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A SURVEY TO ASSESS THE NEEDS FOR EXPANDING
THE CHILD CARE PROGRAM IN THE
VOCATIONAL OCCUPATIONAL HOME ECONOMICS CURRICULUM
AT NORTHAMPTON HIGH SCHOOL

A Research Report to
The Faculty of the School of Education
Old Dominion University

In Partial Fulfillment of the
Requirements of Master of Science Degree
Secondary Education

By
Martha L. White
VIAE - 636
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This research paper is dedicated to my mother and father.

This research paper was prepared by Martha L. White under the direction of Dr. David I. Joyner in Vocational and Technical Education 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

Approved by: David I. Joyner 5/5/82
Dr. David I. Joyner Date
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CHAPTER I
INTRODUCTION

Today, more so than ever before, it has been very obvious that children of working parents are cared for by other members of the family or in the family of friends. One can just look around the community or neighborhood and count the number of family members who baby sit for relatives.

The cost of living today forced both parents to help support the family; therefore, the mother has to find a job and have someone baby-sit for children who are under six years of age. Not only has inflation forced both parents to work, but urbanization of American life has forced many parents to abandon this tradition. Just from observations in one's neighborhood or community, children now in family day care are in the homes of strangers.

As many as six to ten children are in a family day care two doors from the researcher's home. In fact, the ages range from two months or younger to six to eight years of age. These parents work mostly in the chicken factories and other domestic work on the Eastern Shore. Hence, with several family day cares in various communities or neighborhoods, this focuses public interest on the situation. The task of being a parent today is one responsibility people are called upon to undertake that

is very perplexing and demanding. Glickman (1978) stated the following:

Today, as always, young children, particularly in the most vulnerable years between birth and three, are a burden. Some parents are beset by the age-old problems of hunger, poverty, deprivation, illness. A principal problem is the liberation of women with its attendant job opportunities, chances for higher education, and enhanced expectations of what life should offer. In turn, these advances encourage dissatisfaction with old life-styles and intensification of economic striving. Another serious modern problem is the growing number of single-parent families.

Another example of responsibilities of parents as cited by Kruger (1972):

It is probably fair to say that being a good mother or father is more difficult today than it was 50 years ago, and more difficult still than 100 years ago. Family life has increasingly become less intimate, less bound by ideas and standards that the iron command of parents over children. Sons and daughters and fathers and mothers are not impelled to spend most of their time together, working as a team to keep the household going.

The children of those previous generations got a solid foundation of what parenthood entailed even though their family life was painfully confining. These children understood that parenthood not only brought the warm and cooing sounds of an offspring, but also an infinite amount of caring, hard work, numerous sacrifices, and a host of other responsibilities that go into being a parent. Because of various social and economic changes in American society as a whole, the home is becoming less of a force in teaching children what it takes to be a good parent. The job of reinforcing home life in the area of parenthood and child

care, therefore, is becoming more the responsibility of the school each year.

Child caregivers are important to our society for they teach today's children, who become tomorrow's adults. The need for competent child caregivers or day care programs is not new. Historically, mothers have performed this function in the home, and many still do. However, in more families parents work outside the home and use child care services for their children. In the United States, record breaking numbers of children are being served in child care centers. Employment opportunities increase as more parents seek competent child caregivers.

It is the purpose of this program to provide and assess the need for an effective, positive, and educational day care program for children of working parents. A program such as a child care training program would encourage the social, psychological and physical needs of preschoolers. It is the belief of some interested persons that such a program will enhance the economical and educational growth of families in the Northampton High community and area.

STATEMENT OF THE PROBLEM

The purpose of the study was to determine the need for expanding a child care program in the Northampton High School Curriculum.

RESEARCH GOALS

Through the collection and analyzation of certain data from observations at Northampton High, Northampton Middle and Machipongo Elementary schools the following objectives were achieved:

1. To find out what high schools are doing to provide young people with the knowledge and skills that will enable them to become effective parents.
2. To determine if there is an adequate number of day care programs provided here on the Eastern Shore to assist working parents within parents routes to work.
3. To determine if working parents would be interested in a day care program within or on the campus where parents work.
4. To investigate what programs Northampton High School is perceived as having that are designed to prepare students for parenthood and child care.

