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THE EFFECT OF EARLY DAY CARE ON THE
SOCIAL SKILLS OF KINDERGARTENERS
AND THIRD GRADERS

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THE EFFECT OF EARLY DAY CARE ON THE
SOCIAL SKILLS OF KINDERGARTENERS
AND THIRD GRADERS

by

JODIE BAUGH, B.S.

RESEARCH PROJECT REPORT

Presented to the Graduate Faculty of Education

The University of Texas of the Permian Basin

in Partial Fulfillment

of Requirements

for the Degree of

MASTER OF ARTS

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

May, 1990

Abstract

The effect of day care histories (full-time care beginning in infancy, part-time care, and exclusive maternal care) on kindergarteners and third graders social development was examined. One hundred and fifty-one students from Midland Independent School District participated in the study. The students were rated on their social behavior by their teachers and peers. There were no significant differences between children who had been in day care and children who had not. The children who began full-time day care in infancy were rated lower on some behaviors than their peers who had entered day care at later ages. The main effects of sex and grade produced differing results in the interactions of children with day-care experiences which could be of importance in a more comprehensive study.