were computed for each subscale and for the total scale to obtain a measure of internal consistency. Internal consistency for the total scale was .830 (Cronbach's Alpha) and .863 (Standardized Alpha).

Day care arrangements. The Background Information Questionnaire (BIQ) (Jacobs, 1989) was completed by the researcher during the telephone interview. A copy of the B.I.Q. can be found in Appendix B. The trained interviewer obtained detailed information concerning the child's current and past child care experiences. Questions asked included: the type of care, the location of the child care, the number of children in the care environment, and the number of hours per week that the child spends in the specific child care arrangement. Information regarding the parent's occupation and education was also obtained during the interview.

Socioeconomic status (SES). The Hollingshead Four Factor Index of Social Status (1975) was used to measure the socioeconomic status of the participating families. This measurement defines SES as a multidimensional concept. The index includes scores for occupation, education, sex of the parent, and marital status. Hollingshead (1975) devised the scale for education based on the United States school system and this has been adapted for the Quebec school system. The educational scale consists of seven categories ranging from elementary education to graduate professional training; this information is then applied to calculate SES. The computation of SES can be found in Appendix D.

Stress
Interview Questions (Jacobs, 1993; see Appendix E).

The home interview served as an opportunity to collect the package of questionnaires, which included the Parental Stress Index, the Maternal Guilt Scale, and the Maternal Separation Anxiety Scale. During the interview, mothers were asked to respond to questions regarding general issues concerning their current child care situation. The categories of questions included convenience of arrangement, satisfaction, shared knowledge, guilt, and stress. The trained interviewer followed a written format with the questions ranging from strongly agree to strongly disagree. The mothers were asked to respond orally and to feel free to elaborate with aneccotal information, which was recorded. This open discussion served as a form of debriefing. The parents are provided with the opportunity to discuss their opinions of their child care arrangements. A copy of the interview can be found in Appendix E.

Parenting Stress Index (Appendix F). The Parenting Stress Index (PSI) was a second measure of stress, which the mothers completed (Abidin, 1986). This scale addressed the issue of mothers' feelings of stress in relation to their pre-school aged children. The PSI measured the degree of parenting stress in relation to child characteristics, for example, adaptability, demandingness, and mood, and parental dimensions, such as, depression and sense of competence. This measurement index has been used with parents of children 10 years old and younger.

The Child Domain contains six dimensions of adaptability (11 items, for example, "My child gets upset easily over the smallest thing"), acceptability (7 items, such as, "My child doesn't seem to smile as much as other children"), demandingness (9 items, including, "My child turned out to be more of a problem than I had expected"), mood (5 items, such as, "My child seems to

cry or fuss more often than most children"), distractibility/hyperactivity (9 items "My child appears disorganized and is easily distracted") and reinforces parent (6 items, for example, "My child rarely does things for me that make me feel good") (Teti, Nakagawa, Das, & Wirth, 1991).

The Parent Domain is composed of seven dimensions including depression (9 items, for example, " When I think about the kind of parent I am I often feel guilty or bad about myself"), attachment (7 items, such as, "I expected to have closer and warmer feelings for my child than I do, and this bothers me"), restriction of role (7 items, including "Most of my life is spent doing things for my children"), sense of competence (13 items, for example, "I have had many more problems raising my children than I expected"), social isolation (7 items, such as, "I feel alone and without friends"), relationship with spouse (7 items, for example, "Having children has caused more problems than I expected in my relationship with my spouse"), and parent health (5 items, such as, "Having a child has caused a change in the way I sleep"). The respondent scores each scale item on a 5-point scale, with (1) indicating strongly agree, (2) agree, (3) not sure, (4) disagree, and (5) strongly disagree. The PSI yields scores for each individual child and parent dimension and also yields overall scores for the Child and Parent domains that are obtained by adding the scores of their respective dimensions.

Abidin (1986) has demonstrated that the PSI possesses good content, factorial, concurrent, discriminant, and construct validity. The internal reliability which was also found to be sufficient, with a coefficient of .62, was based on data from a sample of 534 parents. Content validity for the PSI was established in several ways. First, a general review of the literature was conducted of relevant research in the areas of infant development, parent-child interaction, attachment, child abuse and neglect, child psychopathology,

childbearing practice, and stress. Second, based on the literature review and clinical experience, a comprehensive list of dimensions was developed, and items were constructed to assess the readability of the items, effects of the item format, and an administration time of the items (Abidin, 1983). Third, a panel of 6 professionals in the areas of early parent-child relationships rated each item for relevance of content and adequacy of construction. These steps resulted in a 150-item measurement. Ninety-five percent of these items were directly related to at least one research study providing evidence that the attributes assessed by items were stressors for parents of young children. Evidence of the PSI's concurrent validity was established in several studies (Jenkins, 1982; Lafiosca, 1981; Spielberger, 1970 cited in Abidin, 1986). Lafiosca (cited in Abidin, 1986) compared parents of a matched sample of normal children with an another group of parents who brought their children to a developmental clinic for evaluation. The Child Domain of the PSI and the Child Behavior Checklist (Quay & Peterson, cited in Abidin, 1986) correlated significantly. The Parent Domain of the PSI was found to be significantly correlated with the State Trait Anxiety Scale (Spielberger, cited in Abidin, 1986). Zakreski (cited in Abidin, 1986) investigated the relationship between the PSI scores, marital status, and full-term and pre-term Infant Development Scale scores, at three and six months, for a sample of 54 parents. The PSI scores for the Child Domain, Parent Domain, and total scores were all significantly ($p<.001$) correlated with the Bayley at both three and six months post partum (Zakreski, cited in Abidin, 1986).

Discriminant validity was demonstrated in a study conducted by Zimmerman (cited in Abidin, 1986), in which he found that 10 of the 20 scores on the PSI were significantly different between a group of mothers and the children with cerebral palsy versus a matched group of mothers and their

children with no known physical or psychological differences. Greenberg (cited in Abidin, 1986) studied parents of mentally retarded children and reported that the PSI distinguished her clinical sample and the normative population.

Information regarding reliability was obtained from a sample of 534 mothers. The coefficients ranged in magnitude from .62 to .70 for the subscales of the Child Domain and from .55 to .80 for the subscales of the Parent Domain. The reliability coefficients for the two domains were .89 and .93, respectively. The reliability for the Total Stress score on the PSI was .95. These coefficients suggested that the PSI had a high degree of internal consistency (Abidin, 1983).

The stability of the PSI scale was supported by the test-retest reliabilities obtained from several studies (Burke, 1978; Abidin, 1983; Zakreski, 1983, cited in Abidin, 1986). Burke (cited in Abidin, 1986) administered the PSI to 15 mothers visiting a well care clinic. The scale was readministered three weeks later. Spearman rank-order coefficients of .817 and .706 were achieved for the Child Domain and Parent Domain, respectively.

Abidin (1983) investigated the reliability of this scale with a sample of 30 mothers who were seen in a parenting clinic for consultation concerning child behavior. The PSI was readministered one to three weeks after the initial administration. Pearson correlations between the first and second set of scores were .63 for the Child Domain, .91 for the Parent Domain, and .96 for the total score indicating that the PSI has a good stability of scores. A copy of the PSI can be found in Appendix F. Taking into consideration the 2 domains of the PSI, for the purpose of this study it was decided to use a total score.

Guilt

Maternal Guilt Scale (Mann & Thornburg, 1987; see Appendix G)

The Maternal Guilt Scale was used to assess the mother's feelings of guilt in relationship to enrolling their child in daycare. The Maternal Guilt Scale was developed and validated by Thornburg and Mann (1987). Eighty-nine subjects and an additional 84 mothers (total N=173) completed a 10-item scale to develop a measure of maternal guilt. Mothers responded to a 7-point Likert Type scale with (1) indicating not at all and (7) indicating extremely. Some examples of the items include: "How difficult is it for you to leave your baby at the daycare center when she or he is not feeling well due to a cold, earache, or some other minor illness?" and "Generally, how concerned are you about leaving your baby at the daycare center each morning?". For the purpose of this study permission was obtained to use the term 'child' rather than 'baby' throughout the scale.

An item analysis was performed on the items and showed a total correlation greater than .56, indicating a high degree of consistency (Mann et al., 1986). Coefficient alpha was used to test the reliability of the items for measuring maternal guilt. A coefficient of .82 was found, which suggests a high degree of reliability. For this study a total score for the Guilt Scale was calculated. Therefore, the higher the score on the Guilt Scale the higher the level of guilt.

Maternal Separation Anxiety Scale (Hock, McBride, & Gzenda, 1989; see Appendix H)

The Maternal Separation Anxiety Scale (MSAS) was one of the scales included in the package of questionnaire for mothers to complete. This measurement was used to assess the mother's level of anxiety. Hock et al. (1989) identified several content areas to provide an organizational structure for the MSAS. These content areas included: expression of feelings

about separation (i.e., reports of maternal sadness, worry, and/or guilt surrounding a mother-child separation event), about the value or importance of exclusive maternal care, beliefs about the child's ability to adapt and profit from non-maternal care, and concerns surrounding the issue of employment-related separations. Through a series of factor analytic studies the results revealed three factors which were labeled: Maternal Separation Anxiety (Subscale 1), Perception of Separation Effects on the Child (Subscale 2), and Employment-related Separation Concerns (Subscale 3).

