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# Quality of Structure and Teacher–Child Relationship: A Kindergarten–Childcare Services Comparison in Two Countries.

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## Introduction

- ▶ Studies underlined the crucial importance of teacher–child relationship quality for children’s development in early childhood education (ECE).
- ▶ Results regarding structural variables that explain those relationships, in particular at an international level, remain much less consistent.

### Structural quality

regulable factors, such as child-staff ratios, group size and staff training and education<sup>1</sup>

### Quality in early child care

### Process quality

concerns children’s daily experiences while interacting with teachers, peers, and materials outcomes<sup>1</sup>

## Objectives

- ▶ Compare teacher–child relationship quality, as well as structural quality of the ECE services hosting 3 year-old children from two countries (France and Canada).
- ▶ Identify which structural quality variables explain the quality of the relationships.

### Montreal

**Program** Play-oriented education promoting global development: Five guiding principles based on constructivism and socioconstructivism

**Pedagogical Perspectives** Initiated and child-directed learning activities. Promoting active learning through small group activities and focusing on socialization

### Grenoble

Program focused on fundamental learning and direct instruction; systematic instruction. Formal learning of the alphabet, numbers and writing

Learning initiated and directed by the adult in which the children are more passive. Large group activities where all must perform the same tasks

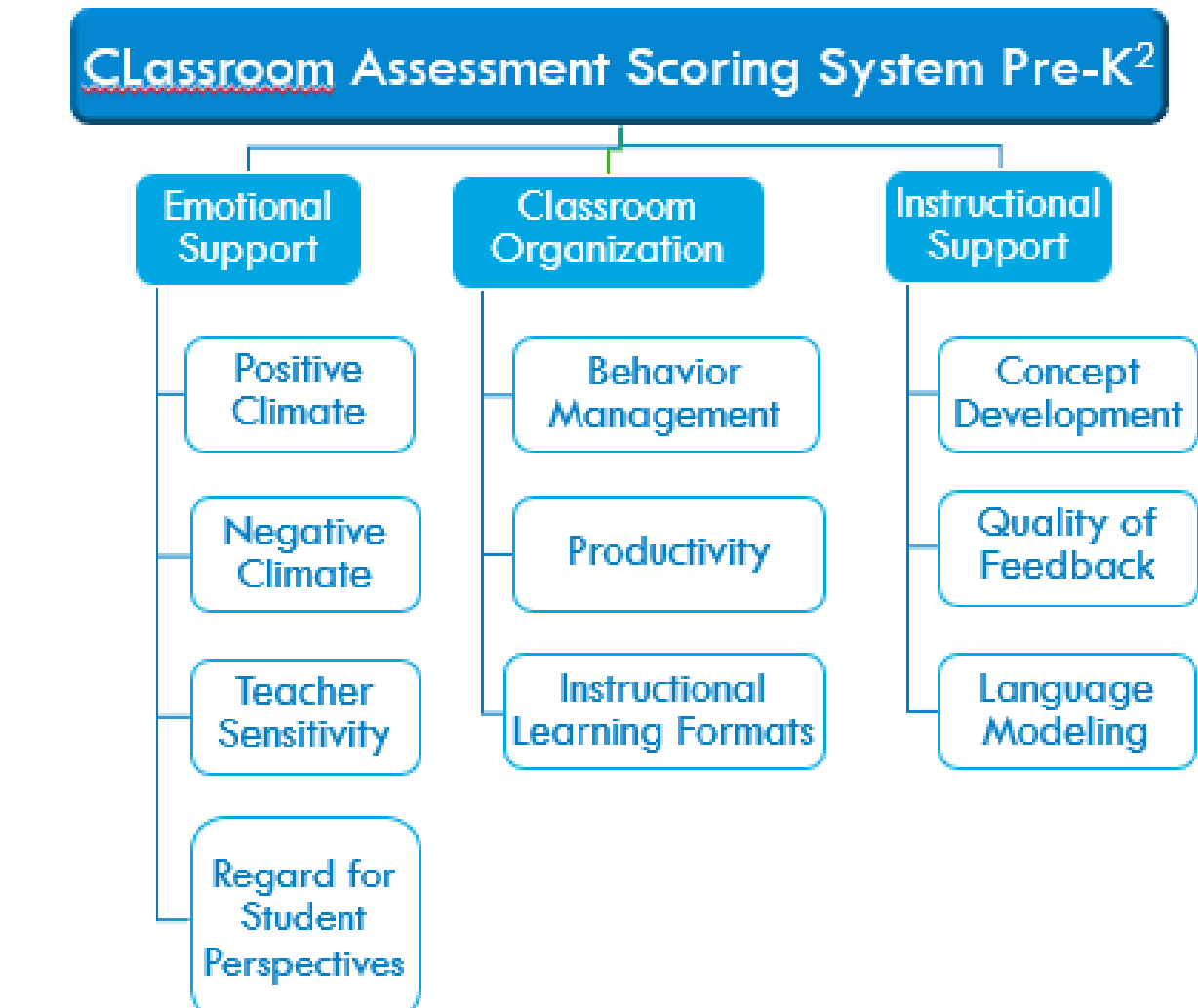
## Sample

▶ **Montreal, Canada**  
40 childcare centers  
**Recruitment:** November 2016  
**Data collection:** Spring 2017

▶ **Grenoble, France**  
41 kindergartens  
**Recruitment:** November 2017  
**Data collection:** Spring 2018

## Measures

- ▶ Observation with the Classroom Assessment Scoring System (CLASS)<sup>1</sup>
- ▶ Questionnaire: experience and training levels, age, gender of educator and teachers and the group sizes in each class/group.



## Results

Table 1. Group Differences for Structural Quality Variables