BACKGROUND AND SIGNIFICANCE

The need for the study is evident at Northampton High School when one observes the number of pregnant girls, the number of girls entering marriage before the age of 18 years, the number of girls wanting to mother their children without sufficient knowledge to perform adequately the role of a parent, the number of girls who are in need of help maintaining the family as the basic unit in the American social structure, and the number of young girls who are unemployed and on welfare but would like to be taken off the welfare

if there were jobs available.

When students enter Northampton High School, the imminent possibilities and responsibilities of parenthood should be and usually are one of their major concerns. It is at this educational level that students are beginning to establish objectives and goals for adult life.

LIMITATIONS

1. The study was limited to individuals (parents, advisory committee members and people in the community of Northampton County).

2. The study was limited in that the results were not extended beyond Northampton County.

3. The study was limited due to the nature of the population.

4. Only those persons who wish to respond to the survey will answer.

ASSUMPTIONS

In carrying out the study, the following assumptions are significant to the study:

1. Employees and students want a child care program in the high school curriculum rather than have a unit taught for a nine week period.

2. A child care unit is already taught every year for a nine week period, but the students do not have enough time to have hands on experience with children.

3. Respondents answered surveys truthfully.
4. A child care program has potential for being a benefit for employees.

PROCEDURES

With the approval of the administration of Northampton High School, School Board members, and Vocational Advisory Council members, a child care needs assessment survey of Northampton High, Machipongo Elementary and Northampton Middle Schools personnel and employees was conducted.

A cover letter describing research proposal was written to all respondents. Their role was to answer the testing of survey for clarity and justification.

The data thus received by means of this instrument was tabulated and the results reported.

DEFINITION OF TERMS

1. Parenthood - being identified as a parent and taking full responsibility of being a parent.
2. Child Care - the providing of love, protection, and environment which will allow the child to develop to his fullest capacity in all areas of development.
3. Nurturing - involves close contact and emotional warmth while caring for children.
4. Child Care Worker - a person who has a job relating to children.
5. Child Care Aide - a child care worker who helps someone else provide child care.

6. Child Care Services - refers to the many kinds of services provided in various child care settings and programs.
7. Child Care Center - a place where a group of children are cared for.
8. Child Care Staff - made up of everyone who is employed to carry out a child care service.
9. Child Care Occupations - all the jobs related to children and to child care services.
10. Parent - father or mother; one who, or that which, brings forth or produces.

OVERVIEW OF THE CHAPTERS

This chapter has introduced and provided the background on the problem of concern--relevancy to assess a child care program. The scope of the first chapter was specifically to introduce the reader to the problem found here on the Eastern Shore of Virginia of which Northampton County is a part. The research goals, background and significance, and limitations of this study were presented along with various assumptions of the problem. Finally, the procedures and techniques were presented.

The following chapter will have an overview of published material directly related to the problem of concern. Next, a chapter will develop the methodology and procedure used by this study. A fourth chapter will develop and present the findings of the questionnaire and survey. The fifth and final chapter will be used to summarize the previous contents, formulate and present conclusions, and offer recommendations as suggested by the findings of this study.

CHAPTER II

REVIEW OF LITERATURE

People throughout the country are becoming acutely aware of the need for day care and are more or less interested in setting up day care centers or child care programs.

In reviewing the literature on education for child care programs and day care centers, Bronfenbrenner (1970) concluded that adolescents should be trained to take on the role of being a parent and caring for children and this task is the responsibility of the school.

Bronfenbrenner (1970) sees a change in the upbringing of children in the United States. The responsibility has shifted away from the family to other settings in the society such as the school, the church, and other organizations, some of which do not recognize or accept the task. The family still is responsible for character development of children, but cannot do a satisfactory job primarily because parents and children no longer spend enough time together in those situations in which such training is possible. Parents do want to spend time with their children, but because of social changes, they are unable.

