

Are the Characteristics of Mothers and Child Care Practitioners Predictive of their Early Literacy and Numeracy Practices?

by

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ABSTRACT

Do the characteristics of practitioners and mothers predict their reported literacy and numeracy practices? Canadian mothers ($N = 131$) and child care practitioners ($N = 376$) caring for preschoolers completed surveys. Children's book exposure and mothers' academic expectations predicted mothers' literacy and numeracy practices. Mothers' literacy attitudes also predicted literacy practices, but numeracy attitudes only weakly predicted some numeracy practices. Professional development, beliefs about child care, and beliefs about children's capabilities predicted practitioners' *literacy* practices overall; their expectations predicted *basic* literacy practices only. Professional development, beliefs about children's capabilities, and expectations predicted practitioners' *numeracy* practices overall; their beliefs about child care predicted *advanced* numeracy practices only. Thus, both parent and practitioner characteristics predicted their reported literacy and numeracy practices; expectations stood out as a significant predictor for both groups. In future, adult characteristics should be taken into consideration in studies of their literacy and numeracy practices with children.