MOTHERS' PERCEPTION OF EARLY CHILDHOOD EDUCATION
AS A FUNCTION OF ETHNIC BACKGROUND

by

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We accept this thesis as conforming
to the required standard

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Date Mar. 26, 1982
This exploratory study examined what mothers from different ethnic backgrounds perceived as important to their children in early childhood education programs. The question as to whether there are differences between Caucasian and non-Caucasian mothers was tested by Spearman's rank-difference correlation coefficient (rho). A total of 85 questionnaires were collected from a university-based preschool, a college-based daycare, and a community-based preschool. The mothers were asked to rank order eight developmental goals listed in the questionnaire. The development of good self-concept was ranked as the most important goal, whereas physical development was ranked the least important. There was a statistically significant correlation between the Caucasian and non-Caucasian mothers in their perception of importance of developmental goals in early childhood education (rho=.90, p< .001). To gather qualitative data, six mothers were interviewed to examine if they had a similar pattern of thinking and reasoning in regard to choosing what were and were not the important goals for their children. Despite the overall similarity in perception, mothers from different ethnic backgrounds expressed some different concerns and reasons for their decisions of what specific goals were and were not important for their children. Further studies were recommended to improve the understanding of parents' values and beliefs in regard to education in general.
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Chapter 1

INTRODUCTION

Background to the Problem

Canada is a multicultural country. Parents with diverse backgrounds have a common need for child care and education for their young. However, parents’ perceptions of and emphases on what is most important in child care and education may vary greatly. Researchers believe that cultures differ from one another in the types of competence that adults encourage in children (Hess, Kashigawa, Azuma, Price & Dickson, 1980). These cultural ideas and values may regulate the behaviour of parents. In her literature review, Mock (1986) pointed out that parents from different ethnic backgrounds differed in their values, beliefs, and practices in childrearing behaviours.

Early childhood educators are challenged to meet the needs of these parents who have diverse cultural values. In light of this, Williams (1989) stressed the need to re-examine educational goals. The design of culturally sensitive classrooms is one of the possibilities for interconnections between parent and school. Cataldo (1980) posed the question of whether educators were capable of planning sensitive, varied, flexible programming in which parents were respected in their role of authority over their children within the context of their cultural values. In order to accomplish this
planning, however, teachers first need systematic knowledge of how culture influences parents' perceptions of education.

Recent research indicates that a partnership between professionals and parents is important to children's learning (Kasindorf, 1990; Lightfoot, 1980; Powell, 1984). Traditionally, parents were the primary care-givers, with educators playing a specific role in providing education within the confined classroom. Today, parents' roles in educating their children are more widely recognized and appreciated (Hess & Holloway, 1984; Tizard & Hughes, 1984). As well, Dokecki and Moroney (1983) stress that families play an important role in children's socialization and nurturance. Thus, certain rights and responsibilities of families should be respected and protected. The traditional "expert-educator" orientation is considered by many to be no longer appropriate. Some researchers have referred to this orientation as a deficit model in terms of how the parents were involved in the educational process (Cochran & Woolever, 1983). This "expert-educator" model is being increasingly criticized. A non-deficit approach which stresses a collaborative relationship is now being suggested by some educators (Minuchin, 1987). A recent review of research indicates that a relationship between parents and teachers based on mutual understanding and co-operation can be beneficial to children (Kasting, 1989). Specifically, understanding may be fostered by teachers having knowledge of how culture influences parents' views of their children's education.
However, there are consistent findings in research on teachers' and parents' lack of agreement concerning developmental goals. In a Kindergarten Needs Assessment report submitted to the Ministry of Education in British Columbia, Mayfield, Dey, Gleadow, Liedtke, and Probst (1981) stated that teachers and parents differed in their views of academic emphasis. In this study, parents of kindergarten children tended to rate "to prepare the children for academic subjects" higher than the kindergarten teachers. Teachers of preschool, kindergarten, and grade one rated "to help the children develop positive self-image" higher than the parents of children in those educational placements. Goulet (1975) reported that, between parents and kindergarten teachers, least agreement lies in their views of academic and language development.

Significance of the Problem

A high level of interest in early childhood programs on the part of parents appears to be the trend in North America (Mayfield, Dey, Gleadow, Liedtke, & Probst, 1982; Mitchell, 1989; Wahlstrom, Delaney-Donohue, Clandinin, & O'Hanley, 1980). However, only a few empirical studies that are directly pertinent to parents' perception of early childhood education have been done (Rescorla, 1991), with the result that educators have little information about what parents want from early childhood programs, not to mention what parents from all sorts of cultural groups desire.
Purpose of the Study

The purpose of this exploratory study is to investigate possible differences of perception among parents from different ethnic backgrounds towards the importance of early childhood education. With the diverse ethnicity in Canada, it appears important to investigate whether differences exist. This study, carried out in Vancouver, B.C., focused on the most visible ethnic groups in the city -- Caucasians, East Asians, Indo-Pakistanis, and Native Indians.

This study also concentrated on mothers' perceptions, since they, in most cases, are the primary care-givers. The primary goal was to find out what mothers from different ethnic backgrounds consider to be the important goals for their young children who attend early childhood education programs.

Literature relevant to the research is reviewed in the following chapter.
Chapter 2

LITERATURE REVIEW

In this chapter, literature on parents’ perception towards the importance of various aspects of early childhood education related to ethnicity is reviewed.

Doxey (1990) pointed out some of the issues that contemporary Canadian children were experiencing. These issues included rapid change in technology, high expectations from parents, more single parent families caused by an increase in the number of family breakdowns and there being more unmarried mothers, increased risk of children experiencing some form of abuse, and children being born in a country with a complex cultural and ethnic mosaic. New challenges are thus presented to those professionals in the educational system. It appears that educators are facing a great deal of pressure to cope with these changes in order to provide quality educational programs to the young.