Structural variables	Childcare centers Québec		Kindergartens France		Total		Chi <sup>2</sup> Test				
	n	%	n	%	n	%	Chi <sup>2</sup>	ddl	Sig.	V	
Gender	Women	40	100	37	90.2	77	95.1	4.10	1	.043	.22
	Men	0	0	4	9.8	4	4.9				
Education Degree	College	33	82.5	0	0.0	33	40.7	57.08	1	.001	.84
	University	7	17.5	41	100	48	59.3				

Table 2. Group Differences for Structural Quality Variables

Structural variables	Childcare centers Montreal, Québec (n = 40)		Kindergartens Grenoble, France (n=41)		Mann-Whitney test			
	M	SD	M	SD	t	ddl	Sig.	r
Experience level (year)	6.87	8.35	14.95	10.78	271.5	-3.36	0,001	-0.53
Group size	9.35	3.35	20.98	3.72	30	-7.25	<0.001	-1.15
T-test								
Educators/Teachers Age	M	SD	M	SD	t	ddl	Sig.	r
	41.18	9.30	47.34	6.91	3.381	71.94	0,001	0.37

Table 3. Group Differences for Process Quality Variables

Process variables (CLASS)	Childcare centers Montreal, Québec (n = 40)		Kindergartens Grenoble, France (n=41)		T-test			
	M	SD	M	SD	t	ddl	Sig.	r
Emotional Support	5.77	0.79	3.98	0.55	11.81	69.0	0.001	.82
Classroom Organization	5.64	0.83	4.16	0.76	8.32	79.0	0.001	.68
Instructional Support	2.75	0.69	2.20	0.51	4.12	71.65	0.001	.44

Table 4. Summary of a Linear Logistic Regression Predicting Emotional Support, Classroom Organization and Instructional Support

Predictor variables	Emotional Support				Classroom Organization				Instructional Support			
	r	B	β	t	r	B	β	t	r	B	β	t
University degree	-.74**	-0.99	-0.43	-4.31***	-.63**	-0.73	-0.33	-2.78**	-.43**	-0.14	-0.10	-0.73
Class size	-.68**	-0.06	-0.35	-3.72***	-.59**	-0.05	-0.30	-2.71**	-.44**	-0.03	-0.30	-2.29*
Age (year)	-.44**	-0.02	-0.16	-2.10*	-.43**	-0.03	-0.21	-2.27*	-.42**	-0.02	-0.30	-2.82**
Gender = men	-.16	-0.27	-0.05	-0.73	-.13	-0.20	-0.04	-0.48	.01	0.19	0.06	0.62
R <sup>2</sup> sig. F(4,80) = 33.31, p < 0.001												
0.64												
F(4,80) = 17.61, p < 0.001												
0.48												
F(4,80) = 8.09, p < 0.001												
0.30												

\* p < 0.05, \*\* p < .01, \*\*\* p < .001

## Conclusion

- ▶ The present study helped support previous findings, showing that greater regulation could be linked with a higher processes environmental quality in ECE programs<sup>3</sup>.
- ▶ Moreover, this study sheds light on the structure and processes of two different ECE systems for 3 year-old children in Western countries.

Work cited  
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