Subscale 1: Maternal Separation Anxiety. This subscale was comprised of 21-items that revealed aspects of maternal anxiety and sentiments of guilt resulting from or in anticipation of leaving her child. A mother who reported feelings of sadness and depression as a consequence of separation, indicated that she was apprehensive that non-maternal caregivers would not sufficiently meet the needs of her child, and felt that her child preferred her, would obtain a high score; whereas, a mother with a low score may have reported not being concerned about leaving her child, and experienced less worry and sadness.

Subscale 2: Perception of Separation Effects on the Child.

This subscale was composed of 7-items concerning maternal attitudes and feelings about a child's ability to cope with and profit from non-maternal care as a consequence of separation. This factor assessed the mother's perception of the child's reactions to the actual departure and her beliefs regarding her child's functioning in her absences. A mother who obtained a low score on this dimension felt that her child would be comfortable during the departure, adapt easily to non-maternal care, and benefit socially from the separation.

Subscale 3: Employment-related Seperation Concerns.

This subscale contained 7-items that measured maternal concerns about separations that were specific to their careers or jobs. High scores would be obtained by women who find these separations stressful. The reliability studies of these subscale indicated that the MSAS was a moderately reliable instrument. The Cronbach's coefficients for Subscale 1, 2, and 3 were .90, .70, and .79, respectively. The internal consistency reported for the total 35-item MSAS was .88. The reliability coefficients were similar at a second time assessment; they were .91, .72, .81, and .90 for the three subscales and the total scale respectively (Hock et al., 1989).

The validity of the MSAS is supported by its significant relations with interview assessments regarding separation concerns, emotional status reports taken at the time of the actual separation, and observations of reunion behavior of the mother in a lab setting (Hock et al.1989).

Scoring the MSAS requires the reversal of 11-items. Items 4, 5, 11, 15, 16, 20, 21, 26, 30, 31, and 34 must be reversed so that 1=5; 5=1; 2=4; 4=2; and 3=3. To obtain a score for subscale 1: Maternal Separation Anxiety 21-items must be added and divided by 3. The items include: 1, 2, 3, 6, 7, 8, 9, 12, 13, 14, 17, 18, 22, 23, 24, 27, 28, 29, 32, and 35. The score may range have a range of 7 to 35. Items 5, 11, 16, 21, 26, 31, and 34 should be added to obtain a score for subscale 2: Perception of Separation Effects on the Child (range 7-35). The score (range 7-35) for Employment-Related Separation Concerns, Subscale 3, are obtained by adding items 4, 10, 15, 20, 25, 30, and 33.

Design

One way ANOVA's were conducted examining all variables by type of daycare and sex. The analysis of variance examined the relationship between daycare status and sex for the PSI, the Maternal Guilt Scale and the Maternal Separation Anxiety Scale. A 2 x 2 analysis of variance was conducted for each measure and for each of the three subscales of the Maternal Separation Anxiety Scale (MSAS). Therefore, a total of 5 ANOVA's were analyzed. In addition, a regression analysis was performed to determine whether SES was a predictor of stress.

Chapter 5

RESULTS

This section will discuss the descriptive statistics for the entire sample. Preliminary analysis for the two independent variables were conducted to determine whether group differences existed between the two types of child care arrangements. Descriptive statistics for both the on-site employer sponsored daycares and the non-profit community based daycares will also be presented separately. In addition, descriptive statistics for each measure will be presented. The research questions for the study will be examined in the following manner: (1) The levels of maternal stress for mothers of children enrolled in on-site employer sponsored daycares compared to the levels of stress reported by mothers of children enrolled in non-profit community based daycares, (2) comparisons of reported levels of maternal guilt and type of child care, and (3) comparisons of level of maternal anxiety and type of child care. Therefore, a 2 by 2 analysis of variance was conducted for each dependent variable. Five ANOVA's were conducted in total measuring each dependent variable's relationship to care status and sex.

Descriptive data for the total sample

Although interviews were conducted with 72 subjects complete data were not available for each dependent variable, because not all questionnaires were returned. The total sample consisted of 72 subjects. The range, mean and standard deviation for each of the demographic variables included in the analysis can be found in Table 1. Demographic data for all 72 cases were available.

Table 1

Descriptive statistics for total sample.

Variable	Mean	Standard Deviation	Range
Age in months	40.68	4.47	30-54
Age of first group experience	20.26	9.81	5-42
Duration of first group experience	18.92	9.25	1-39
S.E.S.	50.82	8.96	23-66
Number of child care types	2.75	0.82	2-6
Number of child care changes	2.14	1.14	1-7
Number months in group care	19.79	9.55	2-39
Number of hours per week in day care	35.72	6.17	16-45

A wide range of scores were found in the total sample for SES, children's age in months, hours per week spent in child care, total number of months in child care, and number of changes in daycare arrangements. The mean SES score was 50.82 with a range of 23 to 66. The age of the children was between 30 and 54 months with a mean age of 40.68 months for the total sample. Age in months of child's first group experience ranged from 5 to 42 months with a mean of 20.26 months. The duration of their first group experience ranged from 1 to 39 months with a mean of 18.92 months. The number of changes in child care arrangements ranged from 1 to 7 with a mean of 2.14.

The interviews data was similar to the quantitative data in that no significant differences were found between groups. During the interviews, qualitative data in the form of anecdotal quotes and running records were obtained. Within the total sample, 77% of the mothers were in a dual-income relationship as opposed to being a single parent. Fourty-seven percent of the children spent at least 40 hour per week in daycare. Sixty-five percent of the mothers stated the they would be troubled if they arrived at pick-up time to find their child with scratches or bruises. In addition, 64% said that their child would be safer in their care. An interesting result was that 77.8% of mothers stated that their child's behavior influenced their own behavior or attitudes.

Descriptive data comparing on-site employer sponsored daycare and non-profit community based daycare.

The sample was divided into two groups based on the type of child care arrangement. The first group consisted of 36 mothers whose children attended on-site employer sponsored daycare centers (17 boys and 19 girls). The second group was composed of 36 mothers whose children attended non-

profit community based daycare centers (20 boys and 16 girls). The means and standard deviations for all the variables being examined for on-site employer sponsored daycare group and the non-profit community based daycares may be found in Table 2. As demonstrated in Table 2, both on-site employer sponsored daycares and community based daycares had similar means for most of the variables under investigation. There were no significant differences for variables under observation.

A significant difference was found for total number of months in group care. Children attending on-site employer sponsored daycare had a mean of age of 39.86 months with a range of 30 to 47 months, and children attending non-profit community based daycare had a mean age of 41.50 months with a range of 34 to 54 months. Children attending on-site employer sponsored daycare had a mean of 18.03 age of first group experience with a range of 5 to 36, whereas the mean for children attending non-profit community based daycare was 22.50 with a range of 5 to 42 months. Children attending on-site employer sponsored daycare had a mean of 21.78 total number of months of group care with a range of 4 to 39 months and the children attending non-profit community based daycare had a mean of 17.81 with a range of 2 to 38 months. Children in on-site daycare had significantly more total number of months in group care than children in non-profit community based daycare.

Table 2

Descriptive data comparing on-site employer sponsored day care
and non profit community based day care

Variable	On-Site Employer Sponsored day care Mean (S.D.) N=36	Non-profit community based day care Mean (S.D.) N=36
Age in months	39.86 (4.68)	41.50 (4.14)
Age of first group experience	18.03 (9.95)	22.50 (9.27)
Duration of first group experience	21.78 (9.37)	16.06 (8.30)
S.E.S.	51.22 (8.51)	50.42 (9.50)
Number of child care types	2.69 (.75)	2.81 (.89)
Number of child care changes	1.69 (.75)	2.58 (1.30)
Number months in group care	21.78 (9.37)	17.81 (9.50)
Number of hours per week in day care	35.28 (6.71)	36.17 (5.64)

<u>Descriptive data for each dependent variable by care status.</u>

Descriptive data for each dependent variable by care status can be seen in Table 3. The total number of subjects for which complete data was available was 64. The total mean PSI score was 219.59 with a range of 153 to 291. The mean PSI score for mothers whose children attended non-profit community based daycare was 218.38 with a range of 165-291 (N=32). The mean PSI score for mothers whose children attended on-site employer sponsored daycare was 220.81 with a range of 153 to 268 (N=32).

Data from 72 subjects was available for the Guilt Scale. The total guilt score for mothers whose children attended non-profit community based daycare was 56.67 with a range of 6 to 82. The mean guilt score for mothers whose children attended on-site employer sponsored daycare was 61.11 with a range of 7 to 97.

Descriptive data for the MSAS was examined for each subscale. The mothers whose children attended non-profit community based daycare had a mean total MSAS score of 64.91 with a range of 53-82. Their mean score for subscale 1: Maternal Separation Anxiety was 21.64 with a range of 17.67 to 27.33. Their mean score on subscale 2: Perception of Separation Effects on the Child was 22.25 with a range of 16-28. The mean score for mothers whose children attended non-profit community based daycare on subscale 3: Employment Related Separation Concerns was 23.88 with a range of 19 to 29.