The scope of the present study focuses on one facet of these large-scale challenges: the cultural factor. The study is devoted to exploring what mothers from different ethnic backgrounds perceive as important to their preschool-age children in the early childhood educational system.
Multiculturalism in Canada

Canada is a multicultural society. From the mid-1870s to the 1970s, immigrants from such places as Western and Eastern Europe, Asia, East India, and the Caribbean entered the country combining with the Native Indians to form Canada into a cultural mosaic (Ryga, 1978; Scott, 1981; Wood, 1978). According to the 1871 census, only 8 per cent of Canada’s population was of non-British or non-French ethnic origin. Little change in the composition of population took place until a decade before World War I when there was an influx of immigrants from central and eastern Europe. At this time, immigration restrictions were imposed against particular ethnic groups such as Chinese, Japanese and East Indians. Between World Wars I and II, due to economic and social adjustments of the postwar years and the Depression, immigration almost came to a halt. After World War II, immigrants, mainly from Europe, steadily entered Canada while immigration restrictions against Orientals were continued until 1967. In the following decade, there was an influx of Asian and West Indian immigrants settling in Canada’s major urban centres. Today, Canada’s "visible minorities" refer to all non-Whites including Asians, Indo-Pakistanis, and Native Indians (Burrell & Christensen, 1987). Since 1971, Canada has officially adopted the policy of "multiculturalism within a bilingual framework" (Anderson & Frideres, 1981).

According to a more recent statistic from the Immigration Statistics Division,
Landed Immigrant Data System, 1990, approximately two hundred sixty thousand children under age 15 were granted landed immigrant status in Canada between January, 1980 and December, 1989 (Communications Branch, Health and Welfare Canada, 1990). These children came from such countries as Vietnam, United Kingdom, Hong Kong, Poland, United States, Philippines, Jamaica, India, El Salvador, and Kampuchea.

The Educator's Role in Addressing Multiculturalism

In North America, the issue of increasing cultural diversity in the school-age population is recognized as significant. In a review of literature addressing the child care needs of cultural minorities, Mock (1986) concludes that "ethnicity appears to be an important factor in selection of and satisfaction with child care arrangements" (p.12). Minority parents preferred child care given by culturally and linguistically sensitive caregivers. Williams (1989) stresses that "re-examination of educational goals, design of culturally sensitive settings for early learning, and preparation of caregivers and teachers to utilize cultural differences constructively in the teaching and learning processes are all possibilities for future interconnections between home and school" (p. 477).

For educators in Canada, there is a need to understand the implications of
educating children from such diverse cultures. Family values and beliefs closely related to cultural backgrounds are important factors for educators to consider. Cochran and Woolever (1983) believe that cultural differences should be recognized as a strength for maintaining stability instead of dividing our society. In developing intervention programs to enhance human development, educators should embrace cultural and ethnic heritages that tie into parental knowledge of childrearing as positive strengths.

However, in discussing the issue of multiculturalism and education, a number of educators and researchers focus on the philosophy of multiculturalism, the policies and administration of multicultural education, teacher training programs, teachers' roles and attitudes, curriculum, and students' learning styles, but families and parents that carry down the cultural values and beliefs were not much discussed. Banks (1981) emphasized teaching strategies and the function of a multiethnic teacher. The necessary qualities of a multiethnic teacher were: ability to view society from multiethnic viewpoints, a process conceptualization of ethnic studies, a clarified pluralistic ideology, democratic attitudes and values, and knowledge of the complex nature of ethnicity. He did not mention, though, how family and parents could be part of the process of understanding the students' values and beliefs. Roe (1982), too, has stressed the importance of teachers' roles in multicultural education. He stated, "In conversations with principals of schools across Canada that are serving multicultural communities, time and time again it is
obvious that the success of multicultural programs in the schools is dependent on the teachers in the school" (p.60). When talking about multicultural education, Friesen (1985) suggested that, "Educators need to respect, support and accommodate the culture of their students. Their approaches, materials, curriculum and methodologies should be adjusted to fit each locality at least to some degree because otherwise, the stress that may result will hinder the achievement of educational goals" (p. 47). He also recognized a philosophical question when dealing with Natives and immigrant students: "Should he (a Native or immigrant child) become a 'typical' Canadian student when he reaches grade twelve -- manifesting the same values, desires and goals as other students, or are some differences to be tolerated?" (p. 48). He challenged educators to consider to what extent a teacher should identify the cultural differences of values and cater to them in the classroom. The issue of teacher-parent co-operation, however, was not included by any of these researchers.

Recent studies show that partnership between professionals and parents is important to children's learning (Kasindorf, 1990; Katz, 1982; Lightfoot, 1980; Powell, 1984) with the traditional "expert-educator" orientation now considered by many to be less appropriate. A recent review of research indicates that a relationship between parents and teachers based on mutual understanding and cooperation can be beneficial to children (Kasting, 1989). Specifically, understanding may be fostered by teachers having knowledge of how culture influences parents'
views of their children’s education.

Cataldo (1980) raised an issue important to educators and professionals in regard to providing varied, sensitive, and flexible programming. He believed that a variety of alternatives must be included in programs which permit families to maintain their cultural uniqueness. Since a range of intervening states and relationships exists in the child-parent-professional triad, he stressed that "lifestyle, culture and existing social supports can be expected to facilitate or interfere with the impact of the (early childhood parent) program. The curriculum content and the professionals' own background may need to be adjusted to ensure that the families unique identity is preserved" (p.184). He urged professionals to design programs that respect and are culturally sensitive to parents' values, needs, and beliefs.

Tizard and Hughes (1984) believe that "it is time to shift the emphasis away from what parents should learn from professionals, and towards what professionals can learn from studying parents and children at home" (p.267). Researchers agree that the interaction of parents and professionals plays an important part in designing programs that foster children's development (Cochran & Woolever, 1980; Schaefer, 1983). Kasting (1990) also suggested that the model of parent-teacher relationship should be characterized by its mutual acceptance and respect. She concluded that "In a reciprocal relationship both partners (teachers and educators) share the
responsibility and are mutually accountable" (p.33).

In summary, the parent's role in education has been recognized as important. Educators who claim to be experts in teaching children need to maintain interaction with parents. In responding to the need for multiculturalism in education, teachers must respect parents' family values and cultural beliefs.

