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Household And Child Care Task Participation Of Fathers In East Central Illinois

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HOUSEHOLD AND CHILD CARE
TASK PARTICIPATION OF FATHERS
IN EAST CENTRAL ILLINOIS

COMPAGNONI

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Household and Child Care Task Participation
of Fathers in East Central Illinois
(TITLE)

BY

Marcella M. Compagnoni

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1990
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

August 8, 1990
DATE

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Aug. 10, 1990
DATE

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DEPARTMENT HEAD

ABSTRACT

Compagnoni, Marcella, M. (1990). Household and child care task participation of fathers in East Central Illinois. Master of Science, Eastern Illinois University. Major professor; Jayne Ozier, Ph.D.

The purpose of this study was to identify and compare the household and child care task participation of fathers with androgynous, masculine and feminine personality characteristics. The sample consisted of 29 fathers drawn from three East Central Illinois day care centers and one university child development laboratory. Data were collected using the Bem Sex Role Inventory (BSRI), the Hollingshead Social Status Scale (HSSS) and the Father's Questionnaire. The BSRI contained 60 characteristics to be rated by the individual as to how true each characteristic describes himself or herself. The Father's Questionnaire addressed child care availability, participation in household tasks and participation in child care tasks. It consisted of checklists, open-ended and fixed response questions. The HSSS was incorporated into the Father's Questionnaire and was used to assess the family's position in the social status structure of society. Each father was instructed to independently complete a BSRI and The Father's Questionnaire. All the subjects of this sample were married; three fathers were students and eight parenting partners did not work outside the home. Over half of the fathers had at least an Associates degree, as did the mothers. Analysis of HSSS scores indicated the

high socio-economic status of this sample. Statistical analysis of the data included frequencies, percentages and cross tabulations. Sex role orientation was not related to the household and child care task participation of the fathers in this study. All 29 fathers were involved in household tasks. All the androgynous and feminine fathers and 16 of the 17 masculine fathers were participating in masculine household tasks. Seventeen of the fathers (5 androgynous, 10 masculine and 2 feminine) were involved in feminine household tasks. These scores indicate the tendency of these fathers to follow traditional divisions of household tasks. In the total child care participation section, all the androgynous and feminine fathers and 15 of the 17 masculine fathers were participating in these tasks. Twenty-five of the fathers were involved in recreation/leisure activities, while only 16 were participating in caregiving activities. In the communication/nurturance section, 26 of the 29 fathers were involved in these tasks, and 28 of the 29 fathers were participating in the discipline/guidance tasks. Again a traditional pattern of father's behaviors was evident in the child care task section. These scores suggest the need for further explanatory research. For example, what are the precipitators of fathers' child care and household participation? This researcher also recommends that family of origin and mothers' sex role orientation be reviewed in determining precipitators of fathers' participation.

DEDICATION

This work is dedicated to John, who, will one day be an 'androgynous' father.

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I wish to thank Dr. Jayne Ozier, my advisor, for her inspiration, guidance and patience. Her unfaltering confidence in me provided the impetus I often needed to continue this research.

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Chapter One

Introduction

Statement of the Problem

As a culture, we associate certain roles and tasks with each sex. Women assume the roles of wife, mother, homemaker, and nurturer with men assuming the roles of husband, father, breadwinner, and worker (Kaplan and Sedney, 1980). According to McGowan (1990), "our culture views male parenting as part-time and optional...mothers are expected and able to care for and nurture their children, fathers are not." However, societal changes are forcing the family to reevaluate this division of roles. Through divorce and, also, the entrance and retention of women in the labor force, the clear division of roles of generations past is no longer evident.

The U.S. Census Bureau (1987) reports that the percentage of working women with children under the age of six in 1987 doubled since 1975. The trend that these statistics indicate has increased fathers' opportunities to become involved in household and child care tasks. Researchers (Radin & Sagi, 1982; Palkovitz, 1984; Levant, 1980) continue to examine the importance of fathers in their child(ren)'s lives, and family life educators develop programs to help fathers cultivate the skills and knowledge necessary to participate more fully in their child(ren)'s

lives (McBride, 1989). As fathers increase their child care involvement, the division of family roles by gender disintegrates. This change in gender roles is interrelated, because as women begin to place more emphasis on work roles, men's roles in household and child care tasks are influenced (Miller, 1984). This migration toward nontraditional characteristics creates a family unit new to our society.

Purpose

The purpose of this study was to identify and compare the household and child care task participation of fathers with androgynous, masculine and feminine personality characteristics.

Objectives

The objectives of this study were the following:

1. To identify the household participation of androgynous fathers.
2. To identify the household participation of masculine fathers.
3. To identify the household participation of feminine fathers.
4. To identify the child care involvement of androgynous fathers.
5. To identify the child care involvement of masculine fathers.

6. To identify the child care involvement of feminine fathers.
7. To compare the household task participation of androgynous, masculine and feminine fathers.
8. To compare the child care involvement of androgynous, masculine and feminine fathers.

Definitions

In order to assure the clear understanding of the variables in this study, the researcher has defined the following terms for use in this study:

Household tasks: this will include household activities such as housework, meal preparation, and home/car/outdoor maintenance, (Levant et al., 1987). Those such as home/car/outdoor maintenance will be referred to as masculine tasks and those such as cooking/cleaning/shopping will be referred to as feminine tasks (Antill & Cotton, 1988).

Child care: this will refer to all interactions with the child on a daily basis. Included will be caregiving, discipline/guidance, communication/nurturance and recreation/leisure, (Levant, Slattery, and Loisell, 1987).

Parenting partner: this will refer to the female in the home functioning as the mother. This term includes the natural mother, step-mother, aunt, or any other female.

Androgyny: this will refer to a masculine score above the median and a feminine score above the median on the Bem Sex Role Inventory, (Bem, 1977).

Masculine: this will refer to a masculine score above the median and a feminine score below the median on the Bem Sex Role Inventory, (Bem, 1977).

Feminine: this will refer to a feminine score above the median and a masculine score below the median on the Bem Sex Role Inventory, (Bem, 1977).