Bronfenbrenner (1970) did a study of American adolescents from middle-class families and found that children who reported that their parents were away from home

for long periods of time rated significantly lower on such characteristics as responsibility and leadership. He felt that this may have been more pronounced because absence of the father was more critical than that of the mother, particularly in its affect on boys.

HISTORICAL ROOTS OF CHILD CARE SERVICES

The origins of the child welfare movement, although predating the strong early experience view are still comparatively recent. Takanishi (1978) places it around the beginning of this century, although it is true that the philosophical roots of the movement are still earlier (Aries, 1962; Plumb, 1971).

These were the years (1880-1914) when many social movements for children emerged, creating new institutions and professions which today constitute the fields of child welfare, early childhood education, and child development pediatrics, public health and social work (Takanishi, 1978).

It is clear in these early efforts that the motive was not solely in providing children a legitimate service but rather providing the mothers an opportunity to work and to insure the future appropriateness of the child's development. This view of the child as a potential resource to be nurtured was also reflected in other child welfare efforts of that era--elimination of child labor, development of a juvenile court system, establishment of institutions for children with special needs, and the adoption of compulsory school attendance laws (Takanishi 1978).

Rothman (1973) marks the 1960's as the start of the current child care revival. This reflects the dream of many adults who saw "day care as a very useful method for facilitating the advancement of their own careers without sacrificing their children's welfare".

PERCENTAGE OF WORKING MOTHERS

Mitchell (1979) did a study of American working mothers between 1960-1970, and found that the number of working mothers with children under the age of six increased from four and a half million to six million and is still rising. She felt that this was a startling change and was attributed to a number of causes.

Some of the causes come from inflation and the cost of living forcing both parents to work to support the family. Other causes come from competition within peer groups and women wanting to be liberated.

SCHOOLS PREPARING TEENAGERS FOR PARENTHOOD

Much attention has been focused recently on the school's responsibility in providing academic courses which will provide students with basic competencies they will need in their adult lives. The importance of their future roles as parents to individuals and to society has been given low priority in school curriculum development. In many state and local schools, more emphasis is placed upon driver education than on parenthood or child care education. Armin Grams (1973) stated that the

less something has to do with human development and behavior the higher it ranks in traditional academics. Courses having to do with family life, community problems, sexuality, child development, and child rearing are often frowned upon by curriculum review committees.

According to Cassidy (1973), the best training for parenthood is a solid understanding of what children are like. The best way to gain this knowledge is to be around children. Teenagers must be given an opportunity to have actual experience working with children in a class room laboratory along with classroom instructions.

SHORTCOMINGS IN PARENTHOOD FOR PARENTS

Marland (1973) had been deeply saddened by the serious physical and mental consequences seen in children whose misfortune it was to be born to parents who did not have much understanding of the emotional, nutritional, and early learning needs of the young. This condition is not limited to the economically disadvantaged. The parent-child relationship is important to both, but especially in the life of the child.

Sears (1959) stated that "every parent would do better if he knew better." The educational functioning of the home is weakening, therefore, the schools and other community organizations must help prepare the young people of this nation for a life in parenthood and child care.

Judith Spiegelman (1973) viewed education for parenthood as becoming a world-wide concern. Because women age

15 and over have such limited knowledge, many countries are putting forth greater efforts to enroll more young girls in schools to teach them practical, life oriented skills, especially those they will need in their roles as wives, mothers, or working with children in an institution.

PARENTHOOD - CHILD CARE VALUABLE

Parenthood and child care education have been of great value to teenagers. Donald Cohen (1973) presented some benefits for teenagers involved in such courses. He stated that as a result of the course, young parents may be aware of the central importance of parents in a child's life, to individual differences among children and to the broad range of nutritional, medical, and psychological conditions that must be satisfied for a child to develop to his full potential. They will know that there are clinics and other local resources for prenatal and infant care, and that there are agencies that offer publications. They will also have learned to look for guidance early during pregnancy, or even before. Adolescents who have benefited from the course will be aware of the value and methods of family planning. Cohen (1973) stated that a course in parenthood education should be relevant to the interest of the teenagers for it to be of any significance.