Ethnicity and Mothers' Perceptions

In recent years, researchers studying the cultural differences among ethnic groups have been interested in comparing differences between Whites (a term often used for Caucasians), Blacks, and Asians (Japanese and Chinese). Asian students are often among the top scorers in cross-national studies of achievement (Garden, 1987; McKnight, Crosswhite, Dossey, Kifer, Swafford, Travers, & Cooney, 1987). In the United States, Asian-American students also out-perform Caucasian, Latino and Black students on tests of academic achievement and other measures of educational attainment (California State Department of Education Assessment Program, 1981; Yung, 1980). Researchers are particularly interested in comparing the above groups because of consistent findings of differences in their academic achievement (Stevenson & Lee, 1990). There was no strong evidence to prove that genetic factors contributed to these differences. In Hess, Chung and McDevitt's
(1987) cross cultural study, they found significant differences between responses from Chinese and American mothers to their children's performance. Basing their findings on several other studies, they concluded that "family beliefs about achievement influence both parents' behaviour and children's performance" (p.179). They suggested that "motivational forces may be important sources of national and cultural differences in achievement on tests of mathematical skills" (pp.187-188).

In their literature review regarding family and school, Hess and Holloway (1984) grouped research relating to family variables associated with achievement into five categories: 1) measures of verbal interaction between mothers and children; 2) expectations of parents for achievement; 3) affective relationship between parents and children; 4) discipline and control strategies; and 5) parental beliefs and attributions. They concluded that "the analysis of the effect of parents’ beliefs on their child-rearing behaviour and on their children’s school achievement is a rapidly growing but still limited field" (p.191). It appears that there is much to be done regarding the understanding of parents' role in children's education.

Fields (1981) studied Anglo, Black, and Mexican-American children and mothers. Ethnic status, parent values and aspirations, and parent perceptions of their chances for future occupational opportunity were measured. One of the major findings was that mothers’ values and aspirations were far more important than ethnic status in influencing white-collar Black and Mexican-American children. These values and aspirations positively correlated to the children’s perceptions of
future opportunity. Fields suggested future efforts to find out how perceptions "become translated into behaviour, or socialization practices, which effect the aspirations of children" (p.681). One of the studies done that related to mothers' perception was Hess et al.'s (1980) study. In this study, significant differences in expectations were found among the mothers in Japan and the United States. Japanese mothers desired early mastery of social skills that showed self-control, compliance with adult authority, and social courtesy, whereas mothers in the United States emphasized early acquisition of autonomy and verbal assertion. Hess concluded that these expectations appear to be important factors influencing children's behaviour.

Canada continues to grow as a multicultural society. The government is committed to endorsing multiculturalism and to encouraging ethnic groups to maintain their uniqueness of cultural values and beliefs. Many educators have addressed the issue of involving parents in the educational process, and stressed the need to respect the cultural values and beliefs of individual ethnic group. Understanding the cultural differences of these parents' beliefs is important. To date, there has not been much research done in understanding and comparing what parents from different ethnic groups expect from early childhood education.

The research questions evolved from the researcher's ethnic background (Chinese) in interaction with experiences educating and counselling Asian families.
It was observed that most Asian parents heavily stress academic achievement, a finding confirmed by research (Hess et al., 1987; Stevenson & Lee, 1990). Although there is no relevant literature on parental expectations of early childhood education in the Indo-Pakistani or Native Indian cultures, these groups were included because the former represents a significant cultural group in Canada and the latter is the aboriginal population in Canada. In addition, there has been a recent large influx of Asian and Indo-Pakistani immigrants to Vancouver.

This study is not designed to be an empirical research aiming at deriving a theory or conclusion. It is to explore mothers’ expectations of early childhood education across mainly four major ethnic groups in Vancouver: Caucasian, East Asian, Indo-Pakistani, and Native Indian.

The researcher asks the following questions:

1) To the mothers, what developmental goals are more important for their children in early childhood education program?

2) What are the possible differences of perception of early childhood education among the mothers from different ethnic groups?

3) Is there evidence showing Asian mothers are more concerned of their children’s academic performance at the preschool age level than mothers from the other ethnic groups?
Summary

Professionals are aware of the growing need to take cultural differences into consideration in designing programs to meet the needs of our changing society. The challenge of involving parents in the educational process is seen as important. Research needs to be done to help professionals understand parents’ beliefs and values.

To explore the question regarding the possible relationship between parents’ perceptions of early childhood education and cultural differences, this study examines what parents with different ethnic backgrounds perceive as important developmental goals for their children. The methodology used to conduct this investigation is described in the following chapter.
Chapter 3

METHODOLOGY

In this chapter, the sampling method and procedures for the study are described.

Sample

The sampling group comprised a total of 137 mothers. They were drawn from three settings: a university research-based preschool, a college-based daycare centre, and a community-based preschool. All settings shared an emphasis on play as an important ingredient in the curriculum. The university research-based preschool enrolled over 120 children in their 2-, 3- and 4- year-old mixed age programs. One of the important characteristics of this preschool is its emphasis on parent involvement which is evident by the number of scheduled parent educational activities. About 20% of the children in this program were from ethnic minorities. The college-based daycare centre served the childcare needs of the students and staff of the college where it was situated. This local college housed a great number of students from its ESL program and thus had a large proportion of new immigrants from different ethnic backgrounds. Approximately 62% of these children were from ethnic minorities. The community preschool was located in the inner city of Vancouver where over 40% of the population were from ethnic
minorities. Of the 72 children in the preschool program, about 46% of them were from ethnic minorities. The program directors of both the daycare centre and the community preschool stated their programs have an emphasis on multiculturalism. All the mothers in the college-based daycare (n=43) and the community-based preschool (n=62) were given a questionnaire (see Appendix I). In the university research-based preschool, 32 subjects were selected systematically by picking every fourth name on the enrollment list of 128.

From the 137 questionnaires sent out, a total of 94 were returned (68.6% return rate). Nine of the questionnaires were discarded because of improper responses to Question 1, making a final return rate of 62%. Out of the 85 remaining questionnaires, 22 were from the university-based preschool, 14 from the college-based daycare, and 49 from the community-based preschool.