Undifferentiated: this will refer to a masculine score below the median and a feminine score below the median on the Bem Sex Role Inventory, (Bem, 1977).

Rationale

Many studies have addressed the child's perception of paternal involvement or the effect of paternal involvement on children's future socialization (Weinraub, Clemens, Sockloff, Ethridge, Gracely, & Myers, 1984; Baruch & Barnett, 1986). A few researchers (Russell, 1978; Radin & Sagi, 1982; Rotundo, 1985) have explored father's participation in child care and its relation to androgyny. Through this study, the researcher hoped to provide insight into the sex role orientation of fathers who are participating actively in household and child care tasks.

These changes in attitudes towards parenting provide evidence of society's willingness to adapt to the

continuous new ideas brought forth by a changing and growing world.

As new ideas emerge, the family needs the guidance and support of family advocates. Through research such as this, family advocates will increase their knowledge of the new family enabling them to provide necessary programs for families.

Chapter Two

Review of Literature

The literature addressing fathers' involvement in household and child care task participation cited in this reviews spans a three decade period. The earliest study reviewed was Tasch (1952), and while no research was found from the 1960's, studies were cited from the 1970's, 1980's, and 1990. All studies in this review are primary sources with the exception of Aldous (1974). Literature addressing role changes in the family, androgyny, fathers' role in household tasks and fathers' role in child care tasks were reviewed.

Role Changes in the Family

Traditionally, the father's role placed him outside the home, interfacing between the family and society. His function has been to provide the family with needed resources. His role within the family was that of disciplinarian. In a nontraditional view, however, fathers participate more in pregnancy and birth and function as a co-parent (Levant, 1980).

The father's roles, as described above, are shaped and defined by the needs of the family in society. As times and circumstances change, family members have the freedom to determine their own roles in the family. Roles,

however, lack guidelines, and normative limits are broad. Specific behaviors are shaped by individuals and the requirements of the situation, allowing for individualized improvisation. Expected individual behaviors, when proven comfortable and repeated over time, become role expectations. The role making process allows families to create roles based on interest, competency and time available rather than gender (Aldous, 1974).

The process of role making involves the entire system. When an individual experiments or practices a certain behavior, she/he is concurrently interacting with not only another person but the system as a whole. If the behavior becomes a role expectation, the behavior and role expectations of other system members are influenced. For example, the employment of a woman changes her role as homemaker and mother, thus changing the father's role (Murdzeva-Skaric, 1986).

Role making has not always been necessary. Within the last century demographic changes influenced the family toward more nontraditional roles (Lamb, 1982). Prior to the industrial revolution, responsibility for economic provisions and, to a lesser extent, child care was shared by the family unit. The advent of the industrial revolution separated the family as the men began to travel to work minimizing contact with their children. Although women worked outside the home, wage increases gradually

reduced the need of two incomes. With more women remaining in the home, the family unit accepted the traditional division of labor (Lamb, 1982).

As early as 1952, Tasch explored the nature of paternal child care participation. In her study of 85 fathers, Tasch obtained information through fathers' reports of their satisfactions, problems, attitudes and opinions regarding the paternal role. Data were collected through a flexible interview schedule from which categories were established to analyze the results. She found fathers considered child care a requirement of fatherhood. Quality interaction with children during available time, no matter how limited, held more importance than actual clock hours. In her research, Tasch saw evidence of changing parental roles toward more egalitarian relationships among the parents in her study.

The current concept of the traditional family resulted from the industrial revolution (Lamb, 1982). While this structure afforded the family stability, changes have occurred in familial roles. Tasch (1952), Aldous (1974) and Lamb (1982) all viewed societal change as the instigating force for family role change. Role making, rather than gender based norms (Aldous, 1974), encouraged families to expand and explore various options to the traditional family. Both Tasch (1952) and Aldous (1974) advocated role making as parents were striving for a more

egalitarian relationship in household and child care task participation.

Androgyny

Changing family roles prompted researchers to investigate the psychological precipitators of this change. Psychologists searched for a possible relationship between changing roles and psychological characteristics of individuals. The model of androgyny was introduced and largely influenced by Sandra Bem. Androgyny is composed of 'andro' referring to male and 'gyn' referring to female. To ancient Greeks, this meant the presence of female and male characteristics in a single organism. Psychologists today use androgyny in a socioculture context focusing on the interactive psychological traits of female-male (Kaplan & Sedney, 1980).

In 1974, two hypotheses guided Bem in her research regarding androgyny. First, she hypothesized men and women are androgynous. More specifically, she hypothesized individuals do incorporate instrumental and expressive characteristics into their personalities. With these equally balanced characteristics, androgynous individuals could display appropriate behaviors in a variety of situations. Bem's second hypothesis pointed to the limitations placed on strong sex-typed individuals as they experienced and reacted to new situations.

The incorporation of both masculinity and femininity allows the androgynous individual to exhibit flexibility in his/her choice of behaviors. Androgynous individuals maintain freedom and are uninhibited to engage equally in masculine and feminine types of behaviors (Bem, 1974 and Russell, 1978). The androgynous father is then more likely to participate actively in household and child care tasks.

Griffin and Babbitt (1988) researched the change in gender trait stereotypes from 1978 through 1986. Using a questionnaire consisting of the 40 masculine and feminine characteristics from the Bem Sex Role Inventory, subjects responded to each item as to how it described the typical man/woman. While results indicated a greater change in stereotypes for women than men, in general, traditional gender stereotypes continued. The increase in instrumental traits ascribed to women indicated society's move toward more flexibility in women's roles. The continued stereotypes of men do not incorporate expressive traits, thus limiting men's flexibility. The study revealed the slow process toward total acceptance of androgyny.

Various alternate terms were used to describe androgyny in the reviewed literature. One researcher (DeFrain, 1979) referred to androgynous parents as those sharing child care tasks, with neither parent doing more than 60% of the work. Radin and Sagi (1982) referred to the androgynous father as a nontraditional father

displaying nontraditional attitudes. The term sex-role orientation was used to classify fathers by Palkovitz (1984) based on an individual's modern-traditional continuum ranking.