It seemed safe to conclude, based on the above review of literature, that there was definitely a need for the in-

clusion of parenthood and child care education programs in the high school curriculum. Some of the reasons given were:

1. Parents and children do not spend enough time together.
2. Absence of father or mother,
3. Weakening of educational functioning.

SUMMARY

In this chapter it has been established that there existed a sure measurable benefit for a course in parenthood education. The course should be offered to the interest of the teenagers.

In the remaining chapters, the methods and procedures employed to satisfy the needs inquiry will be explained, and the findings will be reported. Finally, a summary with conclusions and recommendations which naturally arise from this research will be given.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to determine whether there is a need to expand a Child Care Program at Northampton High School.

RESEARCH DESIGN AND METHODOLOGY

The researcher's intent of this study was to assess the need for expanding a child care program within the school's present program. A child care needs assessment survey of all parents/teachers, aides, principals, assistant principals who are parents and those who are expectant parents was conducted.

The survey was distributed, questions completed and collected during school hours and was estimated that the entire survey would take fifteen to twenty minutes of each respondent's time.

The Central Instructional Staff approved the research request to conduct "An assessment of the needs for expanding a child care training program in the Vocational Occupational Home Economics Curriculum."

PILOT STUDY

The population of parents came from different locations within a twenty-five (25) mile radius of the school. The survey instrument was pilot tested on parents/teachers,

aides, principals, assistant principals and expectant parents who were teachers.

The survey instrument consisted of a cover letter (Appendix A) addressed to the parents/teachers, aides, principals, assistant principals and expectant parents requesting their cooperation, and describing the research proposal. The role of the researcher was surveying the need for assessing a child care program. The surveys were delivered to each school by the researcher and given to the principals instructing each what was to be done. Afterward, surveys were collected from each school at the end of the same day and tallied.

POPULATION

The subjects surveyed in this study included three-fourths of each school's faculty who were parents/teachers, aides, principals, assistant principals and expectant parents. The three schools involved in the survey were Northampton High, Northampton Middle and Machipongo Elementary Schools. Approximately 73 persons were surveyed.

SURVEY INSTRUMENT

The instrument used was a survey that consisted of fifteen questions. (Appendix B) Questions one through nine were designed for the researcher's information. Questions ten through twelve were assessing if there was a need for a child care program in the high school that would be beneficial to working parents in the three near-

by schools. Questions thirteen through fifteen were designed to assist the researcher in setting up the program to look for further indepth planning.

DATA

Cover letters (Appendix A) were passed out to 73 persons telling them the purpose of the survey and when the survey (Appendix B) was to be returned. The surveys were passed out on Friday, February 19, 1982 and returned to the researcher in the same day.

SUMMARY

Upon completion of the survey, the results were tabulated, analyzed and interpreted. The results of the survey were presented in Chapter 4, and the significance of these findings were discussed in Chapter 5.

CHAPTER IV

FINDINGS

The purpose of this study was to determine the need to assess expanding a Child Care Program in the Northampton High School Vocational Home Economics Curriculum.

The objective of the research was to obtain answers to the following statements:

1. To find out what high schools are doing to provide young people with the knowledge and skills that will enable them to become effective parents.

2. To determine if there is an adequate number of Day Care Programs provided here on the Eastern Shore to assist working parents within parents routes to work.

3. To determine if working parents would be interested in a day care program within or on the campus where parents work.

4. To investigate what programs Northampton High School is perceived as having that are designed to prepare students for parenthood and child care.

ANALYSIS

The respondents were parents/teachers, teacher-aides, principals, assistant principals, parents and expectant parents who were teachers. The respondents were from Northampton High, Northampton Middle and Machipongo

Elementary Schools. Of a total of seventy-five (75) seventy-three (73) replies were returned and nine (9) were returned not answered.