For mothers whose children attended on-site employer sponsored daycare the mean total score on the MSAS was 63.26 with a range of 53 to 79. Their mean score on subscale 1: Maternal Separation Anxiety was 21.09 with a range of 17.67 to 26.33. The mean for subscale 2: Perception of Separation Effects on the Child was 22.79 with a range from 17 to 28. The

mean score on subscale 3: Employment-Related Separation Concerns was 24.53 with a range from 17 to 30.

Descriptive data for each dependent variable by sex. Descriptive data for each dependent variable by sex can be seen in Table 4. The total mean PSI score for mother of boys regardless of care status was 229.58 with a range from 166-291 (N=33). The total mean PSI score for mother of girls regardless of care status was 208.97 (N=31) with a range of 153 to 259. The total mean on the Guilt Scale for mothers of boys was 60.54 with a range of 6 to 97 (N=70) and the mean total score for mothers of girls on the Guilt Scale was 57.14 with a range of 6-84 (N=35). The total mean score on the MSAS for mothers of boys was 64.66 with a range of 53-79 (N=35). Mothers of boys scored a mean of 21.55 on subscale 1 with a range of 17.67 to 26.33 (N=35). The mean score for mothers of boys on subscale 2 was 22.31 with an N=35 and a range of 16 to 28. Their mean score on subscale 3 was 24.40 with a range of 20 to 30 (N=35). The mean total score for mothers of girls on the MSAS was 63.42 with a range of 53-82 (N=33). Their mean score for subscale 1 was 21.14 with a range of 17.67 to 27.33 (N=33). The subscale 2 mean score was 22.77 with a range of 17 to 28 (N= 31). The mean score on subscale 3 for mothers of girls was 24 with a range of 17 to 28 (N= 31).

Table 3

Descriptive data for each dependent variable by care status

Variable	Employer sponsored On-site Day care Mean (S.D.)	Non profit Community based day care Mean (S.D.)
PSI	220.81 (30.82) N=32	218.38 (32.11) N=32
Guilt Scale	61.11 (21.25) N=36	56.67 (22.01) N=36
MSAS Total Score	63.26 (5.92) N=35	64.91 (6.40) N=33
Subscale 1: Maternal separation anxiety.	21.09 (1.97) N=35	21.64 (2.13) N=33
Subscale 2: Perception of separation effects on the child.	22.79 (2.52) N=34	22.25 (3.03) N=32
Subscale 3: Employment related separation concerns.	24.53 (2.57) N=34	23.88 (2.52) N=32

Table 4

Descriptive data for each dependent variable by sex.

Variable	Males Mean (S.D.)	Females Mean (S.D.)
PSI	229.58 (28.48) N=33	208.97 (30.94) N=31
Guilt Scale	60.54 (23.52) N=37	57.14 (19.55) N=35
MSAS Total Score	64.66 (6.12) N=35	64.42 (6.25) N=33
Subscale 1: Maternal separation anxiety.	21.55 (2.04) N=35	21.14 (2.08) N=33
Subscale 2: Perception of separation effects on the child.	22.31 (3.10) N=35	22.77 (2.36) N=31
Subscale 3: Employment related separation concerns.	24.40 (2.46) N=35	24 (2.70) N=31

Analysis of Variance

Comparison of independent variables by care status and sex.

A 2 by 2 analysis of variance was conducted to compare all variable by care status and gender. There were no main effects on the PSI for care status, F (2,72) = .683, n.s. However, there was a significant main effect on the PSI for sex, F (2,72) = .008 $p<$ .01. (see Table 5). There was no significant main effect for guilt and care status or guilt and sex (Table 6). There were no main effects for anxiety by care status or sex (Table 7). There was no significant main effect of subscale 2 and care status. However, the results of a 2-way interaction between care status and sex yielded F (2,72) = .072 $p<$ .01, indicating a trend. Therefore, there is a trend for mothers of boys in non-profit community based daycares to score higher on subscale 2; Perceived effects of separation on the child than for mothers of girls in both types of care and mothers of boys in on-site employer sponsored daycare. The results did not indicate significance for care status by sex on subscale 3. Anovas conducted to compare care status and sex on the guilt scale did not produce significance. In addition, a regression analysis was performed to examine whether SES was a predictor of stress. The results were not significant. Therefore, in this study, SES was not a predictor of stress.

Table 5

Analysis of variance for PSI by care status and sex

Source of variation	Sum of squares	DF	Mean square	F	p	
Main effects	6940.488	2	3470.244	3.853	.027	
Care status	152.079	1	152.079	0.169	.683	
Sex	6845.426	1	6845.426	7.600	.008	**
2 way interactions care status and sex	479.956	1	479.956	0.530	.470	

** $p < .01$

Table 6

Analysis of variance for guilt by care status and sex.

Source of variation	Sum of squares	DF	Mean square	F	p
Main effects	612.753	2	306.376	.650	.525
Care status	405.117	1	405.117	.860	.357
Sex	257.197	1	257.197	.546	.462

Table 7

<u>Analysis of variance for anxiety by care status and</u>

Source of variation	Sum of squares	DF	Mean square	F	p
Anxiety subscale 1					
Main effects	7.587	2	3.793	0.882	.419
Care status	4.718	1	4.718	1.097	.299
Sex	2.437	1	2.437	0.567	.454
2 way interactions care status and sex	0.046	1	0.046	0.011	.918
Subscale 2:					
Main effects	7.873	2	3.936	0.524	.595
Care status	4.396	1	4.396	0.586	.447
Sex	2.992	1	2.992	0.399	.530
Two way interaction care status and sex	25.121	1	25.121	3.346	0.072 *
Subscale 3:					
Main effects	10.270	2	5.135	0.780	.463
Care status	7.639	1	7.639	1.160	.286
Sex	3.210	1	3.210	0.407	.417
Two way interaction care status and sex	4.391	1	4.391	0.667	.417

f $p \leq .01$ trend

Chapter 6

DISCUSSION

The main intent of this study was to determine whether there was a relationship between the type of daycare attended and levels of maternal stress, guilt, and separation anxiety. The two types of daycare arrangements under investigation were on-site employer sponsored daycare and non-profit community based daycare. The research questions asked whether mothers whose children attended on-site employer sponsored daycare would experience lower levels of stress, guilt, and anxiety than mothers whose children attended non-profit community based daycare. The overall results of the study were not significant.

The first research question, whether or not mothers whose children attended on-site employer sponsored daycare would report lower levels of stress, was not supported. However, the results indicated that mothers of boys, regardless of daycare group, reported significantly higher levels of stress than mothers of girls ($p< .008$). The second research question, whether or not mothers whose children attended on-site employer sponsored daycare would experience lower levels of guilt than mothers whose children attended non-profit community based daycare was not supported. The third research question, whether or not mothers whose children attended on-site employer sponsored daycare would experience lower levels of separation anxiety than mothers whose children attended non-profit community based daycare was not supported.

Major Findings of the present study

The present study found no differences between the two types of daycare situation and the levels of maternal stress, guilt, and/or separation anxiety. This is an interesting result because it does not demonstrate support

for the advantages of employer sponsored daycare as opposed to non-profit community based daycares in terms of alleviating parental stress, guilt, or separation anxiety. Therefore, although employer sponsored daycare has been found to have several benefits for employers (Mayfield, 1985), such as, easier recruitment, lower absenteeism and tardiness, and lower turnover, the present study did not find benefits for employees.

In addition, perhaps no differences were found between the two groups because quality of daycare was a variable that was assessed to be homogeneous. Daycare centers in both groups were of average quality, therefore, perhaps differences in maternal stress, guilt, and separation anxiety would differ if the quality of daycare between groups differed.

Differences in maternal stress, guilt, and separation anxiety may also be related to the age of the child. For example, McBride et al (1988) found that mothers of preschool aged boys experienced higher levels of maternal separation anxiety than mothers of girls, but that this anxiety decreased overtime. Because the present study included mothers of 3 year old children who had a minimum of one year daycare experience, perhaps levels of maternal stress, guilt, and separation anxiety had dissipated over time. A suggestion for future research would be to conduct a longitudinal or cross sectional study examining children and mothers across time to determine whether there are differences in levels of maternal stress, guilt, and/or anxiety at different points in time.

In general, stress, guilt, and separation anxiety appear not to be related to type of care, but rather to conditions of daily living. One such condition or factor was found to be the sex of the child. Results indicated an unexpected finding that mothers of boys reported significantly higher levels of stress on the PSI than mothers of girls, regardless of type of daycare attended or levels

of SES. Although there is substantial evidence to support the statement that mothers of young children are more likely to experience high levels of stress than mothers of children past the preschool age and/or women with no children (Cooke et al., 1984; Crouter, 1984), there does not appear to be literature to support the finding that mothers of boys experience more stress than mothers of girls.

Other studies that have used the PSI have found differences in stress levels of parents with hyperactive children (Mash and Johnston, 1983); developmentally delayed children (Saviano, 1981), and physically abused children (Mash, 1983). However, there is a large body of literature which states that boys tend to be more aggressive than girls both verbally and physically (Hyde, 1986; Belsky, 1988; Weinraub & Lewis, 1977). Male children also have a tendency to be more active and impulsive (Maccoby & Jacklin, 1980). Eagley and Steffen (1986) found evidence that women feel more anxiety about aggressive behavior.