Fathers' Role in Household Tasks

As mentioned previously, the traditional father provided financial support for the family while the traditional mother provided a clean, well-managed home. Atkinson (1987), Russell (1978), and Levant et al. (19987) investigated fathers' child care involvement and found the division of tasks to follow traditional patterns. Researchers (Coverman & Sheley, 1986; Antill & Cotton, 1988; Barnett & Baruch, 1987; DeFrain, 1979; and Levant et al. 1987) questioned if traditional patterns existed in household tasks as well.

Coverman and Sheley (1986) explored the change in time men spent in housework from 1965 to 1975. The 1965 sample consisted of 541 males, ages 19-65, from families with at least one employed adult, residing in cities of 30,000-280,000. The 1975 sample was restricted to match the 1965 sample resulting in 371 males. Data were collected differently in each year. The 1965 participants kept a 24 hour diary recording the tasks they did and the amount of time spent in each task. An interview provided data in 1975. Participants recalled the tasks they did and the amount of time spent on each tasks for the previous 24

hours. Results indicated no significant difference in the average minutes-per-day men spent in housework from 1965 to 1975 even though their time in the labor force decreased. Their extra time was spent in family and personal leisure pursuits.

One hundred-eight intact, married couples living in Sydney participated in a study investigating household division of labor (Antill & Cottin, 1988). Data collection consisted of a 25 item checklist of masculine and feminine household chores and a shortened Bem Sex Role Inventory. Participants indicated who primarily did each of the 25 household tasks. In general, results reflected a traditional, sex-segregated distribution of household tasks. Only 5% of the couples reported sharing more than half of the 25 tasks. However, two couples, sharing the majority of tasks, were moving toward an egalitarian arrangement. While there were no role-reversed families, in one family the husband did more feminine tasks than his wife, and in two families the wives did more masculine tasks than their husbands. Results also indicated that partners with egalitarian views would be associated with husbands doing more overall. Also, husbands' egalitarianism generally impacted the division of labor more so than the wives.

Determinants of fathers' participation in household chores were examined by Barnett and Baruch (1987). The sample consisted of 160 Caucasian mothers and fathers with

a child(ren) enrolled in kindergarten through fourth grade. Data were collected through joint interviews assessing separated and joint participation in household chores. Overall, on the set of traditionally feminine chores, fathers did an average of 16%. Considering predictors of feminine chore participation, fathers holding less traditional attitudes about the male role did more feminine chores.

DeFrain (1979) referred to the androgynous family as two parents who share child care relatively equally with neither partner doing more than 60% of the work. The division of household tasks, while equal, fell into traditional groups. Mothers were responsible for primarily feminine tasks such as cooking, cleaning, shopping, laundry etc. Fathers, on the other hand, took responsibility for servicing the car, lawn work, household repairs, and bills.

In their sample of 40 families, Levant et al. (1987) found mothers spent significantly more time than fathers in household tasks. Fathers, however, performed outdoor maintenance and bill paying tasks significantly more frequently than mothers. Again, the division of labor between parents assumed traditional expectations. Results also indicated no significant difference in fathers' and mothers' estimates of father's performance in household tasks.

Using interviews (Barnett & Baruch, 1987 and Coverman & Sheley, 1986), questionnaires (Antill & Cotton, 1988 and

Barnett & Baruch, 1987) and a diary (Coverman & Sheley, 1986), all researchers found families to be consistently abiding by traditional divisions of household labor. Antill and Cotton (1988), did find a small number of couples (two) moving toward egalitarianism. The degree of husbands' egalitarian views did influence participation levels in both Antill and Cotton's (1988) and Barnett and Baruch's (1987) sample of fathers.

Fathers' Role in Child Care

Traditionally, it was the father's responsibility to provide financially for the family and the mother's to provide a clean home and well-behaved children. As stated previously, Tasch (1952) found her sample of fathers actively participating in child care. Researchers have been curious as to the extent in which fathers participate in child care (Atkinson, 1987; Levant, Slattery & Loiselle, 1987; McHale & Huston, 1984; Radin & Sagi, 1982; Russell, 1978).

Atkinson (1987) studied the involvement of fathers in child care when mothers were employed outside the home. Through a sample of 40 families from a Midwestern city, fathers' participation was measured using a checklist of common child care activities. Fathers indicated the person primarily responsible for each task and their preferred distribution of responsibilities. Mothers were asked to identify the parent primarily responsible for child care. Items with the highest mother/father responsibility tended

to fit traditional parental role expectations. Mothers were primarily responsible for physical care and religious training while fathers ranked discipline and financial support as their main responsibilities. Of Atkinson's sample, two-thirds of the mothers reported primary responsibility for child care.

Forty-three families participated in an Australian study which explored the relationship between mothers' and fathers' participation in child care and sex role classification on the Bem Sex Role Inventory. Through interviews, fathers and mothers were asked how often they did various child care activities. Each parent was interviewed in the presence of his/her spouse and responses were reviewed to avoid discrepancies. Russell (1978) found mothers to be carrying out the majority of child care tasks. Their interactions revolved around child care where as fathers' interactions revolved around play. Also, androgynous fathers had higher day-to-day interactions than masculine or undifferentiated fathers.

Current patterns of fathers' involvement in family work were studied in 1987 by Levant, Slattery and Loiselle. A sample of 40 intact families with one daughter between the age of 6 and 11 participated. Using a checklist of 39 child care items, fathers and mothers rated the frequency each task was performed by them or their spouse. Levant et al. found that mothers spent significantly more time than fathers in child care. While there was no difference

between mothers and fathers on recreation tasks, mothers spent significantly more time performing discipline, caregiving and nurturance tasks. Results also indicated no significant difference in fathers' and mothers' estimates of fathers performance in child care.

Through the use of interviews (Russell, 1978) and checklists (Atkinson, 1987 and Levant et al., 1987) researchers have investigated fathers' child care involvement. The division of child care in all three studies tends to follow traditional patterns. Mothers were involved in physical care while fathers' involvement focused on play. Russell (1978), however, did find that androgynous fathers were nurturant and likely to carry out traditionally feminine behaviors.