A breakdown of the ethnic backgrounds of the 85 subjects in the study is shown in Table 3.1. "Other" includes 2 Middle Easterners, 10 descendants of mixed marriage, and 1 unspecified.
### TABLE 3.1  SUBJECTS BY ETHNICITY

<table>
<thead>
<tr>
<th></th>
<th>Caucasian</th>
<th>East Asian</th>
<th>Indo-Pakistani</th>
<th>Native Indians</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University-Based Preschool</td>
<td>17</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>College-Based Daycare</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Community-Based Preschool</td>
<td>26</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>49</td>
</tr>
<tr>
<td><strong>ALL</strong></td>
<td>51</td>
<td>16</td>
<td>2</td>
<td>3</td>
<td>13</td>
<td>85</td>
</tr>
</tbody>
</table>

The other characteristics of the 85 subjects in the study are shown in Figures 3.1, 3.2, 3.3, and 3.4.
FIGURE 3.2 EDUCATION LEVELS DISTRIBUTION

FIGURE 3.3 FAMILY INCOME DISTRIBUTION
The criterion set for the selection of interviewees was to have a representation of the major ethnic backgrounds in six interviews. From the university-based preschool, three interviewees were systematically selected by taking every tenth mother on a list of the subjects. The other three were chosen by the college-based daycare supervisor. The six interviewees included two Caucasians, two Chinese, one Middle Easterner (Persian), and one East Indian. Because these six chosen interviewees appeared to represent mothers from four different ethnic backgrounds already, no subject from the community-based preschool was selected.
Procedures

A questionnaire (see Appendix I) and a cover letter (Appendix II) with a stamped return envelope were given to all the subjects in the sample. In the questionnaire, the subjects were asked to rank order eight developmental goals. These are modified from the following references: Goulet (1975), Yawkey and Silvern (1976), and Wahlstrom et al. (1980). Goulet divided children's development into eight areas: Social, Emotional, Academic, Other Intellectual (such as following simple directions, demonstrating creative skills), Self-Concept, Sensory Perceptual, Language, and Physical which coincided with Yawkey and Silvern's description of kindergarten goals. Wahlstrom et al. were more specific in dealing with goals for preschool education. They highlighted four educational goals important to preschool children: 1) "the learning of social skills, to learn to relate to others," 2) "the learning of skills that prepare for formal learning in school," 3) "the exploration of his own interests and creativity," and 4) "the development of a good image of himself as a person and learner" (p. 151). In this study, four additional preschool educational goals were also chosen: 1) "physical development," 2) "emotional development in terms of emotional expression, control and trust of others," 3) "the development of positive feelings and attitudes towards learning," and 4) "the acceptance and appreciation of other cultures." The first three additional goals were selected to include the areas reflecting the whole child approach of early childhood education. The fourth goal was to respond to multiculturalism in today's
early childhood education programs.

In the cover letter, it was clearly stated that subjects were given the option to respond only to those questions they wished to answer. They could either return the form in the mail or to a staff member at the school. Subjects were asked not to identify themselves by name or by any other indicators except by pre-school or daycare setting and ethnicity. Their consent was assumed if they returned the questionnaire to the researcher. Confidentiality was also assured in the cover letter.

After the deadline date (approximately four weeks from the time the questionnaires were given out), a follow-up letter was sent to all the subjects. The letter was to remind mothers to return their questionnaire. The letter helped to increase the return rate from 46.8% to 68.6%, although the subsequent discarding of 9 questionnaires resulted in a 62% return rate.

Interviews were conducted after the questionnaires were collected. The interviewer used a set of guided questions for each interview (see Appendix III). A consent form was signed by all interviewees (see Appendix IV). The guided questions were designed to focus on four major areas. First, the subjects were asked to tell the reason why they enrolled their children in an early childhood education program. Second, they were asked to elaborate on their rationales of how they decided the most and least important developmental goals for their
children. Third, they were asked to explain how they perceived the differences between home and school environments. The last area aimed at finding out what they thought about their cultural backgrounds as a factor influencing their perception of early childhood education. The questions were tested in a pilot study with five mothers from the university-based preschool. On the basis of this pilot study, Questions 1 and 2 were rephrased to make them more open-ended. Each interview lasted from 20 to 35 minutes. All interviews took place at the setting where their children were enrolled and were recorded on audiotape and later transcribed for analysis.

Summary

The study was conducted with careful consideration of the rights of subjects. Questionnaires were used to elicit information about how mothers from the three different early childhood education settings rank order eight basic developmental goals for their children. Interviews were conducted to gather qualitative information about the thinking and reasoning underlining this rank ordering behaviour. The results of the study are described in the next chapter.
Chapter 4

RESULTS

The results of the study are described in this chapter. Since this was an exploratory study, no formal hypotheses were stated.

Average ranking scores of mothers from different ethnic groups were computed and a correlational analysis done. The selection of the goals by the mothers are presented in graphs showing most and least important.

Quantitative Analysis

A total of 94 questionnaires were returned (68.6% return rate). Nine of the questionnaires were discarded because of improper responses to Question 1, namely a failure to rank order the eight goals from 1 to 8. Analyses were conducted with the remaining 85 questionnaires.
The average ranking scores by goals and ethnic groups are shown in Table 4.1. The lower the ranking score, the more important the goal is.

### TABLE 4.1 AVERAGE RANKING SCORES BY GOALS AND ETHNIC GROUPS

<table>
<thead>
<tr>
<th>GOALS</th>
<th>ETHNIC GROUPS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caucasian</td>
<td>2.92</td>
<td>6.16</td>
<td>3.65</td>
<td>2.61</td>
<td>7.08</td>
<td>3.98</td>
<td>4.02</td>
<td>5.59</td>
</tr>
<tr>
<td></td>
<td>East Asian</td>
<td>2.81</td>
<td>4.06</td>
<td>4.19</td>
<td>3.38</td>
<td>6.56</td>
<td>4.19</td>
<td>4.07</td>
<td>6.75</td>
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<td></td>
<td>Indo-Pakistani</td>
<td>3.00</td>
<td>3.00</td>
<td>5.50</td>
<td>4.50</td>
<td>6.00</td>
<td>2.50</td>
<td>4.50</td>
<td>7.00</td>
</tr>
<tr>
<td></td>
<td>Native Indian</td>
<td>4.67</td>
<td>6.00</td>
<td>4.00</td>
<td>1.00</td>
<td>7.67</td>
<td>3.67</td>
<td>2.66</td>
<td>6.33</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>3.15</td>
<td>5.23</td>
<td>4.15</td>
<td>2.69</td>
<td>6.46</td>
<td>3.77</td>
<td>4.23</td>
<td>6.31</td>
</tr>
<tr>
<td></td>
<td>ALL</td>
<td>3.00</td>
<td>5.54</td>
<td>3.88</td>
<td>2.75</td>
<td>6.88</td>
<td>3.94</td>
<td>4.02</td>
<td>5.98</td>
</tr>
</tbody>
</table>

The overall ranking scores show that Goal "D", "the development of a good image of self as a person," is the most important. Goal "A", the learning of social skills, eg., to learn to relate to others," comes next. "Physical development fostered by various physical activities," Goal "E", was the least important.