Hellstrom's (1994) research findings, using the identical sample as the present study, indicated that boys in this sample were rated by their caregivers significantly higher on the aggression factor of the social competence measure of the Vandell and Corsaniti Rating Scale than girls. Therefore, perhaps the aggressive behaviors in male children is related to mothers of boys experiencing more stress. In addition, perhaps the stress is related to feelings of anxiety about their sons' aggressive behaviors.

Belsky (1988) states that males are more vulnerable to the effects of stress across the life span and that one such stress is the effects of nonmaternal care. Boys have been found to be more adversely affected by early nonmaternal care than girls (Belsky, 1988). In addition, Belsky states that parents may be sensitive to this risk. Therefore, perhaps mothers of

boys experience higher levels of stress than mothers of girls because they are aware of the effects of nonmaternal care on their sons and worry about the outcomes.

The results of the interview indicated that one factor that was stressful for mothers in both types of care arrangements was the potential for aggressive behaviors. This statement is supported by Hellstrom's (1994) findings, which provide evidence that the boys in this sample were rated by their caregivers as more aggressive. For most mothers, regardless of daycare arrangement, stress seemed also to be related to children's behavior and time constraints, rather than the given daycare situation.

In general, most mothers stated that being a parent of a preschooler was stressful. Routines are important to maintain, but scheduling is often difficult. For example, it is difficult to encourage a child to dress himself/herself when the parent may be late for work in the morning or hurrying to get home in the evening. Mothers describe examples of trying to help their child prepare to leave the daycare and the child not being cooperative and being very active or excited. Although children who attend daycare centers have been found to be more cooperative and empathic with their peers, they have also been found to be more assertive and aggressive with other children and uncooperative with adults (Belsky, 1988). This uncooperative and active behavior at arrival or departure time may be stressful for a mother. Since this is more likely to occur with boys than girls (Maccoby et al., 1980) perhaps this is one reason why mothers of boys in this sample experienced higher levels of stress than mothers of girls.

It would appear that a mother's reported feelings of stress are related to her own attitudes and the behaviors of her son. A study conducted by Benn (1985) measured maternal emotional functioning, acceptance and sensitivity

through in-depth interviews and questionnaires. Her results indicated that maternal employment effects on mother-son attachment were mediated primarily by the mother's affective state, which were manifested in her caregiving style and child care decisions. In addition, similar to this study, Benn (1985), did not find that SES and/or the form of child care influenced mother's responses.

A second finding of the present study that is worth mentioning is the trend for mothers of boys attending non-profit community based daycare to score higher on subscale 2 of the MSAS, the perceived separation effects on the child, than mothers of males and females in the rest of the study. This subscale relates to maternal sentiments and attitudes regarding her child's ability to function and benefit from care-giving other than her own. Mothers who score higher on this subscale believe that the child will be uncomfortable during her departure and will not adapt easily to the substitute care arrangement (Hock et al., 1989). These mothers perceive that the child may not benefit socially from separation.

Mothers whose sons attend non-profit community daycare do not have easy accessibility to their sons during their working day. As Bowlby (1969) described, maternal separation anxiety develops out of a mother's inability to perform instinctual goals, such as, providing protection, security, and comfort. Bowlby discussed the importance of a mother's ability to perform caretaking behaviors, such as, retrieving a child and maintaining proximity to the child. When a mother is inhibited from achieving these protective goals, separation anxiety is the results.

Weinraub and Lewis (1977) found that boys were at higher risk than girls for adverse effects related to a number of different kinds of maternal separation, one of which was due to maternal employment. Perhaps the trend

for mothers of boys attending non-profit community based daycare to score higher on perceived separation anxiety of the child is related to this impression that their sons will be vulnerable to adverse effects during separation.

Mothers of children attending non-profit community daycares may have experienced higher levels of maternal separation anxiety due to the distance of the daycare from their place of work. The location of the daycare was not close to their workplace, therefore, these mothers could not maintain proximity to their child. In cases of emergency, mothers of children in community based daycares could not be with their child quickly. These mothers could not readily visit their children. The results only indicated a trend, therefore it is not prudent to make assumptions about the possible reasons for the trend in the results. However, by increasing the sample size the trend in this study may become a significant finding.

Limitations of the study

There were four pertinent limitations of the study. The first, was the small sample size. Although 72 interviews were conducted, only 68 completed PSIs were received. Upon conducting a 2 by 2 analysis of variance, one for each measure and each subscale of the MSAS, the cell sizes were dramatically reduced as the sample was not large. Even though this study had a minimum cell size of 10, which is acceptable, a larger sample would have been preferred.

A second limitation was that no record was kept with regard to mothers who picked up and dropped off their children all of the time versus mothers and fathers who shared the responsibility. Mothers were included in the study if they picked up and dropped off their child at least 50% of the time. Perhaps shared responsibilities of drop off and pick ups had an influence on levels of stress, guilt, and anxiety. Mothers who drop off and pick up their children

everyday may experience more stress due to accumulation, as compared to mothers who share this responsibility. In addition, no descriptive data regarding children's behavior and maternal characteristics at drop off or pick up times were recorded. Information concerning children's self help skills, such as, being able to dress themselves, or compliance would have been interesting. As well as, information regarding maternal caretaking styles.

A third limitation of this study was that data were only collected for mothers, therefore, the findings cannot be generalized to fathers. For the purpose of this research, it was decided to examine only maternal stress, guilt, and anxiety in relation to child care arrangement. As stipulated in the literature review research (Skinner, 1980) and theory (Bowlby, 1969) have focused on the mother's unique role in the care of her children. In addition, mothers may experience role related conflict because they may be perceived as violating traditional societal norms (Crockenburg, 1988). Although fathers do not experience this type of role conflict, their perspective regarding stress, guilt and anxiety in relation to separation from their child is no less interesting. A suggestion for future research would be to include fathers as participants.

A fourth limitation of this study is that although information regarding a mother's visits with her child at the daycare center was obtained during the interview a quantitative recording was not kept. The number of visits may have an influence on the levels of stress, guilt, and anxiety. The reasons for visits or lack of visits would have been an interesting research question in relation to stress, guilt and anxiety.

Suggestions for Future Research

One obvious suggestion for future research would be to include fathers in the study. The exclusion of fathers in this research was amply explained, however, the inclusion of fathers would provide some interesting information.

Fathers are increasingly participating in care-taking. Although fathers are not faced with the same socially prescribed norms of parenthood as mothers, that being the traditional value of full-time exclusive motherhood, they have different experiences. The relationship between a father's level of stress, guilt, and anxiety and type of care is influenced by many factors. These relationships are mediated by social class, the parents' gender-role attitudes, and the extent to which the father in the dual wage family participates in household tasks and child care (Hoffman, 1989). Furthermore, different ideas regarding the employment of their wives may also influence their level of stress, guilt, and anxiety. Some studies have found that maternal employment has had a positive effect on father's well-being (Gold & Andres, 1978), whereas, others have found the reverse (Burke & Weir, 1976). Kessler and McRae (1982) addressed these inconsistencies and found that maternal employment was problematic for fathers with traditional gender-role ideologies. Therefore, issues surrounding the increased participation of fathers in child care is a topic worthy of investigation.

A second important issue which influences the level of stress, guilt and anxiety experienced by dual-career couples may be alleviated by social support. Social support has been found in studies to have a positive effect on physical and mental health (Hobfoll,1986). Parents raise children within families and communities. As discussed earlier, parents often seek the support of other family members, neighbors, colleagues, and professional caregivers. These larger systems are a form of social support. Social support has also been examined as a coping mechanism (Hobfoll, 1985). Therefore, an examination of social support as it relates to stress, guilt, and anxiety would be a suggestion for future research.

Conclusions

The results of this study did not demonstrate that type of daycare was related to maternal stress, guilt, or anxiety. Therefore, the belief that proximity and/or accessibility of the daycare center would alleviate maternal stress, guilt, and/or anxiety was not supported. However, an important finding demonstrated that mothers of boys reported significantly higher levels of stress than mothers of girls, regardless of type of daycare. This research provided evidence that the child's sex rather than the location of the daycare was related to mother's stress.

There may be certain behaviors of boys which are related to mothers of males experiencing higher levels of stress than mothers of girls. Conversely, perhaps certain maternal characteristics, such as, marital satisfaction, attitudes regarding parenthood, or maternal caretaking styles are related to stress, guilt, and/or maternal separation anxiety.

The research seems to indicate a relationship between child behavior and maternal characteristics (Barron & Earls, 1984; Goldberg & Easterbrook, 1984; Lancaster, Prior, & Adler 1989). Goldberg et al., (1984) found that mothers' reactions to their children differed according to degree of marital adjustment, with higher adjustment being associated with more positive interactions. Barron et al., (1984) found that behavior problems were indirectly affected by family stress and were directly linked to temperament and parent-child interaction. A study conducted by Lancaster et al.,(1989) found that maternal ratings of child behavior were strongly associated with psychological aspects of the mothers. A notable finding of their study was that there was a stronger association between maternal factors, such as, depression, and behaviors of boys, such as, aggression and hostility.

Mothers who scored higher on depression rated their sons as more aggressive than mothers of girls.