Chapter Three

Methodology

A convenience sample of fathers in East Central Illinois was used in this study. The data were collected using the BEM Sex Role Inventory, the Hollingshead Social Status Scale, and the Father's Questionnaire. Descriptive analysis consisted of frequencies, percentages and cross tabulations.

The purpose of this study was to identify and compare the household and child care task participation of fathers with androgynous, masculine and feminine personality characteristics. The objectives of this study were the following:

1. To identify the household participation of androgynous fathers.
2. To identify the household participation of masculine fathers.
3. To identify the household participation of feminine fathers.
4. To identify the child care involvement of androgynous fathers.
5. To identify the child care involvement of masculine fathers.

6. To identify the child care involvement of feminine fathers.
7. To compare the household task participation of androgynous, masculine and feminine fathers.
8. To compare the child care involvement of androgynous, masculine and feminine fathers.

Population

The population for this study was determined through non-probability sampling. It consisted of parents with a child(ren) enrolled in one of three East Central Illinois day care centers or a university child development laboratory. The population consisted of parents with at least one child under the age of six.

Sample

One hundred seventy-seven packets containing inventories and questionnaires were distributed to the identified population.

Instruments

A letter of transmittal (Appendix A) introduced the research study and requested participation. Three instruments (Appendix B) were used in this study: BEM Sex Role Inventory (BSRI); Hollingshead Social Status Scale (HSSS); and the Father's Questionnaire. The BSRI determined paternal androgyny. The HSSS was used to analyze demographic data and social status. The Father's

Questionnaire provided information regarding paternal participation in household and child care tasks.

BEM Sex Role Inventory (BSRI). The BSRI is a paper and pencil instrument consisting of 60 characteristics qualified as either masculine, feminine or neutral. There are equal numbers of each on the test. Each individual is asked to rate the items on a scale from 1 (Never or almost never true) to 7 (Always or almost always true) as to how true each characteristic describes herself or himself.

Internal consistency for the Masculinity and Femininity scores was determined by BEM (1974). Using two samples she found the coefficient alpha to be .86 for Masculinity and .80 for Femininity on the Stanford sample and .86 for Masculinity and .82 for Femininity on the Foothill sample. The reliability of the Androgyny difference score was .85 for the Stanford sample and .86 for the Foothill sample.

Reliability was tested using the test-retest method. Using product moment correlations the reliability was found to be high with the following scores; Masculinity $r = .90$; Femininity $r = .90$; and Androgyny $r = .93$.

Bem (1975) used the difference score to determine androgyny. An individual was classified as androgynous if there was a significant difference between his/her masculine and feminine scores. Spence, Helmreich and Stapp (1975) criticized this method. They found it to

inaccurately classify individual as androgynous. Defining androgynous individuals as exhibiting strong components of both masculinity and femininity, they contended that the difference score method did not classify such individuals as androgynous. Spence et al. (1975) advocated the use of the median split method to classify individuals as androgynous, masculine, feminine or undifferentiated. Individuals scoring above the median in both the masculine and feminine characteristics were classified as androgynous.

Bem (1977) and Spence et al., (1975) tested the reliability of each scoring method. In Bem's sample, half the men and one-fourth the women categorized as androgynous using the median split method were categorized as sex-typed using the difference score. Spence et al. (1975) found half of their sample to be categorized androgynous using the median slit method and sex-typed using the difference score method. In analyzing the scores, the median slit method yielded individuals highest in self-esteem. This confirms the prediction that androgynous individuals have high self-esteem; Bem (1977) and Spence et al. (1975) agreed on the increased accuracy in classification when using the median split method of scoring. The median split method was used in this study.

Hollingshead Social Status Scale (HSSS). The HSSS is a four factor index of social status used to determined the

position an individual or family occupies in the social status structure of society (Hollingshead, 1974). The index accounts for the multidimensionality of social status and uses four factors: education, occupation, sex and marital status.

The status score is estimated using the four factors in the following equation: multiply the scale value for occupation by five and the scale value for education by three. This is done for both the male and female provided both are gainfully employed. Their individual scores are then summed and the total divided by two. It is assumed the higher the score for a family, the higher their status in society (Hollingshead, 1974).

The Father's Questionnaire. The Father's Questionnaire used in this study was designed by the researcher. This four part questionnaire addressed three variables: child care availability, participation in household tasks and participation in child care tasks. It consisted of checklists, open-ended and fixed response questions. Part I contained 10 questions regarding marital status, occupation, education and availability for child care. The questions in this part were open ended and fixed response. Part II consisted of identical questions using the parenting partner as reference. The fathers were asked to complete this part for their parenting partner.

Part III consisted of a checklist which was formulated using items from two previous studies (McHale, 1984; Levant et al., 1987). This checklist contained 27 items which measured father participation in household tasks. A five-point Likert type scale was used to examine father participation. The scale included: 0 = not applicable; 1 = I never do/never responsible for this; 2 = I rarely do/rarely responsible for this; 3 = I sometimes do/sometimes responsible for this; 4 = I frequently do/frequently responsible for this; 5 = I always do/always responsible for this. Fathers were asked to rate their participation in each particular household task.

The final section, Part IV, contained a checklist to measure the father involvement in child care tasks. The 41 items were grouped into four categories: Discipline/Guidance; Caregiving; Communication/Nurturance; and Recreation/Leisure (Levant et al., 1987). A similar five-point rating scale was used with the exclusion of responsibility (0 = not applicable; 1 = I never do this; 2 = I rarely do this; 3 = I sometimes do this; 4 = I frequently do this; 5 = I always do this) to examine the frequency of father child care involvement. The fathers were asked to rate each item as to the frequency it was performed by them.

Content validity was determined from a panel of three Human Development/Family Life professors in the School of

Home Economics at Eastern Illinois University. This panel consisted of two female professors and one male professor. The questionnaire was reviewed by an English major for grammatical and structural accuracy and by three other individuals. The Father's Questionnaire was pilot tested on seven fathers with children under the age of six.