To facilitate statistical analysis, two major categories were chosen, Caucasian and non-Caucasian. The average ranking scores by goals and ethnic groups are shown in Table 4.2. Lower ranking score means higher priority.
TABLE 4.2  AVERAGE RANKING SCORES BY GOALS AND CAUCASIAN/NON-CAUCASIAN GROUPS

<table>
<thead>
<tr>
<th>GOALS</th>
<th>ETHNIC GROUPS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caucasian</td>
<td>2.92</td>
<td>6.16</td>
<td>3.65</td>
<td>2.61</td>
<td>7.08</td>
<td>3.98</td>
<td>4.02</td>
<td>5.59</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Non-Caucasian</td>
<td>3.12</td>
<td>4.62</td>
<td>4.24</td>
<td>2.97</td>
<td>6.59</td>
<td>3.88</td>
<td>4.03</td>
<td>6.56</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>ALL</td>
<td>3.00</td>
<td>5.54</td>
<td>3.88</td>
<td>2.75</td>
<td>6.88</td>
<td>3.94</td>
<td>4.02</td>
<td>5.98</td>
<td>85</td>
</tr>
</tbody>
</table>

Spearman’s rank-difference correlation coefficient (rho) was used to test the inter-correlation between two variables: ethnic group and ranking pattern of the eight developmental goals. The ranking pattern was measured by the average ranking scores of each goal by the two ethnic groups: Caucasian and non-Caucasian mothers. Such a ranking pattern reflects mothers’ perceptions of the importance of early childhood education. Spearman’s rank-difference correlation coefficient shows that the perceptions of importance of early childhood education of the Caucasian and non-Caucasian mothers are highly correlated (rho=.90, p< .001).

To explore possible individual differences, tables showing the priority of goals by ethnic group and setting are presented in Figures 4.1, 4.2, 4.3, and 4.4. These figures compare the extent of importance of each goal as ranked by the subjects.
FIGURE 4.1 MOST IMPORTANT GOALS
BY ETHNIC GROUPS

GOALS
CAUCASIAN (N=51) | EAST ASIAN (N=16) | ALL OTHER (N=18)

FIGURE 4.2 LEAST IMPORTANT GOALS
BY ETHNIC GROUPS

GOALS
CAUCASIAN (N=51) | EAST ASIAN (N=16) | ALL OTHER (N=18)
FIGURE 4.3 MOST IMPORTANT GOALS
BY SETTINGS

GOALS
- UNIVERSITY (N=22)
- COLLEGE (N=14)
- COMMUNITY (N=49)

FIGURE 4.4 LEAST IMPORTANT GOALS
BY SETTINGS

GOALS
- UNIVERSITY (N=22)
- COLLEGE (N=14)
- COMMUNITY (N=49)
This study also explored the possible patterns of thinking and reasoning among the mothers, the answers to why the mothers ranked the goals the way they did, and what the mothers' underlying beliefs and values are.

**Qualitative Analysis**

Qualitative data was gathered from the interviews of the six mothers. The guided questions (see Appendix II) focused on four areas: 1) main reason for enrolling their child in an early childhood education program; 2) the most and least important goals for their children; 3) goals for school and home situations; and 4) cultural influence on their perception of early childhood education.

The data from the six interviews were analyzed by the guidelines of ethnographic qualitative analysis (Borg & Gall, 1989; Goetz & LeCompte, 1984) to see if there was a thematic pattern in how the mothers came to determine what was most important for their children in early childhood education and to examine if there were recurrent patterns of thinking and reasoning among the mothers who were interviewed. Since the interview was designed in a structured way to focus on four areas, the information provided from the interviews was organized by categories according to the four areas. The content was then analyzed by principals of comparing, contrasting, aggregating, and ordering. The data in this study is organized and presented with description and tables to show the linkages and
relationships of the information provided by the interviewees (Goetz & LeCompte, 1984).

In responding to Question 1, "What is the main reason that you enrolled your child in the early childhood education program?", two major reasons were given: providing children with the "experience of relating to other children" and "basic child care."

Among the four mothers who wanted their children to have a positive social experience with other children, different explanations were offered. The Chinese mother from Taiwan and the Middle-Eastern mother both mentioned that it was important for their children to learn to accept people from different cultural backgrounds, and in preschool or daycare, their children could relate to children from other countries. One Caucasian mother said that her child was and would continue to be the only child in the family. She stated, therefore, that it was important for her child to have some experience with other children. The other Caucasian mother said that although she had two other children at home, in preschool her child could develop the social skills to function well in a group. These two Caucasian mothers did not particularly mention the need for their children to relate to people from other cultures. In terms of the need for "care," the three working mothers sent their children to daycare because they wanted reliable care for their children. The other three homemaker-mothers did not
mention the need for "care."

One mother said that having her child learn a "routine of life" in daycare is important for her. That is the main reason why she chose daycare instead of hiring a babysitter to care for her child while she was at work. The main reasons for enrollment in preschool are summarized in Table 4.3.

### TABLE 4.3 MAIN REASONS FOR ENROLLMENT IN A PRESCHOOL/DAYCARE

<table>
<thead>
<tr>
<th>MAIN REASONS</th>
<th>NUMBER OF MOTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relating to others</td>
<td>4</td>
</tr>
<tr>
<td>Care</td>
<td>3</td>
</tr>
<tr>
<td>Learning routine</td>
<td>1</td>
</tr>
</tbody>
</table>

Total = 8*

* Two subjects mentioned two reasons

In responding to Question 2, "Do you have an older child?" and "Was he/she enrolled for the same reason?", four out of the six mothers did not have an older child. The other two mothers said their older children were also enrolled in the same program for the same reasons, namely, social experience and "care."
In responding to Question 3, "What is the most important goal for your child in the preschool/daycare program?", four out of six mothers (two Caucasian, one Hong Kong-Chinese, and one East Indian) chose the development of a good self-image. One mother chose emotional development (Taiwan-Chinese). The other (Middle-Eastern) chose the learning of social skills.