This relationship between maternal and child characteristics was not examined in the present study, therefore, a focus for future research would be to include an assessment of maternal characteristics and behaviors. An interesting direction would be to examine the mother-child interaction in relation to maternal stress, guilt, and separation anxiety.

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APPENDIX A

Letters of Consent

July 6, 1993

Dear Director,

As discussed in our telephone conversation of   , this letter will provide
you with details of the Concordia University study proposed by members
of the university's Education Department. The purpose of this study is to
examine day care attendance of workplace and community-based child care
centres. We wish to gain some knowledge about the different issues
involved in daily routines of parents and children who use these type of
child care arrangements. We anticipate beginning the research in September,
1993.

For this study we will need to observe 3 year old children and their parents
at the child care centre, at departure and pick-up times. The daily routines of
the children would not be disturbed in any way, and the two observers
would be in the day care for approximately one week during morning
arrival and afternoon pick-up times. The teacher in the participating classes
will be asked to complete one questionnaire for each participating child, and
in doing so will receive a renumeration of $5.00 per questionnaire returned.
Mothers will also be contacted by telephone to obtain demographic
information and an appointment will be made for the mothers to complete a
few short questionnaires related to this study.

All of the information obtained from this research project will remain
confidential and all participants will be free to withdraw from the study at
any time. We are interested in overall findings and not individual
differences. A final report will be sent to the centre director in June, 1994.
Your centre's involvement in this research will help contribute to the
increasing knowledge regarding early childhood development and child care
attendance. In appreciation of your participation we will donate a
developmentally appropriate toy to your centre. Should you have any
questions do not hesitate to contact Laurie Hellstrom or Linda LeMesurier at
848-2045 or Professor Ellen Jacobs at 848-2016.

We will contact you by telephone during the week of   , to confirm your
participation in this study. Thank you for your time and consideration of
this research project.

Sincerely,

Laurie Hellstrom   Linda LeMesurier   Ellen Jacobs
Research Coordinator   Research Coordinator   Professor,
                                                     Concordia University

Dear Parent,

Members of the Education Department of Concordia University are conducting a research project on day care attendance at workplace and comminity-based child care centres. We wish to gain some knowledge about the different issues involved in the daily routines of parents and children who use these two types of child care arrangements.

For this study we require mothers to respond to a brief telephone and home interview (or at the day care, if preferred) and some questionnaires related to variou issues involved in child care. Examples of the types of questions that will be asked are: "Generally, how concerned are you about leaving your child at the day care centre each morning?", "How much time do you spend travelling to and from the day care centre?", "Would you say that having children is much more expensive than you expected?".

We are studying arrival and departure routines in on-site and community-based chil care settings. Therefore, we wish to observe the children in their day care environment at the beginning and end of their day. The daily routine of the children will not be interrupted. The observers will be in your child's classroom for approximately one week. All the information obtained from this research project wil remain confidential. We are interested in overall finding and not individual differences.

Your involvement in this research would be greatly appreciated as it will contribute to the increasing knowledge regarding early childhood development and day care attendance. In appreciation of your participation we will donate a developmentally appropriate toy for your child's classroom. If at any time you and/your child wish t withdraw from the study you are free to do so. Should you have an questions do not hesitate to contact Laurie or Linda at 848-2045 or Professor Ellen Jacobs at 848 2016. Thank you very much for your cooperation.

Sincerely,

Laurie Hellstrom   Linda LeMesurier   Ellen Jacobs
Research Coordinator   Research Coordinator   Professor,
                                                    Department of Education

Permission Form

I hereby give permission for my son/daughter to participate in the research project conducted by the Education Department at Concordia University. I understand that the study involves observations of the children in their day care environment and a home interview (or at the day care, if preferred) with the mother (15 minutes in duration), including the completion of a few short questionnaires (45 minutes in duration).

Child's Name: _____

Mother's Name: _____

Child's Date of Birth: _____

Address: _____

_____

Postal Code: _____

Telephone number of Parent:

Home: _____

Work: _____

_____   I **DO** give permission for my child to be included in the study.

_____   I **DO NOT** give permission for my child to be included in the study.

_____   _____
Signature of Mother   Date

APPENDIX B

Background Information Questionnaire

Background Information Questionnaire

Child's Name: _____

Mother's Name: _____

Child Care Centre: _____

Interviewer: _____

Length of Interview: _____

Date of Interview: _____

Present child care arrangements (narrative account):

Does the child in question seem to like (name of day care)...
Can you describe previous child care arrangements... Would you like to start
at the beginning or...

Child care arrangement for age _____

Child care arrangement for age _____

Child care arrangement for age _____

First Group Experience:

Age of child upon entering his/her first group   _____

Birth Date of Child: _____

Family

Now I would like to ask you a few questions concerning the rest of the family.

(a) Who else besides you and (name of child) lives with you?

Your husband/companion?   _____

Do you have other children?   _____

(b) If yes, what are their names and ages?

1. _____
2. _____
3. _____
4. _____

(c) Do other of these children attend the same day care or one similar to the one that (child's name) attends?

SES Information

I don't want to take up too much more of your time, I have just a few more questions to ask you:

a. What is your employment?   _____

b. What are your duties?   _____

c. What type of employment does
   your husband/companion have?   _____

d. What are his/her primary duties?   _____

e. What level of education have you reached? (What is the highest grade
   you have completed at school?)

Primary? (specify) _____

High School? (specify) _____

CEGEP/Technical school? (specify) _____

University? (specify) _____

f. What level of education has your husband reached?

Primary? (specify) _____

High School? (specify) _____

CEGEP/Technical school? (specify) _____

University? (specify) _____

g. Is English the language most often spoken at home? _____
   if not, which language is? _____

h. What is your mother tongue? _____

i. What is your husband's mother tongue? _____

Thank you again for your time. We appreciate your help.

Checklist

____   Present day care situation (type, length etc.)

____   Past day care experience

____   D.O.B./ Group experience

____   !or 2 parent family

____   Occupation/Education mother

____   Occupation/Education father

____   Language spoken at home

APPENDIX C

Early Childhood Envronmental Rating Scale

Name of Facility

Room

Age of Children
youngest to oldest

to

Name of Rater

Position of Rater

Date

1 Greeting/departing

1 2 3 4 5 6 7

2. or ◆2. Meals/snacks

1 2 3 4 5 6 7

3. Nap/rest

1 2 3 4 5 6 7

4 Diapering/toileting

1 2 3 4 5 6 7

5. Personal grooming

1 2 3 4 5 6 7

Total Personal Care
(Items 1-5)

6 Furnishings (routine)

1 2 3 4 5 6 7

7 or ◆7. Furnishings
(learning)

1 2 3 4 5 6 7

8 Furnishings
(relaxation)

1 2 3 4 5 6 7

9 Room arrangement

1 2 3 4 5 6 7

10 or ◆10 Child
related display

1 2 3 4 5 6 7

Total
Furnishings/display
(Items 6-10)

11 Understanding
language

1 2 3 4 5 6 7

12 Using language

1 2 3 4 5 6 7

EARLY CHILDHOOD ENVIRONMENT RATING SCALE

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13 Reasoning

1 2 3 4 5 6 7

14 or ◆14. Informal language

1 2 3 4 5 6 7

15 Fine motor

1 2 3 4 5 6 7

16 Supervision (FM)

1 2 3 4 5 6 7

17. GM space

1 2 3 4 5 6 7

18 GM equipment

1 2 3 4 5 6 7

19 GM time

1 2 3 4 5 6 7

20 Supervision (GM)

1 2 3 4 5 6 7

21 Art

1 2 3 4 5 6 7

22 Music/movement

1 2 3 4 5 6 7

23 Blocks

1 2 3 4 5 6 7

24 Sand/water

1 2 3 4 5 6 7

Total Language/reasoning (Items 11-14)

Total Fine/gross Motor (Items 15-20)

EARLY CHILDHOOD ENVIRONMENT RATING SCALE © THELMA HARMS and RICHARD M. CLIFFORD 1980 TEACHERS COLLEGE PRESS

25. Dramatic play
1 2 3 4 5 6 7

26. Schedule (creative)
1 2 3 4 5 6 7

27. Supervision (creative)
1 2 3 4 5 6 7

Total Creative Activities (Items 21-27)

28. Space (alone)
1 2 3 4 5 6 7

29. Free play
1 2 3 4 5 6 7

30. Group time
1 2 3 4 5 6 7

31. Cultural awareness
1 2 3 4 5 6 7

32. Tone
1 2 3 4 5 6 7

33. Exceptional provisions
1 2 3 4 5 6 7

Total Social Development (Items 28-33)

34. Adult personal area
1 2 3 4 5 6 7

35. Adult opportunities
1 2 3 4 5 6 7

36. Adult meeting area
1 2 3 4 5 6 7

37. Parent provisions
1 2 3 4 5 6 7

Total Adults (Items 34-37)

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Name of Facility

Room

Date of Rating

1st 2nd 3rd

CIRCLE THE TOTAL SCORE FOR EACH AREA.
CONNECT THE CIRCLED NUMBERS WITH STRAIGHT LINES.