After pilot testing the questionnaire, the following changes were implemented:

1. The numbers representing the value of each response of the rating scale were removed from the questionnaire. It was determined that these were not necessary information needed for completion of the questionnaire.
2. The directions for Part III, Household Tasks, were amended to include responsibility for seeing that someone is hired to do the particular task along with the actual participation in the task.
3. Three of the categories of Part IV, Child Care Tasks, were weighted to equal a total of 95. The Discipline/Guidance and Recreation/Leisure categories were weighted by 2.7143. The Communication/Nurturance category was weighted by 2.375.
4. One-half the raw score was the arbitrary point used to classify fathers as more participatory or

less participatory in household and child care tasks.

Implementation Procedure

Three East Central Illinois day care centers and a university child development laboratory were contacted requesting permission to distribute questionnaires to their parents. On the pre-arranged day, packets containing a cover letter, two BEM Sex Role Inventories, coded 1 for female and 0 for male, and the Father's Questionnaire were distributed to the population. A one-week dead line was established for returning the completed instruments. The researcher collected the completed instruments for one day care center daily, while providing the other three distribution sites with self-addressed stamped envelopes.

A follow-up memo was sent to the population one week after distribution. This memo served as a reminder to parents to complete and return the questionnaire.

Chapter Four

Results and Discussion

A non-probability sample from East Central Illinois' day care centers and a university child development lab was used to this study. Data were collected using the BEM Sex Role Inventory (BSRI), the Hollingshead Social Status Scale (HSSS), and the Father's Questionnaire. Descriptive statistics of frequencies and percentages are presented followed by cross tabulations of BSRI scores and participation scores.

The purpose of this study was to identify and compare the household and child care task participation of fathers with androgynous, masculine and feminine personality characteristics.

The objectives were the following:

1. To identify the household participation of androgynous fathers.
2. To identify the household participation of masculine fathers.
3. To identify the household participation of feminine fathers.
4. To identify the child care involvement of androgynous fathers.

5. To identify the child care involvement of masculine fathers.
6. To identify the child care involvement of feminine fathers.
7. To compare the household task participation of androgynous, masculine and feminine fathers.
8. To compare the child care involvement of androgynous, masculine and feminine fathers.

Sample

A total of 177 packets containing data collection instruments were distributed to the identified population. It was assumed some packets would be received by single parents and/or parents with more than one child enrolled in the day care center or university child development laboratory. A total of 51 (29%) packets were returned. Seven of the 51 were unusable due to incomplete questionnaires. The total sample consisted of 44 families, a 25% return rate.

The sample size of this study is congruent with other studies researching fathers' child care involvement. Atkinson's sample consisted of 40 families (1987), Russell (1978) used a sample of 43 families and the 1987 study of Levant, et al. had a sample of 40 families.

With the exception of Levant et al. (1987) and Barnett and Baruch (1987), studies researching household task participation of fathers had larger samples than this

study. Coverman and Sheley's (1986) sample consisted of 541 males in 1965 and 371 males in 1975. In 1988, Antill and Cotton used a sample of 108 families and Barnett and Baruch (1987) conducted their research with 160 families.

Family Characteristics

All couples in this study were married. Each family, except one, had at least one employed member. The mean age of the fathers was 35.6 (range 26 to 40) and mothers 33.6 (range 21 to 40). Three fathers and four mothers were students; eight mothers did not work outside the home.

As shown in Table 1, 18, or 40.9%, of the fathers were in very flexible jobs and 18, or 40.9%, were in somewhat flexible jobs. Eight (18.2%) claimed to work in jobs that were not all flexible. Nearly all the mothers, claimed to work in flexible jobs; 26 (59.0%) were in very flexible jobs while 15 (34.0%) were in somewhat flexible jobs. Three (6.8%) worked in jobs that were not all flexible.

Table 2 indicates the levels of education of this sample. Seventeen (38.6%) of the fathers had some graduate/professional training; seven (15.9%) had graduated from college; 16 (36.3%) had a partial college education/ Associates degree; three (6.8%) had a high school diploma; and one (2.0%) had not completed high school. Fourteen (31.8%) of the mothers had some graduate/professional training; 12 (27.2%) had graduated from college; 16 (36.3%)

had a partial college education/Associates degree; and two (4.5%) had a high school diploma.

Table 1

Job Flexibility of Fathers and Mothers*

| | Total Sample (N=88) | |
|----------------------------|------------------------|-------------------|
| | Fathers (N=44) | Mothers (N=44) |
| Very Flexible | | |
| N | 18 | 26 |
| % | 40.9 | 59.0 |
| Somewhat Flexible | | |
| N | 18 | 15 |
| % | 40.9 | 34.0 |
| Not at all Flexible | | |
| N | 8 | 3 |
| % | 18.2 | 6.8 |

* Totals may not equal 100 due to rounding.

Families consisted of 1 to 4 children. Fifteen (34%) of the families had one child; 17 (39%) had two children; 10 (23%) had three children; and two (4%) had four children. There was a total of 87 children in the sample; 46 male and 41 female. The age range was two months to 19 years.

Table 2

Education Level of Fathers and Mothers*

| | Total Sample (N=88) | |
|---|------------------------|-------------------|
| | Fathers (N=44) | Mothers (N=44) |
| Partial high school | | |
| N | 1 | -- |
| % | 2.0 | -- |
| High school graduation or GED | | |
| N | 3 | 2 |
| % | 6.8 | 4.5 |
| Partial college or Associates degree | | |
| N | 16 | 16 |
| % | 36.3 | 36.3 |
| College degree | | |
| N | 7 | 12 |
| % | 15.9 | 27.2 |
| Graduate or professional training | | |
| N | 17 | 14 |
| % | 38.6 | 31.8 |

* Totals may not equal 100 due to rounding.