The four mothers who chose "good self-image" explained that a good self-image was the foundation for being able to relate to other people and the world at large.

The two Caucasian mothers felt that when a child had a good self-image, everything else would fall into place.

The Taiwan-Chinese mother said that they were new immigrants. She wanted her child to be able to express and control his emotions while he was relating with children of different "faces." She wanted him to understand that the children who looked different have the same emotions as him.

The Middle-Eastern mother said that, for her, in Canadian society, communication and understanding others (and their cultural behaviours) are important. That was why she chose social development as the most important goal for her child.
The most important goals are summarized in Table 4.4.

TABLE 4.4 MOST IMPORTANT GOAL

<table>
<thead>
<tr>
<th>GOALS</th>
<th>NUMBER OF MOTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Image</td>
<td>4</td>
</tr>
<tr>
<td>Emotional Development</td>
<td>1</td>
</tr>
<tr>
<td>Social Skills</td>
<td>1</td>
</tr>
</tbody>
</table>

In responding to Question 4, "What is the least important goal for your child in preschool/daycare?", four mothers said "skills that prepare for formal learning." One mother chose "acceptance and appreciation of other cultures." The other one chose "physical development" as the least important.

The four mothers (two Caucasian and two Chinese) who chose "skills that prepare for formal learning" as least important shared the viewpoint that they did not have concerns for their children's cognitive development at that stage. From their children's behaviour, they could tell their children were going to do well when they went to formal school. Three of them spent time playing, talking with, and reading to their children. They did not rely on preschool to provide extra academic experience for their children.
The Middle-Eastern mother chose "acceptance and appreciation of other cultures" as the least important goal. She felt that other developmental goals had higher priority for her child. The East Indian mother, who chose "physical development" as least important, said that her child already did a lot of physical activities. In daycare, it was more important for her child to develop other areas, such as "emotional development." The least important goals are summarized in Table 4.5.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>NUMBER OF MOTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Skills</td>
<td>4</td>
</tr>
<tr>
<td>Acceptance of Other Cultures</td>
<td>1</td>
</tr>
<tr>
<td>Physical development</td>
<td>1</td>
</tr>
</tbody>
</table>

In Question 5, the subjects were asked, "Should developmental goals for the child be met differently in the home than in the preschool/daycare environment?" Five out of six mothers answered "yes." Their reasons varied. Both the Taiwanese and Middle-Eastern mothers emphasized teaching their native languages to their children at home, while in preschool they wanted their children to relate to children from the Canadian culture. The Hong Kong-Chinese mother focused on role
differences. To her child, the teacher had more authority and was more knowledgeable. She felt it was the parents’ role to reinforce what the child had learned from daycare. The Caucasian mother, who had only one child, said that she could teach her child language and cognitive skills at home, but in preschool she expected her child to learn social skills which she could not offer at home. The other Caucasian mother, who had two other children at home, said that while she could offer the same activities to her children as the preschool did, in preschool her child related to different people and for this reason her child learned different things from the two settings.

The East Indian mother offered a negative answer to Question 5. She said that her child tended to follow her teacher more. Children learned from their teacher. As a mother, she spent quality time talking and reading to her child. This is what the teacher could not do at daycare due to the large numbers of children in the class. At home, she did not have a specific goal for her child. The responses of Question 5 are summarized in Table 4.6.
### TABLE 4.6 DIFFERENT GOALS IN PRESCHOOL/DAYCARE AND HOME

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>NUMBER OF MOTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
</tbody>
</table>

In responding to Question 6, "Is your perception of early childhood education influenced by your cultural background?", three mothers said "yes" and three said "no." The three mothers who answered "yes" offered different explanations for their answers. The East Indian mother explained that her culture put much emphasis on children and their self-development and directly influenced her perception of what she expected from early childhood education. The Caucasian mother said her family tradition stressed education. The Hong Kong-Chinese mother said her perception was a little bit influenced by her cultural background. However, she did not clearly explain how.

Among the three mothers who answered "no," the Caucasian mother said her view was not unique in her culture. She noticed that parents from the other cultures shared her ideas about early childhood education. The Taiwanese mother said that her perception was the opposite of what people in Taiwan believed. In Taiwan, young children were pushed to succeed in school and pressure was exerted on them in their preschool years. The Middle-Eastern mother said there was no
daycare as such in her home country. She said she learned about early childhood 
education and daycare in this country. The responses to Question 6 are 
summarized in Table 4.7.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>NUMBER OF MOTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

The following chapter will interpret and discuss the findings.
Chapter 5
DISCUSSION

In this chapter, the results of the study will be discussed and interpreted in light of findings from other relevant studies.

The major result from the questionnaire shows that mothers from different ethnic backgrounds do not vary significantly in their expectation of early childhood education programs for their children. In general, mothers from different ethnic backgrounds value self-concept and social skills more than academic learning, exploring self interests and creativity, physical development, emotional development, and acceptance of other cultures. This finding does not agree with the notion that certain ethnic groups, such as Chinese, regard academic accomplishments as more important than the other aspects of developments (Wan, 1985; Xiangrong, 1985). Three possible explanations are offered as follows.

One possible explanation is that parents feel early success in academic learning does not solely rely on school programs. Rather, parents believe that their inspiration and time spent with their children play a more important role in young children's development. In the present study, four out of the six interviewees ranked "skills that prepare for formal learning" as least important. Three respondents emphasized that they spent time playing, talking with, and reading to
their children at home. Their children were able to develop their cognitive and language skills from the time spent with the mothers. These mothers did not depend on preschool to provide extra academic experience for their children.

Another possible explanation is that differences in parents' perceptions emerge only when the children are in grade school. From the interviews, four out of six interviewees said that they believed their children would do well when they went to formal school. Two mothers said that they would not worry about their children's ability at preschool age, but they have a strong desire for their children to succeed in school. These two parents were both ethnic Chinese.

The third possible explanation relates to the design of the present study. All the subjects in this study were drawn from play-based early childhood education programs. Academic learning was not particularly emphasized in these programs. It is likely, therefore that in these programs, a significant proportion of the parents do not put emphasis on academic learning. As a result, this finding is based on a biased sampling.