Personal Care Routines — 35, 30, 25, 20, 15, 10, 5

Furnishings Display — 35, 30, 25, 20, 15, 10, 5

Language Reasoning Experience — 28, 25, 20, 15, 10, 5

Fine/Gross Motor Activities — 42, 40, 35, 30, 25, 20, 15, 10, 5

Creative Activities — 49, 45, 40, 35, 30, 25, 20, 15, 10, 5

Social Development — 42, 40, 35, 30, 25, 20, 15, 10, 5

Adult Needs — 28, 25, 20, 15, 10, 5

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APPENDIX D

Hollingshead Four Factor Index of Social Status (1975)

Hollingshead Four Factor Index of Social Status (1975)

SES Computation

EDUC (Education, years completed)

1= less than 7th grade
2= junior high (grade 7, 8/ Secondary 1, 2)
3= partial high school (grade 9, 10/ Secondary 3, 4)
4= high school graduate (grade 11, 12/ Secondary 5)
5= partial college (minimal 1 year/college finished/ specialized training)
6= standard University graduation (B.A.)
7= graduate professional training (graduate degree)

FOCCUP: Father's occupation
MOCCUP: Mother's occupation

FEDUC: Father's education
MEDUC: Mother's education

If single income family:

SES = (OCCUP x 5) + (EDUC x 3)

If double income family:

SES = [(FOCCUP x 5) = (FEDUC x 3) + (MOCCUP x 5) + (MEDUC x 3)] / 2

APPENDIX E

Interview Questions (1993)

Information:

How much time do you spend travelling to
and from the day care
Total in minutes there and back   _____

QUESTIONS	STRONGLY DISAGREE	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE
COMMUNITY BASED DAY CARE					
The location of my child's current day care centre is convenient for me.	1	2	3	4	5
Given the location of my child's current day care I could be with my child within minutes should there be a medical emergency	1	2	3	4	5
At the end of the work day I am stressed by the need to get to my child's day care centre before it closes	1	2	3	4	5
I can take my child out of the day care centre easily for lunch or a medical or dental appointment and return him/her just as easily without losing too much time at work	1	2	3	4	5
Given a choice of centres of equal quality I would choose a workplace day care centre over a community based day care centre	1	2	3	4	5
The hours of operation of the day care centre are convenient. In the morning I can leave my child and get to work on time. In the evening I can leave work without rushing and get to the centre before it closes	1	2	3	4	5
The trip home from the day care centre at the end of the day is very difficult because					
a) I have to travel quite a distance to get home from the day care centre	1	2	3	4	5
b) my child is very tired at the end of the day	1	2	3	4	5
c) the traffic is very heavy at the time that I pick up my child and it takes a long time for us to get home	1	2	3	4	5
Parent caregiver interviews at the day care centre should be held	1	2	3	4	5
a) early in the morning	1	2	3	4	5
b) at the lunch hour	1	2	3	4	5
c) at the end of the work day	1	2	3	4	5
d) in the evening after dinner	1	2	3	4	5
I am torn between sending my child to day care and staying home until he/she reaches school age	1	2	3	4	5
I chose my child's current day care arrangement because	1	2	3	4	5
a) the quality of the day care is good	1	2	3	4	5
b) the location is convenient	1	2	3	4	5
c) the hours of operation are convenient	1	2	3	4	5
d) fees are affordable	1	2	3	4	5
e) there is no employer sponsored day care where I work	1	2	3	4	5
My child is eager and happy to go to the day care centre	1	2	3	4	5
Having one's child in close proximity during the work day can be reassuring for a parent	1	2	3	4	5
The caregivers respond to all my child's needs	1	2	3	4	5
The caregivers call me when there is the slightest problem with my child	1	2	3	4	5
I can arrange my child's day care schedule to correspond with my work schedule	1	2	3	4	5
I am able to talk to the caregivers informally	1	2	3	4	5
a) in the morning when I drop off my child	1	2	3	4	5
b) at lunch hour	1	2	3	4	5
c) in the evening when I pick up my child	1	2	3	4	5

QUESTIONS	STRONGLY DISAGRFE	DISAGREE	SOMEWHAT DISAGRFE	AGRFE	STRONGLY AGRFE
d) during formally arranged meetings	1	2	3	4	5
My child feels comfortable and secure with his/her current day care arrangement.	1	2	3	4	5
The three most important reasons for this are (1)_____ (2)_____ (3)_____					
My child knows where my office is located	1	2	3	4	5
My child has been to my office	1	2	3	4	5
Having easy access to one's child during the work day reduces parental concern about the child	1	2	3	4	5
My child knows the kinds of things that I do at work	1	2	3	4	5
My child knows many of my co workers	1	2	3	4	5
I know many of my child's friends	1	2	3	4	5
My child's three closest friends in the day care are (1)_____ (2)_____ (3)_____					
I am able to engage in shared time with my child at the day care centre (i e snack time, lunch)	1	2	3	4	5
My child clings to me when I visit him/her during the day	1	2	3	4	5
My child's behavior influences the amount of time I spend with him/her at the daycare center	1	2	3	4	5
I use my free time at work to visit my child in the daycare	1	2	3	4	5
The free time I spend with my child affects my social relationships at work	1	2	3	4	3
My child's current day care arrangement reduces the stress associated with being a working parent of a preschooler	1	2	3	4	5
I think about what my child is doing in the day care centre while I am at work	1	2	3	4	5
Being a working parent of a preschooler is stressful	1	2	3	4	5
Having to choose between eating lunch with one's child or with one's colleagues can produce stress and/or guilt	1	2	3	4	5
A workplace daycare would make me feel more vulnerable and dependant on my employer	1	2	3	4	5
I would hesitate to ask for higher wages and better working conditions if my child attended on site daycare.	1	2	3	4	5
I work attentively knowing my child is cared for in a community daycare rather than an on-site daycare	1	2	3	4	5
I have lost days at work because of child care problems	1	2	3	4	5
I have considered leaving my job due to difficulty finding good child care	1	2	3	4	5
My job performance is enhanced because of my child's day care arrangement	1	2	3	4	5
Because of my child's day care arrangement I am able to continue with my career	1	2	3	4	5
I feel tied to my job because of the current daycare arrangement	1	2	3	4	5
The current daycare arrangement keeps me from looking for other work	1	2	3	4	5
I would work overtime if the day care centre stayed open to accommodate overtime hours	1	2	3	4	5
Did you ever ask your employer to consider creating a work place day care?	1	2	3	4	5

How much time do you spend travelling to and from the day care? _____ total in min.
there and back

QUESTIONS	STRONGLY DISAGREE	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE
EMPLOYER SPONSORED DAY CARE					
The location of my child's current day care centre is convenient for me.	1	2	3	4	5
Given the location of my child's current day care I could be with my child within minutes should there be a medical emergency	1	2	3	4	5
At the end of the work day I am stressed by the need to get to my child's day care centre before it closes.	1	2	3	4	5
I can take my child out of the day care centre easily for lunch or a medical or dental appointment and return him/her just as easily without losing too much time at work	1	2	3	4	5
Given a choice of centres of equal quality a child care centre located at my place of work is my most preferred day care arrangement	1	2	3	4	5
The hours of operation of the day care centre are convenient. In the morning I can leave my child and get to work on time In the evening I can leave work without rushing and get to the centre before it closes	1	2	3	4	5
The trip home from the day care centre at the end of the day is very difficult because:					
a) I have to travel quite a distance to get home from the day care centre.	1	2	3	4	5
b) my child is very tired at the end of the day	1	2	3	4	5
c) the traffic is very heavy at the time that I pick up my child and it takes a long time for us to get home.	1	2	3	4	5
Parent-caregiver interviews at the day care centre should be held:					
a) early in the morning	1	2	3	4	5
b) at the lunch hour	1	2	3	4	5
c) at the end of the work day	1	2	3	4	5
d) in the evening after dinner	1	2	3	4	5
I am torn between sending my child to day care and staying at home until my child reaches school age	1	2	3	4	5
I chose my child's current day care arrangement because					
a) this workplace day care offers good quality care	1	2	3	4	5
b) I like to have my child close by during the day	1	2	3	4	5
c) there was no space in the community day care centre	1	2	3	4	5
d) the community day care facilities are inadequate	1	2	3	4	5
e) the fees are affordable	1	2	3	4	5
My child is eager and happy to go to the day care centre.	1	2	3	4	5
Having one's child in close proximity during the work day can be reassuring for a parent.	1	2	3	4	5
The caregivers respond to all of my child's needs.	1	2	3	4	5
The caregivers call me when there is the slightest problem with my child.	1	2	3	4	5
I can arrange my child's day care schedule to correspond with my work schedule.	1	2	3	4	5
I am able to talk to the caregivers informally:					
a) in the morning when I drop off my child	1	2	3	4	5
b) at lunch hour	1	2	3	4	5
c) in the evening when I pick up my child	1	2	3	4	5
d) during formally arranged meetings	1	2	3	4	5
My child feels comfortable and secure with his/her current day care arrangement	1	2	3	4	5