However, this study looked only at children under the age of six. Of the 87 total children, 64 met this criterion. Ages ranged from 2 months to 6 years. Six (9%) were under the age of one; seven (11%) were one; seven (11%) were two; 17 (26%) were three; 13 (20%) were four; 10 (16%) were five; and four (7%) were six. Table 3 provides a summary of this data.

Hollingshead Social Status Scale

Possible scores on the HSSS range from 1 to 66, with a mean of 33.5. HSSS scores for this sample ranged from 28 to 66. Seventy-seven percent scored above the mean and 50% scored above the 75th percentile. These scores indicate a high socio-economic status for this sample.

BEM Sex Role Inventory

Data from the BSRI were divided into four groups: androgynous, masculine, feminine and undifferentiated. In this study, the 15 undifferentiated scores were not used. As shown in Table 4, of the remaining 29 fathers eight (27.6%) scored in the androgynous group; 17 (58.6%) scored in the masculine group; and four (13.8%) scored in the feminine group.

Table 3

Ages of Children*

| | | Total Sample (N=64) |
|---------------|----|------------------------|
| <u>Ages</u> | N | % |
| Under 1 years | 6 | 9.3 |
| 1 | 7 | 10.9 |
| 2 | 7 | 10.9 |
| 3 | 17 | 26.5 |
| 4 | 13 | 20.3 |
| 5 | 10 | 15.6 |
| 6 | 4 | 6.3 |

* Totals may not equal 100 due to rounding.

Table 4

Bem Sex Role Inventory

| | | Total Sample (N=44) |
|--------------|-----------|------------------------|
| | N | % |
| Androgynous | 8 | 27.6 |
| Masculine | 17 | 58.6 |
| Feminine | 4 | 13.8 |
| Total | 29 | 100.0 |

The Father's Questionnaire

Each segment of the Father's Questionnaire will be addressed separately. First discussed will be household task participation which has been subdivided into feminine tasks and masculine tasks. Second, the combined child care involvement will be discussed and then the four separate groups; communication/nurturance, caregiving, discipline/guidance and recreation/leisure.

The scores on the Father's Questionnaire were cross tabulated with the fathers' scores on the BSRI. The total number of fathers in this analysis is 29. Eight (27.6%) were androgynous; 17 (58.6%) were masculine; and 4 (13.8%) were feminine. Each of the aforementioned sections was individually cross tabulated with the BSRI scores.

Household Task Participation. Household task participation was divided into three groups for cross tabulations: Masculine Tasks; Feminine Tasks; and total Household Tasks. The highest score for total Household Tasks was 130. Those fathers scoring at or above 65 are considered to be more participatory and those scoring below 65 to be less participatory. Of the 29 fathers, all (100%) scored at or above 65 (refer to table 5).

Table 5
Household Task Participation

| | Total Sample (N=29) | | |
|--------------------|------------------------|---------------------|-------------------|
| | Androgynous (N=8) | Masculine (N=17) | Feminine (N=4) |
| More Participatory | | | |
| N | 8 | 17 | 4 |
| % | 100.0 | 100.0 | 100.0 |
| Less Participatory | | | |
| N | -- | -- | -- |
| % | -- | -- | -- |

Masculine Tasks. The highest score on the Masculine Tasks was 70. Those fathers scoring at or above 35 are considered more participatory and those scoring below 35 less participatory. As table 6 indicates all the androgynous (8 or 100%) fathers scored at or above 35. Of the 17 masculine fathers, 16 (94.1%) scored at or above 35 and one (5.9%) scored below 35. Four (100%) of the feminine fathers scored at or above 35.

Table 6

Masculine Household Task Participation

| | Total Sample (N=29) | | |
|---------------------------|------------------------|---------------------|-------------------|
| | Androgynous (N=8) | Masculine (N=17) | Feminine (N=4) |
| More Participatory | | | |
| N | 8 | 16 | 4 |
| % | 100.0 | 94.1 | 100.0 |
| Less Participatory | | | |
| N | -- | 1 | -- |
| % | -- | 5.9 | -- |

Feminine Tasks. The highest score on the Feminine Tasks was 60. Those fathers scoring at or above 30 are considered more participatory and those scoring below 30 less participatory. Five (62.5%) of the androgynous fathers scored at or above 30 and three (37.5%) scored below 30. Of the 17 masculine fathers, 10 (58.8%) scored at or above 30 and seven (41.2%) scored below 30. Fifty percent of the four feminine fathers scored at or above 30 and 50% scored below 30. Table 7 provides a summary of this data.

Table 7

Feminine Household Task Participation

| | Total Sample (N=29) | | |
|---------------------------|------------------------|---------------------|-------------------|
| | Androgynous (N=8) | Masculine (N=17) | Feminine (N=4) |
| More Participatory | | | |
| N | 5 | 10 | 2 |
| % | 62.5 | 58.8 | 50.0 |
| Less Participatory | | | |
| N | 3 | 7 | 2 |
| % | 37.5 | 41.2 | 50.0 |

Sex role orientation of this sample does not appear to have an effect on household task participation. All fathers, regardless of BSRI score, were more participatory in both masculine and feminine household tasks. This is contradictory to Barnett and Baruch's (1987) findings that fathers holding less traditional views about the male are more participant in feminine tasks than fathers holding traditional views. Antill and Cotton (1988) found that men with egalitarian views do more household tasks, especially traditionally feminine tasks. Seventeen (58.6%) of the 29 fathers were more participatory in feminine household tasks.

Child Care Task Participation. Child Care Task Participation was divided into five groups for cross tabulations: Discipline/Guidance; Communication/Nurturance; Recreation/Leisure; Caregiving; and total Child Care Participation. The highest score for total Child Care Tasks score was 380. Those fathers scoring at or above 190 were considered more participatory and those scoring below 190 less participatory. As table 8 indicates, all the androgynous (8 or 100%) fathers scored at or above 190. Of the 17 masculine fathers, 15 (88.2%) scored at or above 190 and two (11.8%) scored below 190. Four (100%) of the feminine fathers scored at or above 190.