In Figure 4.1, 25% of the East Asian mothers, as compared to only 2% of the Caucasian and 6% of the other mothers, rank "the learning of skills, eg. language and cognitive skills, that prepare for formal learning in school" as the most important goal for their children. Although the difference in the overall ranking
pattern between the Caucasian and non-Caucasian mothers does not show in the statistical analysis, the obvious difference in this case is worth noting. It seems to indicate that even in play-based early childhood education program, a significant proportion of East Asian mothers still stress the development of academic skills as highly important.

The subjects in this study were selected from three play-based early childhood education programs. They ranked Goal B, "the learning of skills, eg. language and cognitive skills, that prepare for formal learning in school," sixth in priority. This agrees with the philosophy of not stressing academic learning in play-based programs.

In this study, more mothers ranked "the development of a good image of self as a person" highest in priority. What does "self-image" mean to these parents? Among the six mothers interviewed, four of them expressed that self-image was the basic quality that a young child needed in order to succeed in their social and academic development. One mother was an immigrant Chinese from Hong Kong. She expressed her concern of the identity issues that Chinese-Canadian youth are facing. Her child's positive self-image was very important to this mother. The East Indian mother was also an immigrant. She felt strongly that her child should respect the people around him and develop a positive self-image. She was also aware of the fact that her child was going to grow up in a multicultural society.
Mutual respect seemed to develop based on self-respect. As shown in Figure 4.1, 39% of Caucasian mothers selected "self-image" as the most important goal, while 61% of the "minority" mothers (excluding East Asian mothers) chose this goal. In Figure 4.3, 57% of mothers in the college-based daycare, and 47% in the community-based preschool chose "self-image" as the most important as compared to only 23% of the mothers in the university-based preschool. It appears that "self-image" is more, if not equally, important to these ethnic minorities than to Caucasians. It is reasonable to infer that ethnic minorities feel strongly about self-image as a goal for their young children in light of their children being a member of a visible minority and having to deal with a culturally diverse society. One Caucasian mother also shared the viewpoint about her child learning mutual respect among other children but did not specifically relate it to the issue of multiculturalism. It is possible that to the mainstream population, it is not as pertinent an issue to be accepted by people of other cultures as for visible minorities to be accepted by other cultures. To the visible minorities, striving to maintain their cultural values and uniqueness is a task for the young, especially when it comes to the stage when self-identity becomes important. Ethnic minority mothers are more aware of the need for their children to accept and be accepted by people from other cultures.

Multiculturalism in education promotes the respect and acceptance of other cultures. The mothers from the minority group ranked Goal H, "the acceptance
and appreciation of the other cultures," somewhat low, ranging from fifth to eighth among the eight goals (Table 4.1). However, in the interviews, the two Chinese mothers and one Middle-Eastern mother expressed their desire for their children to experience and learn to relate to children from other cultures. It appears, then, that the mothers from ethnic minority backgrounds see the need for their children to relate positively to people from other cultures. In their rankings, however, it is contradictory that the acceptance and appreciation of other cultures are not as important as the other goals. Their concern was revealed when they ranked self-image as a high priority. In Figure 4.1, 61% of "all other ethnic groups" chose the development of good self-image as the most important goal for their children. One of the goals in multicultural education was to encourage minority cultural groups to develop a positive self-image. At least, this is what the majority of educators feel strongly about. Yet, do ethnic minorities understand and agree with the concept of multiculturalism? Do they have a different perspective on multiculturalism? Is it more important to integrate than to maintain their uniqueness? These are questions worth exploring.

Limitations of this Study

Because of the limited number of Indo-Pakistani and Native Indian subjects, results may not generalize to members of these ethnic groups. Due to this lack of
ethnic representation, the interpretation of the results are limited. A stratified random sampling technique could have been applied to eliminate this shortcoming.

The return rate (62%) of the questionnaires is low. Although follow-up letters helped to increase the return rate from 46.8% to 68.6%, the dropping of 9 questionnaires resulted in a final return rate of 62%. There were 31.2% nonresponding mothers. Including the 9 subjects dropped from the sample, the rate of nonresponse was 38%. Borg and Gall (1989) suggested that if more than 20% of the questionnaires are not returned, it is likely that the findings of the study could have been different if the nonresponding group had returned the questionnaire. In this case, a check on these nonresponding subjects could give information as to whether the findings are based on a biased sampling. One possible reason why 31.2% of the mothers did not return the questionnaire was that the questionnaire was in English and a large proportion of them were ESL immigrants who had limitations in English. There were at least two things which could have done to improve the validity of the findings in this study. The nonresponding mothers could have been interviewed by telephone to see what the reason was for their not responding and/or the questionnaire could have been translated into the languages that the mothers understand.

Related to sampling, a possible bias occurred because all the subjects were drawn from play-based early childhood education programs. This may not reflect
the view of the general population as to whether academic learning is more
important than other developmental goals.

Recommendations for Future Research

A factor that might be important to the understanding of ethnicity that could
have been added to the study is "years living in Canada." Hess et al. (1987)
reported that "the persistence of beliefs within cultural groups indicates that cultural
beliefs are stable and are transmitted through the family" (p. 188). In their study,
mothers' responses to specific instances of unusually high or low achievement were
examined. He found that the Chinese American mothers and the mothers in the
People's Republic of China shared a similar belief about utility of effort to succeed
in school. Do the stability and transmittance of cultural beliefs apply to other
ethnic groups? What are the forces that retain the cultural beliefs in ethnic groups?
A comparison study of parents by their years in Canada would be worthwhile for
future study.

There was a speculation that mothers may have different priorities in goals
for their school age children. Another suggestion for future research is to take
samples from the same population to find out what these mothers expect when their
children are in grade school.
Information from this study indicates that the minority ethnic groups rank "the acceptance and appreciation of other cultures" as a low priority. However, they highly value the development of good self-image in their children. They regard self-image as an important factor to help their children relate to and be accepted by members from other ethnic groups. It may be a matter of survival and maintaining well-being. It is more important than being able to accept and appreciate other cultures. People from the mainstream culture, however, are more interested in educating their children to accept and appreciate the minority cultures in the country. Multicultural education has focused on "developing workable teacher training programs and amending inaccurate and prejudicial curriculum materials" in the 1960s and 1970s (Friesen, 1985, p.45.) As Friesen (1985) suggested, the building of self-esteem of children of the ethnic minorities is one of the areas to be developed. It is also worth exploring the questions, "What do ethnic minority groups want from multicultural education?" and "Is multiculturalism merely a White middle-class concept?"