QUESTIONS	STRONGLY DISAGREE	DISAGREE	SOMEWHAT DISAGREE	AGREE	STRONGLY AGREE
The three most important reasons for this are: (1) _____ (2) _____ (3) _____					
My child knows where my office is located.	1	2	3	4	5
My child has been to my office.	1	2	3	4	5
Having easy access to one's child during the work day reduces parental concern about the child.	1	2	3	4	5
My child knows the kinds of things that I do at work.	1	2	3	4	5
My child knows my co-workers	1	2	3	4	5
I know many of my child's friends.	1	2	3	4	5
My child's three closest friends in day care are: (1) _____ _____ (2) _____ _____ (3) _____ _____					
I am able to engage in shared time with my child at the day care centre (i.e. snack time, lunch).	1	2	3	4	5
My child clings to me when I visit him/her during the day	1	2	3	4	5
My child's behaviour influences the amount of time I spend with him/her at the day care centre.	1	2	3	4	5
I use my free time at work to visit my child in the day care	1	2	3	4	5
The free time spent with my child affects my social relationships at work.	1	2	3	4	5
My child's current day care arrangement reduces the stress associated with being a working parent of a preschooler.	1	2	3	4	5
I think about what my child is doing in the day care centre while I am at work.	1	2	3	4	5
Being a working parent of a preschooler is stressful.	1	2	3	4	5
Having my child in close proximity to me during my work day increases my morale.	1	2	3	4	5
Workplace day care makes me feel more vulnerable and dependent on my employer.	1	2	3	4	5
Even though my child attends an on-site day care I would not hesitate to ask for higher wages and better working conditions.	1	2	3	4	5
I work attentively knowing that my child is being cared for in a day care at my work place rather than in a day care in my community	1	2	3	4	5
Having to choose between eating lunch with one's child or with one's colleagues can produce stress and/or guilt.	1	2	3	4	5
I have lost days at work because of child care problems.	1	2	3	4	5
I have considered leaving my job due to difficulty finding good child care.	1	2	3	4	5
My job performance is enhanced because of my child's day care arrangement.	1	2	3	4	5
Because of my child's day care arrangement I am able to continue with my career.	1	2	3	4	5
I feel tied to my job because my child enjoys this workplace day care centre.	1	2	3	4	5
This workplace day care arrangement keeps me from looking for other work.	1	2	3	4	5
I would work overtime if the day care centre stayed open to accommodate overtime hours	1	2	3	4	5

APPENDIX F

Parenting Stress Index

Parenting Stress Index (PSI; Abidin, 1986)

Directions:
In answering the following questions, please think about the child you are most concerned about

The following questions ask you to mark an answer which best describes your feelings   While you may not find an answer which exactly states your feelings, please mark the answer which comes closest to describing how you feel   Your first reaction to each question should be your answer

Please mark the degree to which you agree or disagree with the following statements by filling in the number which best matches how you feel

	QUESTIONS	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1	When my child wants something, my child usually keeps trying to get it.	1	2	3	4	5
2	My child is so active that it exhausts me	1	2	3	4	5
3	My child appears disorganized and is easily distracted	1	2	3	4	5
4	Compared to most, my child has more difficulty concentrating and paying attention	1	2	3	4	5
5	My child will often stay occupied with a toy for more than 10 minutes	1	2	3	4	5
6	My child wonders away much more than I expected	1	2	3	4	5
7	My child is much more active than I expected	1	2	3	4	5
8	My child squirms and kicks a great deal when being dressed or bathed	1	2	3	4	5
9	My child can be easily distracted from wanting something	1	2	3	4	5
10	My child rarely does something for me that makes me feel good	1	2	3	4	5
11	Most times I feel that my child likes me and wants to be close to me	1	2	3	4	5
12	Sometimes I feel my child doesn't like me and doesn't want to be close to me	1	2	3	4	5
13	My child smiles at me much less than I expected	1	2	3	4	5
14	When I do things for my child I get the feeling that my efforts are not appreciated very much	1	2	3	4	5

15	Which statement best describes your child ?
	    1 almost always likes to play with me
	    2 sometimes likes to play with me
	    4 usually doesn't like to play with me
	    5 almost never likes to play with me					

16	My child cries and fusses
	    1 much less than I expected
	    2 less than I expected
	    3 about as much as I expected
	    4 much more than I expected
	    5 it seems almost constant					

17	My child seems to cry and fuss more often than most children.	1	2	3	4	5
18	When, playing my child doesn't often giggle or laugh	1	2	3	4	5
19	My child generally wakes up in a bad mood	1	2	3	4	5
20	I feel that my child is very moody and easily upset	1	2	3	4	5
21	My child looks a little different than I expected and it bothers me at times	1	2	3	4	5
22	In some areas my child seems to have forgotten past learning and has gone back to doing things characteristic of younger children	1	2	3	4	5
23	My child doesn't seem to learn as quickly as most children	1	2	3	4	5
24	My child doesn't seem to smile as much as most children	1	2	3	4	5
25	My child does a few things which bothers me a great deal	1	2	3	4	5
26	My child is not able to do as much as I expected	1	2	3	4	5
27	My child does not like to be cuddled or touched very much	1	2	3	4	5
28	When my child came home from the hospital, I had doubtful feelings about my ability to handle being a parent.	1	2	3	4	5

	QUESTIONS	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
29	Being a parent is harder than I thought it would be	1	2	3	4	5
30	I feel capable and on top of things when I am caring for my child	1	2	3	4	5
31	Compared to the average child, my child has a great deal of difficulty in getting used to changes in schedules or changes around the house	1	2	3	4	5
32	My child reacts very strongly when something happens that my child doesn't like	1	2	3	4	5
33	Leaving my child with a baby-sitter is usually a problem	1	2	3	4	5
34	My child gets upset easily over the smallest things	1	2	3	4	5
35	My child easily notices and overreacts to loud sounds and bright lights	1	2	3	4	5
36	My child's sleeping or eating schedule was much harder to establish than I expected	1	2	3	4	5
37	My child usually avoids a new toy for a while before beginning to play with it.	1	2	3	4	5
38	It takes a long time and is very hard for my child to get used to new things	1	2	3	4	5
39	My child doesn't seem comfortable when meeting strangers	1	2	3	4	5

40	When upset my child is
	    1 easy to calm down
	    2 harder to calm down than I expected
	    4 very difficult to calm down
	    5 nothing I do helps to calm my child					

41	I found that getting my child to do something or stop doing something is
	    1 much harder than I expected
	    2 somewhat harder to calm down than I expected
	    3 about as hard as I expected
	    4 somewhat easier than expected
	    5 much easier than expected					

42	Think carefully and count the number of things which your child does that bothers you For example dawdles, refuses to listen, overactive, cries, interrupts, fights, whines, etc Please fill in the number which includes the number of things you counted
	    1 1 - 3
	    2 4 - 5
	    3 6 - 7
	    4 8 - 9
	    5 10+					

43	When my child cries it usually lasts
	    1 less than 2 minutes
	    2 2 - 5 minutes
	    3 5 - 10 minutes
	    4 10 - 15 minutes
	    5 more than 15 minutes.					

44	There are some things my child does that really bother me a lot	1	2	3	4	5
45	My child has had more health problems than I expected	1	2	3	4	5
46	As my child has grown and become more independent, I find myself more worried that my child will get hurt or into trouble	1	2	3	4	5
47	My child turned out to be more a problem than I expected	1	2	3	4	5
48	My child seems to be much harder to care for than most.	1	2	3	4	5
49	My child is always hanging on to me	1	2	3	4	5
50	My child makes more demands on me than most children	1	2	3	4	5
51	I can't make decisions without help	1	2	3	4	5
52	I have had many more problems raising children than I expected.	1	2	3	4	5
53	I enjoy being a parent.	1	2	3	4	5
54	I feel that I am successful most of the time when I try to get my child to do or not to do something	1	2	3	4	5
55	Since I brought my last child home from the hospital, I find that I am not able to take care of this child as well as I thought I could I need help	1	2	3	4	5
56	I often have the feeling that I cannot handle things very well	1	2	3	4	5

QUESTIONS	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
57 When I think about my self as a parent I believe 1 I can handle everything that happens 2. I can handle most things pretty well	1	2	3	4	5
3 sometimes I have doubts, but find that I handle most things without any problems 4 I have some doubts about being able to handle things 5 I don't think I handle things very well at all					
58 I feel that I am 1 very good parent. 2. a better than average parent. 3 an average parent. 4 a person who has some trouble being a parent 5 not very good at being a parent					
59 What were the highest levels in school or college you and the child's father/mother have completed?					
Mother 1 1 - 8th grade. 2. 9 - 12th grade 3 Vocational or some college 4 College graduate 5 Graduate or professional school					
60 Father 1 1 - 8th grade 2 9 - 12th grade 3 Vocational or some college 4 College graduate 5 Graduate or professional school					
61 How easy is it for you to understand what your child wants or needs? 1 very easy 2 easy 3 somewhat difficult 4 it is very hard 5 I usually can't figure out what the problem is					
62 It takes a long time for parents to develop close, warm feelings for their children.	1	2	3	4	5
63 I expected to have closer and warmer feelings for my child than I do and this bothers me	1	2	3	4	5
64 Sometimes my child does things that bother me just to be mean	1	2	3	4	5
65 When I was young, I never felt comfortable holding or taking care of children	1	2	3	4	5
66 My child knows I am his or her parent and wants me more than other people	1	2	3	4	5
67 The number of children I have now is too many	1	2	3	4	5
68 Most of my life is doing things for my child	1	2	3	4	5
69 I find myself giving up more of my life to meet my children's needs than I ever expected	1	2	3	4	5
70 I feel trapped by my responsibilities as a parent.	1	2	3	4	5
71 I often feel that my child's needs control my life	1	2	3	4	5
72 Since having this child I have been able to do new and different things	1	2	3	4	5
73 Since having a child I feel that I am almost never able to do things that I like to do	1	2	3	4	5
74 It is hard to find a place in our home where I can go by myself	1	2	3	4	5
75 When I think about the kind of parent I am, I often feel guilty or bad about myself	1	2	3	4	5
76 I am unhappy about the last purchase of clothing I made for myself.	1	2	3	4	5
77 When my child misbehaves or fusses too much I feel responsible, as if I didn't do something right.	1	2	3	4	5
78 I feel everytime my child does something wrong it is really my fault.	1	2	3	4	5
79 I often feel guilty about the way I feel towards my child	1	2	3	4	5
80 There are quite a few things that bother me about my life	1	2	3	4	5
81 I felt sadder and more depressed than I expected after leaving the hospital with my baby.	1	2	3	4	5
82 I wind up feeling guilty when I get at my child and this bothers me.	1	2	3	4	5