Appendix B presents a breakdown of the responses made by the respondents. There were three (3) principals, four (4) assistant principals, two (2) assistant principals for instruction, six (6) teacher-aides, four (4) guidance counselors and fifty-four (54) teachers.

TALLEY OF QUESTIONS

The results from the Northampton Middle School were the following: Thirty (30) surveys were issued and all thirty (30) were returned.

Fifteen (15) surveys were returned with replies to some or all questions and fifteen (15) surveys were returned with not applicable because respondents had no children or had grown children.

The following were statements given from the Northampton Middle School respondents:

Question number three (3). "Day Care and around the clock attention is given."

Question number three (3). " Have to have someone to look after the children until I get home from work."

Question number fifteen (15). "If I understood this question I might sign. If the program were at the Northampton High School I would not participate because it would be out of my way to take my child there. The reason she does not go to a day care center now is because

the two available (Wee Shore Care and Eastville Day Care) are too far out of the way. I would love to have my child involved in a day care program for the experience."

Table 1-13 presents the tallies of respondents responses to the fifteen (15) questions on the measuring instrument.

There were six questions that played a significant part in the survey by the respondents.

Question number one (1) - What are the ages of your children? The respondents gave a breakdown of their children's ages. There were fifteen (15) children between the ages of two years (2) and four years (4) as compared to fifteen (15) respondents whose children were all grown. See Table I.

TABLE I
Tallies of the Respondents

Question	Ages Under 2 Years	Ages 2 - 4 Years	Ages Over 4 Years	No Children	Grown Children
What are ages of children?	6	15	9	2	15

Total 48

Question number two (2) - Do you work outside of the home? Thirty-three (33) persons responded yes. See Table II.

TABLE II
Tallies of Respondents

Question	Yes	No
Do you work outside of the home?	33	0
		Total 33

TABLE III
Tallies of Respondents

Question	Day Care Center	Relative	Friend
Describe arrangements made for your child?	10	6	3
			Total 19

Question number four - Rate the quality of the child care arrangement. Table IV gives a breakdown of the rating quality. Seventeen (17) persons considered the day care arrangement as excellent and eight (8) persons considered the day care arrangement very good, only one person thought the day care arrangement as fair. See Table IV.

TABLE IV

Tallies of Respondents

Question	Excellent	Very Good	Good	Fair
What is the quality of child care arrangements?	17	8	3	1

Total 29

TABLE V

Tallies of Respondents

Question	yes	No
Does your child attend day care center?	14	16

TABLE V (Continued)

Question	yes	No
Are your children cared for by a relative or friend?	14	14
Total 58		

TABLE VI
Tallies of Respondents

Question	Weekly	Monthly
Do you pay by the week, every two weeks, or at the end of the month?	10	15
Total 25		

Question number nine (9). Please state if you would be interested in having access to a day care. Check one. Thirty-eight (38) persons responded "yes" and seven (7) responded "no". At least one-half (36%) of the respondents would take advantage of a day care program or center if one were provided in the community. (See Table VIII).

Question number ten (10). Would you allow your child or children to attend the day care center every day, two days, three days a week if one was available to you in the community. Twenty-seven (27) persons responded that they would allow their child or children to attend each day and thirteen (13) persons responded they would allow their child or children to attend day care three days a week. See Table 9.

TABLE VIII
Tallies of Respondents

Question	Yes	No
Would you be interested in having access to a day care?	38	7
Total 45		

TABLE IX
Tallies of Respondents

Question	Each Day	Two Days	Three Days
Would you allow your child or children to attend the day care center every day, two days, three days a week if one was available?	27	1	13
Total 41			

Question eleven (11). Please check the appropriate time that would be most beneficial to you and your child. Circle one. Twenty-four (24) persons circled the appropriate time as being from 8:00 A.M. to 4:00 P.M. as compared to fifteen (15) persons who circled the appropriate time as being from 7:30 A.M. to 4:30 P.M. (See Table 10).