Table 8
Child Care Task Participation

| | Total Sample (N=29) | | |
|---------------------------|------------------------|---------------------|-------------------|
| | Androgynous (N=8) | Masculine (N=17) | Feminine (N=4) |
| More Participatory | | | |
| N | 8 | 15 | 4 |
| % | 100.0 | 88.6 | 100.0 |
| Less Participatory | | | |
| N | -- | 2 | -- |
| % | -- | 11.8 | -- |

In each section of Child Care Tasks the highest possible was 95. Those fathers scoring at or above 48 were considered more participatory and those scoring below 48 less participatory.

Discipline/Guidance. As table 9 indicates, all the androgynous (8 or 100%) fathers scored at or above 48. Of the 17 masculine fathers, 16 (94.1%) scored at or above 48 and one (5.9%) scored below 48. Four (100%) of the feminine fathers scored at or above 48.

Table 9

Discipline and Guidance Task Participation

| | Total Sample (N=29) | | |
|---------------------------|------------------------|---------------------|-------------------|
| | Androgynous (N=8) | Masculine (N=17) | Feminine (N=4) |
| More Participatory | | | |
| N | 8 | 16 | 4 |
| % | 100.0 | 94.1 | 100.0 |
| Less Participatory | | | |
| N | -- | 1 | -- |
| % | -- | 5.9 | -- |

Twenty-eight (96.5%) of the 29 fathers were more participatory in the discipline and guidance of their children. This is in agreement with Atkinson's (1987) results showing fathers' primary responsibility to be discipline. However, Levant et al. (1987) found mothers more involved with discipline than fathers.

Communication/Nurturance. Of the androgynous fathers, seven (87.5%) scored at or above 48 and one (12.5%) scored below 48. Fifteen (88.2%) of the masculine fathers scored at or above 48 and two (11.8%) scored below 48. All (4 or 100%) of the feminine fathers scored at or above 48. Table 10 provides a summary of this data.

Table 10

Communication and Nurturance Task Participation

| | Total Sample (N=29) | | |
|---------------------------|------------------------|---------------------|-------------------|
| | Androgynous (N=8) | Masculine (N=17) | Feminine (N=4) |
| More Participatory | | | |
| N | 7 | 15 | 4 |
| % | 87.5 | 88.2 | 100.0 |
| Less Participatory | | | |
| N | 1 | 2 | -- |
| % | 12.5 | 11.8 | -- |

Russell (1978) found androgynous fathers to be nurturant and sensitive. Results found here, seven (87.5%) of the eight androgynous fathers being more participatory in the nurturance of their children, agree with Russell's findings. However, the results indicate there may be another factor involved in fathers' communication and nurturance of their children since 15 (88.2%) of the 17 masculine fathers in this study were more participatory.

Recreation/Leisure. As table 11 indicates, all (8 or 100%) androgynous fathers scored at or above 48. Of the masculine fathers, 15 (88.2%) scored at or above 48 and two (11.8%) scored below 48. Three (75.0%) feminine fathers scored at or above 48 and one (25%) scored below 48.

Table 11

Recreation and Leisure Task Participation

| | Total Sample (N=29) | | |
|---------------------------|------------------------|---------------------|-------------------|
| | Androgynous (N=8) | Masculine (N=17) | Feminine (N=4) |
| More Participatory | | | |
| N | 8 | 15 | 3 |
| % | 100.0 | 88.2 | 75.0 |
| Less Participatory | | | |
| N | -- | 2 | 1 |
| % | -- | 11.8 | 25.0 |

Results indicate an agreement with previous studies (Russell, 1978; Atkinson, 1987 and Levant et al., 1987), showing fathers are more participatory in leisure and recreation activities.

Caregiving. Of the androgynous fathers, five (62.5%) scored at or above 48, and three (37.5%) scored below 48. Nine (53.0%) of the masculine fathers scored at or above 48, and eight (47.0%) scored below 48 and nine (53.0%) scored at or above 48. Half (2 or 50.0%) of the feminine fathers scored at or above 48, and half (2 or 50.0%) scored below 48. Table 12 provides a summary of this data.

Table 12
Caregiving Task Participation

| | Total Sample (N=29) | | |
|---------------------------|------------------------|---------------------|-------------------|
| | Androgynous (N=8) | Masculine (N=17) | Feminine (N=4) |
| More Participatory | | | |
| N | 5 | 9 | 2 |
| % | 62.5 | 53.0 | 50.0 |
| Less Participatory | | | |
| N | 3 | 8 | 2 |
| % | 37.5 | 47.0 | 50.0 |

In comparison with the previous areas of child care tasks (discipline/guidance, communication/nurturance and recreation/leisure), the fathers of this sample were not as participant in caregiving tasks as in the other areas. These results contradict those of McHale and Huston (1984) who found fathers holding less traditional views to be more involved in child oriented activities including proportionately more caregiving than leisure activities.

However, these results do confirm those of Atkinson (1987), Russell (1978), and Levant et al. (1987) who all found mothers to be performing caregiving tasks more often than fathers.

Previous studies have found the sex role orientation of fathers to affect their level of household and child care task participation (McHale & Huston, 1984; Barnett & Baruch, 1987; LaRossa, 1988; Russell, 1978; and Antill & Cotton, 1988). At the same time, studies have concluded that various factors are involved beyond sex role orientation (Radin, 1982 and Radin, 1981).

In both studies, Radin (1981 & 1982) found there to be a strong correlation between fathers' involvement in child care and the mothers' relationship with her father. A mother whose father was less available to her as a child or a mother with positive feelings about her father are more likely to have husbands involved in child care. These results help to explain the high participation of the masculine fathers in such areas as feminine household tasks and communication and nurturance.

Chapter Five

Summary, Conclusion and Recommendations

Summary

The purpose of this study was to identify and compare the household and child care task participation of androgynous, masculine and feminine fathers. The objectives established for this study were; to identify the household task participation of androgynous, masculine and feminine fathers; to identify the child care task participation of androgynous, masculine and feminine fathers; to compare the household task participation of androgynous, masculine and feminine fathers; and to compare the child care task participation of androgynous, masculine and feminine fathers. Androgyny, masculinity and femininity were defined according to Bem (1977). This information will be useful for family life practitioners in program planning and implementation.