	QUESTIONS	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
83	After my child had been home from the hospital for about a month, I noticed that I was feeling more sad and depressed than I expected	1	2	3	4	5
84	Since having my child, my spouse (or male/female friend) has not given me as much help as I expected	1	2	3	4	5
85	Having a child has caused more problems than I expected in my relationship with my spouse (or male/female friend)	1	2	3	4	5
86	Since having a child my spouse (or male/female friend) and I don't do as many things together	1	2	3	4	5
87	Since having a child my spouse (or male/female friend) and I don't spend as much time together as a family as I expected	1	2	3	4	5
88	Since having my last child, I have had less interest in sex	1	2	3	4	5
89	Having a child seems to have increased the number of problems we have had with the in laws and relatives	1	2	3	4	5
90	Having children has been much more expensive than I expected	1	2	3	4	5
91	I feel alone without friends	1	2	3	4	5
92	When I go to a party I usually expect not to enjoy myself	1	2	3	4	5
93	I am not as interested in people as I used to be	1	2	3	4	5
94	I often have the feeling that other people my own age don't particularly like my company.	1	2	3	4	5
95	When I run into a problem taking care of my children I have a lot of people to whom I can talk to get help or advice	1	2	3	4	5
96	Since having children I have a lot fewer chances to see my friends and to make new friends	1	2	3	4	5
97	During the past six months I have been sicker than usual or have had more aches and pains than I normally do	1	2	3	4	5
93	Physically, I feel good most of the time	1	2	3	4	5
99	Having a child has caused changes in the way I sleep	1	2	3	4	5
100	I don't enjoy things as I used to	1	2	3	4	5
101	Since I've had my child 1 I have been sick a great deal 2 I haven't felt as good 4 I haven't noticed any change in my health 5. I have been healthier					

APPENDIX G

Guilt Scale

Maternal Guilt Scale (Mann & Thornburg, 1987)

The following questions are about your use of day care. Please circle the number indicating how you feel about each item. If you have never experienced an incident as described by an item, please respond how you would feel if it occurred..

7	6	5	4	3	2	1
Extremely		Quite a Bit		Somewhat		Not at All

1	Generally, how concerned are you about leaving your child at the day care center each morning?	Extremely	7	6	5	4	3	2	1	Not at All
2	How difficult is it for you to leave your child at the day care center when he/she is crying and clinging to you?	Extremely	7	6	5	4	3	2	1	Not at All
3	How well are your child's needs for stimulation being met at the day care center?	Extremely	7	6	5	4	3	2	1	Not at All
4	How worried are you that your child will contract an illness such as a cold or the flu at the day care center?	Extremely	7	6	5	4	3	2	1	Not at All
5	How concerned are you when you find scrapes or scratches on your child which you feel occurred at the day care center?	Extremely	7	6	5	4	3	2	1	Not at All
6	How certain are you that your child receives high quality care at the center?	Extremely	7	6	5	4	3	2	1	Not at All
7	How difficult is it for you to leave your child at the day care center when he/she isn't feeling well due to a cold, earache or some other minor illness?	Extremely	7	6	5	4	3	2	1	Not at All
8	How irritated are you if you arrive to pick up your child at the day care center and find him/she with a dirty face and/or hands?	Extremely	7	6	5	4	3	2	1	Not at All
9	How troubled are you when you arrive to pick up your child from the day care center and find him/she with soiled clothes?	Extremely	7	6	5	4	3	2	1	Not at All
10	When you arrive to pick up your child how satisfied do you feel with his/her day?	Extremely	7	6	5	4	3	2	1	Not at All
11	During your work day how tempted are you to call the day care to see how your child is doing?	Extremely	7	6	5	4	3	2	1	Not at All
12	How comfortable do you feel about leaving your child with a particular educator?	Extremely	7	6	5	4	3	2	1	Not at All
13	How happy would you say your child is at the day care center?	Extremely	7	6	5	4	3	2	1	Not at All
14	How easy is it for you to talk to your child's caregiver at drop off or pick up time?	Extremely	7	6	5	4	3	2	1	Not at All
15	How satisfied are you with the amount of information you receive regarding your child's day?	Extremely	7	6	5	4	3	2	1	Not at All
16	How guilty do you feel about leaving your child at the day care center?	Extremely	7	6	5	4	3	2	1	Not at All

APPENDIX H

Maternal Separation Anxiety Scale

Maternal Separation Anxiety Scale (Hock, McBride, and Gzenda, 1989)

The following statements represent matters of interest and concern to parents. Not all people feel the same way about them. Answer the statements as you are feeling now or think you will feel as your child grows older. Read each statement carefully and circle the number at the right which most closely reflects your degree of agreement or disagreement. Try to answer all statements without skipping items or looking back. Answer all the items without discussing any of them with anyone.

	Questionnaire	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
1	I miss holding or cuddling my child when I am away from him/her	1	2	3	4	5
2	My child is happier with me than with baby-sitters or teachers	1	2	3	4	5
3	Children will be afraid in a new place without their mother	1	2	3	4	5
4	My life wouldn't be complete without a career	1	2	3	4	5
5	If a child is independent and outgoing, he/she will make friends easily without his/her mother's help	1	2	3	4	5
6	When away from my child, I often wonder if his/her physical needs (dry diapers, enough to eat, etc) are being met	1	2	3	4	5
7	Holding and cuddling my child makes me feel so good that I really miss the physical closeness when I'm away	1	2	3	4	5
8	I am more concerned with my child's physical safety than a baby-sitter or teacher	1	2	3	4	5
9	It will be difficult for my child to adjust to someone else taking care of him/her	1	2	3	4	5
10	I would resent my job if it meant I had to be away from my child	1	2	3	4	5
11	My child will benefit from group experiences (i e , nursery school, day care, kindergarten) since they will provide him/her social experiences that he/she could not get at home.	1	2	3	4	5
12	When I am away from my child, I feel lonely and miss him/her a great deal	1	2	3	4	5
13	Only a mother just naturally knows how to confort her distressed child	1	2	3	4	5
14	A child is likely to get upset when he/she is left with a baby-sitter.	1	2	3	4	5
15	I have a systematic plan for how I'm going to build my career in the world of work	1	2	3	4	5
16	It is good for my child to spend time away from me so that he/she can learn to deal independently with unfamiliar people and new situations	1	2	3	4	5
17	I like to have my child close to me most of the time	1	2	3	4	5
18	I am naturally better at keeping my child safe than any other person	1	2	3	4	5
19	I believe that my child misses me when I have to let someone else take care of him/her for a while	1	2	3	4	5

	Questionnaire	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
20	A career or job brings me a lot of personal satisfaction.	1	2	3	4	5
21	Even though my child fusses a bit when I leave, I know he/she will be OK in a few minutes---after I'm out of sight.	1	2	3	4	5
22	I don't like to leave my child.	1	2	3	4	5
23	My child prefers to be with me more than anyone else.	1	2	3	4	5
24	My child is afraid and sad when he/she is not with me.	1	2	3	4	5
25	I would not regret postponing my career in order to stay home with my child.	1	2	3	4	5
26	My child needs to spend time away from me in order to develop a sense of being an individual in his/her own right	1	2	3	4	5
27	When I am separated from my child, I wonder whether he/she is crying and missing me.	1	2	3	4	5
28	I don't enjoy myself when I'm away from my child	1	2	3	4	5
29	I worry that my child is never completely comfortable in an unfamiliar setting if I am not with him/her.	1	2	3	4	5
30	Children are very demanding and I often wish I had more time for a career.	1	2	3	4	5
31	Exposure to many different people is good for my child	1	2	3	4	5
32	I worry when someone else cares for my child	1	2	3	4	5
33	If I could choose between working full-time or staying home with my child, I would want to stay home.	1	2	3	4	5
34	There are times in the lives of young children when they need to be with people other than their mothers.	1	2	3	4	5
35	When away from my child, I worry about whether or not the baby-sitter is able to soothe and comfort my child if he/she is lonely or upset.	1	2	3	4	5