TABLE X

Tallies of Respondents

Question	7:30 A.M.	4:30 P.M.	8:00 A.M.	4:00 P.M.
What time would be most beneficial to you and your child?		15		24
Total 39				

TABLE XI

Tallies of Respondents

Question	Will deliver to school	Send by A Friend	Meals Provided	Parents will Provide Meals
What is your answer to the following?	37	—	19	7
Total 63				

TABLE XII

Tallies of Respondents

Question	Yes	No
Would you be interested in adding the program in your spare time?	21	21
	Total 42	
Would you be interested in serving in the capacity of an advisory committee member?	32	14
	Total 46	

TABLE XIII

Tallies of Respondents

Question	Signed his/her Name	Did not Sign Name
Would you be interested in supporting a day care service to the present program at Northampton High School's Program? If so, please sign your name for further input	18	30
	Total 48	

STATEMENTS MADE BY RESPONDENTS

Question Number 9.

- (a) "I do not need provision but I am aware of a real need for other parents. My daughter's day care center is not large enough to meet the needs of the Shore."
- (b) "I would prefer a pre-school which has an organized curriculum."

Question Number 10.

- (a) "While I am at work, in the summer maybe occasionally I allow her to play with other children."
- (b) "I would allow my child to attend day care center if I were working. "
- (c) "She is the only child and I think getting involved with other children would be good for her."
- (d) "If my regular babysitter was not available, it would be nice to know there would be a child care available."

SUMMARY

Tables I - XIII presented tallies of the results of the respondents answers to questions from the survey.

Thirty-eight respondents (38) stated that they would be interested in having access to a day care service and twenty-seven (27) gave no reply. Twenty-seven responded to the question concerning services each day and thirteen stated three days a week. Twenty-four respondents stated

that 8:00 A.M. to 4:00 P.M. would be the best hours and fifteen respondents stated that from 7:30 A.M. to 4:30 P.M. would be best.

Twenty-one persons stated that they would be interested in serving in the capacity of an advisory committee member.

Chapter V will summarize the research, suggest conclusions supported by the data, and present appropriate recommendations.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Data obtained from the study was presented in Chapter IV. Chapter V will provide conclusions derived from the analysis of those findings and recommendations based on those conclusions.

CONCLUSIONS

The first question asked in this research was what are high schools doing to provide young people with the knowledge and skills that will enable them to become effective parents? At Northampton High School students are being trained in the child care and development area through the use of lectures, filmstrips, readings and resource persons but the one large block buster is hands-on experience. Students are not given adequate hands-on experience. Students need to observe children while playing, sleeping, eating and sharing activities.

As stated in Chapter II of the Review of Literature, the Author Bronfenbrenner (1970) gave his views that students must be trained to take an active part of being a parent and caring for children. He further stated that the responsibility is the school's.

Secondly, is there an adequate number of day care centers or programs provided here on the Eastern Shore

within parents routes to work?

According to the respondents there is a sufficient number of day care centers already available. Then too, a good number of the working parents take their children to a relative's home or a neighbor's home. The three day care centers here on the Shore are out of the way to the working parents route to work. Hence, some parents would take advantage of a child care center on the Northampton High School Campus; while others are satisfied with the present day care arrangement.

Thirdly, would working parents be interested in a day care program within route or on the campus where parents work? One-fifth percent of the respondents said that if they had children that they would take advantage of the day care center; two point seven percent said that they would allow their child to attend each day if there was a day care; five point six percent said that they would allow their child to come to the day care.

Fourthly, what program does Northampton High School offer and are the programs designed to prepare students for parenthood and child care hands-on experience? The programs offered by Northampton High School are Clothing and Food Occupations and Consumer and Home Economics Education. Students are taught a nine week unit on child care and development but do not have as much hands-on experience with children.