Conclusion

This exploratory study was limited to only one statistical conclusion. A significantly high correlation in mothers’ perceptions of the goals of early childhood
education was found between the Caucasian and non-Caucasian mothers. However, the general trend of what is more important as perceived by the mothers for the children in early childhood education programs is clear. The development of "self-image" and "social skills" seems more important than the other goals. Meanwhile, "physical development" and "the acceptance of other cultures" appear to be least important. Through the interviews, information was gathered to give insight into interpreting the findings from the questionnaire.

This study discussed issues concerning ethnicity as an effect on mothers' perception of early childhood education. Many questions await to be answered while educators attempt to design and implement culturally sensitive early childhood education programs. Cross-cultural and cross-national studies would help to answer some of these questions. While the parent's role in education is recognized, teachers need to be more open and sensitive when dealing with parents in order to establish a working, understanding, and co-operative relationship.
APPENDIX I

No. __________

QUESTIONNAIRE:

The information gained from this questionnaire will be used for research purposes only. Your identity and the responses you record will be kept in complete confidence. Any information that could identify you will be destroyed at the conclusion of the study.

Here are the questions:

There are eight major goals in early childhood education programs. Rank order the following goals according to their importance for your child. (Prioritize from 1 to 8, with "1" being most important and "8" being least important.)

_____ A) The learning of social skills, eg. to learn to relate to others
_____ B) The learning of skills, eg. language and cognitive skills, that prepare for formal learning in school
_____ C) The exploration of his/her own interests and creativity
_____ D) The development of a good image of self as a person
_____ E) Physical development fostered by various physical activities
_____ F) Emotional development in terms of emotional expression, control and trust of others
_____ G) The development of positive feelings and attitudes towards learning
_____ H) The acceptance and appreciation of other cultures

GENERAL INFORMATION

Family (Annual) Income:
below $30,000 ______
$30,000 - $49,999 ______
$50,000 - $79,999 ______
above $80,000 ______
Education - highest level of education attained:
  Junior Secondary School ___
  Secondary School ___
  College Diploma ___
  University Degree ___
  Postgraduate Degree ___

Ethnic Background:
  Caucasian ___
  Black ___
  East Asian ___
    Chinese ___
    Japanese ___
    Korean ___
    Vietnamese ___
    Filipino ___
    other ___
  Indo-Pakistani ___
  Native Indian ___
  Other ___

How long has your child (the one presently in this program) been in the early childhood education program?
  less than 1 year ___
  1 - 2 years ___
  2 - 3 years ___
  more than 3 years ___

<END OF QUESTIONNAIRE>

THANK YOU FOR YOUR PARTICIPATION
Dear Participant,

The title of this research project is "Mothers' Perception of Early Childhood Education as a Function of Ethnic Background."

The purpose of this research is to find out if there are any differences of perception in regard to early childhood education among mothers from various ethnic backgrounds. The information gained from this research will provide insights to educators to plan curriculum that is culturally sensitive to meet the needs of parents and children from various ethnic backgrounds.

You are asked to respond to all the questions below and mail the questionnaire using the provided stamped envelope. A random selection will be carried out. You may be chosen to be interviewed for 15 minutes by the researcher. You may refuse to respond to the questions or participate in the interview as you wish.

The information gained from this questionnaire will be used for research purposes only. Your identity and the responses you record will be kept in complete confidence. Any information that could identify you will be destroyed at the conclusion of the study.

Your consent is assumed when you respond to the questions.

You have the right to refuse to respond to this questionnaire or participate in the research. Your relationship with the Centre will not be jeopardized.

The principle advisor of this research is Dr. Glen Dixon, Director of Child Study Centre (Tele.# 228-2311).

Should you have any questions, please call Gary Yung (graduate student), the primary researcher, at 683-2268. Thank you.

Please use the self-stamped envelope to send the completed questionnaire back to Gary Yung before June 7, 1991. (You may also bring the envelope in to the Child Study Centre.)
APPENDIX III: GUIDED QUESTIONS FOR INTERVIEW

The information gained from this interview will be used for research purposes only. The answers will be taped and later transcribed. Any names used in the interview will not be used in written form. Confidentiality is guaranteed. Any information that could identify you or your child will be destroyed at the conclusion of the study.

Questions asked in interview of respondents:

1. Please tell me the main reason that you have enrolled your child in this preschool (or daycare centre).

2. Do you have an older child? Was he/she enrolled for the same reason? Or different reasons?

3. In the questionnaire, you chose ________ as the "number one" goal for your child in this preschool (daycare) program. Could you elaborate on how you decided on this goal as the most important goal for your child?

4. In the questionnaire, you chose ________ as the "number eight" goal for your child in this preschool (daycare) program. Could you elaborate on how you decided on this goal as the least important goal for your child?

5. Do you see that the developmental goals for your child should be met differently in home and preschool (daycare) environments? Why?

6. Do you think that your perception of early childhood education is influenced by your cultural background? If yes, please explain.
Dear Parent,

Thank you for participating in this interview.

I am the primary researcher of this study. I am a graduate student at UBC. I am doing this research project for my thesis. The title of this research is "Mothers' Perception of Early Childhood Education as a Function of Ethnic Background." The information gained from this study will provide insight to educators to plan curriculum which is culturally sensitive to parents and children from various ethnic backgrounds.

The information gained from this interview will be used for research purposes only. The answers will be taped and later transcribed. Any names used in the interview will not be used in any written forms. Confidentiality is guaranteed. Any information that could identify you or your child will be destroyed at the conclusion of the study.

The approximate time for the interview is 15 minutes. You may refuse to answer any questions which you consider as inappropriate.

The principle advisor of this research is Dr. Glen Dixon, Director of Child Study Centre (Tel. #228-2311).

Should you have any questions, I can be reached at 683-2268.

Yours truly,

Yanchi Gary Yung

* * * * * * * * * * * * * * *

Consent Form

I, ________________________, consent to be interviewed by researcher Gary Yung.

I understand that confidentiality is guaranteed to protect my right. The purpose of the interview and the study is clear to me. I may refuse to respond to any questions that I consider as inappropriate.

I have read the information provided and received a copy of this consent form.

_____________________________  ______________________________
Signature                                      Date
REFERENCES