RECOMMENDATIONS

Based upon the findings of this study, the researcher submits the following recommendations:

1. That the Northampton High School students are given very good counseling from teachers in the Vocational Department, Annual Career Day and the guidance counselors. Hence, counseling is one of the strong points at the high school. The high school students should be introduced to more serious career exploration including observation of the world of work, hands -on experience and an opportunity to discover personal employable jobs here on the Eastern Shore of Virginia.
2. That career counseling is the number one importance during this period of inflation and unemployment. Students must weigh the odds - should the student select a vocational program or select the college preparatory program. Hence, counseling experience itself maybe a determining factor. in making the decision.
3. That expanding a child care program at the Northampton High School should be a topic of concern and discussion for the future. Students at the high school should be exposed to more hands - on experience in working with children from three years to five years.
4. That as educators we all play a part in our students total career education. The information presented here is relevant and unbiased, and with the help of other educators will assist students in finding employable jobs here on the Eastern Shore of Virginia.

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APPENDIX

Northampton High School

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Eastville, Virginia 23347

Phone

(804) 678-5144, 5401

APPENDIX A

Vocational Wing 678-5906

M E M O R A N D U M

TO: Parents/Teachers
FROM: Martha L. White (Home Economics Occupational Teacher)
RE: Child Care Needs Assessment Survey

It has become evident that there is a noticeable need for a service that would benefit on campus and off campus teachers and personnel of Northampton County and parents of a 25-mile radius.

I am presently doing a research paper on Child Care as a part of my graduate work at Old Dominion University, Norfolk, Virginia.

Please fill out the attached form on Child Care Needs Assessment survey stating that you are interested and are employed in the home or outside the home.

Your assistance and most valuable time will be greatly appreciated and perhaps will help determine the feasibility of several planned improvements surveys. This can only be possible if you complete the form.

Please return the form to me in the enclosed self-addressed envelope no later than February 22, 1982.

Attachment

APPENDIX B
Survey Instrument

NORTHAMPTON HIGH SCHOOL
INFORMAL CHILD CARE NEEDS SURVEY

Directions: Unless otherwise instructed, please answer each question with a response that most closely expresses your reaction to each of the following questions. Your cooperation is greatly appreciated.

1. What are the ages of your children? If ages are between 2 yrs. and 4 yrs., please continue, if not, go to question No. 9 - 12.

2. Do you work outside of the home?
Check one.

Yes _____ No _____

3. Please describe any arrangements made for your child or children while you are and/or spouse are at work

4. Rate the quality of the child care arrangement. Check one.

Excellent _____ Very Good _____ Good _____ Fair _____ Poor _____

5. Does your child or children attend a day care center?
Check one.

Yes _____ No _____

6. Are your children or child cared for by relatives or a friend? Explain if you like. Check one.

Yes _____ No _____

7. Approximately how much does it cost for the day care service? State cost. \$ _____.

Survey Instrument Continued

8. Do you pay by the week, every two weeks, or at the end of the month? Check one. a. weekly____ b. every two weeks____ c. monthly ____
9. Please state if you would be interested in having assess to a day care. Check one. Yes_____ No_____.
10. Would you allow your child or children to attend the day care center every day, 2 days, 3 days a week if one was available to you in the community? Check one. Explain if you like.
 Each day_____ two days_____ three days_____
11. Please check the appropriate time that would be most beneficial to you and your child. Circle one.
 7:30 a.m. - 4:30 p.m. 12:00 a.m. - 3:00 p.m.
 8:00 a.m. - 4:00 p.m. 1:00 p.m. - 4:00 p.m.
 9:00 a.m. - 3:00 p.m.
 9:00 a.m. -12:00 p.m.
12. Check answer in necessary space.
 Will you deliver to school _____
 Send by a friend _____
 Send by a relative _____
 Meals provided by day care _____
 Parents will provide meal and snack _____
13. Would you be interested in aiding the program in your spare time? Check one.
 Yes _____ No _____
14. Would you be interested in serving in the capacity of an advisory committee member? Check one.
 Yes _____ No _____
15. Would you be interested in supporting a day care service to the present program at Northampton High School. If so, please sign your name for further input on the program.
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