Data were collected using two self-administered instruments: Bem Sex Role Inventory (BSRI) and The Father's Questionnaire. The BSRI contained 60 characteristics to be rated by the individual as to how true each described himself or herself. The Father's Questionnaire gathered information regarding demographics, household task participation and child care task

participation. The instruments were distributed through three East Central Illinois day care centers and one university child development laboratory with a self-addressed stamped envelope for return. Statistical analysis of the data consisted of frequencies, percentages and cross tabulations.

Data analysis suggests sex role orientation not to be a predictor of household and child care task participation in fathers in this study. All (29 or 100%) of the fathers were more participatory in household tasks, however, only 17 (58.6%) of the fathers, five (17.2%) androgynous, 10 (34.5%) masculine and two (6.9%) feminine, were more participatory in feminine tasks.

Twenty-seven (93.1%) of the 29 fathers were more participatory in child care tasks. Eight (100%) androgynous fathers, 15 (88.2%) masculine fathers and three (75.0%) feminine fathers were more participatory in recreation/leisure tasks; seven (87.5%) androgynous fathers, 15 (88.2%) masculine fathers and 4 (100%) feminine fathers were more participatory in communication/nurturance and eight (100%) androgynous fathers, 16 (94.1%) masculine fathers and 4 (100%) feminine fathers were more participatory in discipline/guidance tasks. Only 16 (55.2%) of the fathers, five (62.5%) androgynous fathers, nine (53.0%) masculine fathers and two (50%) feminine fathers were more participatory in the caregiving section.

Limitations

The size of this sample was small and, therefore, limits the generalizability of the data. The sample size could have been increased through the use of a shorter questionnaire or an incentive for returned packets.

The transmittal letter instructed fathers to independently complete the questionnaire. However, one completed questionnaire was returned with the note, 'husband out of town on business,' and was therefore, discarded. This raises the question of possible biased information provided by individuals other than the father.

Conclusions

Several conclusions about this sample can be drawn. The findings suggest that sex role orientation is not the sole predictor of household and child care task participation of these fathers. Based on the cross tabulations of BSRI scores and participation scores, there was no pattern of androgynous fathers being more participatory than feminine and masculine fathers. With the exception of caregiving tasks such as bathing, diapering and feeding, most fathers seemed to take an active role in masculine household tasks and child care tasks. On the whole, this sample tended to follow traditional divisions of labor in household tasks and caregiving tasks.

The majority of scores indicate fathers in this study to be more participatory in most areas of household and child care tasks than indicated in previous studies. Therefore, a more discriminating instrument might have yielded different results. Furthermore, future research should address other factors influencing fathers' household and child care task participation. Other precipitators to be considered include mothers' sex role orientation, mothers' and fathers' family of origin, work schedules and personal preferences of level of involvement.

Recommendations

Implications for program development evolved from the study with suggestions for agencies, schools and health facilities. Recommendations for further research were identified.

Agencies, such as day cares, after school programs, YMCA's and civic centers, can implement programs encouraging father-child interactions. For example they could include a series of activities such as band concerts, sports events, visiting historical sites and art galleries; newsletters addressing father's involvement in their child's life. Family practitioners must also become comfortable interacting with fathers on a daily basis about their child's development.

4-H leaders can further emphasize the importance of boys selecting child care projects. Junior high and high

school administrators and counselors can encourage boys to enroll in child development, parenting and family relations classes. Family life and child development specialists in hospital and clinical settings can market their parenting and child development classes to increase father participation.

Future research in this area can address methodological concerns and specific research questions. Refinement of data collection instruments and expansion of procedures, such as inclusion of parenting partner's perceptions of the father's involvement are suggested. Questions to guide further research include the following:

1. How does the father's family of origin affect his household and child care task participation?
2. How do mothers' family of origin affect the household and child care task participation of fathers?
3. How do the various antecedents (work, leisure time) affect the household and child care task participation of fathers?
4. How is responsibility allocated in today's family?
5. What is the mother's perception of the household and child care task participation of the father?
6. Does a mothers' childhood relationship with her father affect the degree in which she permits her husband's participation?

Various precipitators may play a role in determining why fathers decide to be active participants in the family and in their child's development.

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Appendix A
Transmittal Letters



October 9, 1989

Dear Parents,

Since the 1970's, the role of the father has been expanding. Research suggests that fathers are taking a more active role in their children's growth and development and enjoying this new role. How do today's fathers differ from their fathers? How does this changing role benefit today's family? What types of household changes have been made and are they beneficial to the family?

These are a few of the many questions that need to be answered in order to gain a better understanding of the father's role. You, as parents of today, are the best source of information about the expanding role of fathers, how it influences the family, and the benefits it provides to family members.

The purpose of this study is to explore the role today's father has in the family. It will be addressing the many varied aspects of family life and the father's participation in these aspects. In this study, "father" will refer to the male family member functioning as the father in the family. This will include the natural father, step-father, uncle or other adult male living in the household. The term "parenting partner" will refer to the female family member functioning as the mother in the family. This will include the natural mother, step-mother, aunt, or other adult female living in the household.

In order to complete this research project, I need your help. Will you help me? Enclosed you will find two inventories and a questionnaire. Fathers, please complete the inventory marked MALE and the questionnaire. Parenting partners, please complete the inventory marked FEMALE. The inventory will take about ten minutes to complete and the questionnaire will take about twenty minutes to complete. Return the completed inventories and questionnaire in the provided envelope to the envelope outside Barb's office by October 16, 1989.

Thank you for your help in completing this research project.

Sincerely,

Marcella M. Compagnoni

Marcella M. Compagnoni
Graduate Student

Jayne Ozier

Jayne Ozier, Ph.D.
Thesis Advisor



October 9, 1989

Dear Parents,

Since the 1970's, the role of the father has been expanding. Research suggests that fathers are taking a more active role in their children's growth and development and enjoying this new role. How do today's fathers differ from their fathers? How does this changing role benefit today's family? What types of household changes have been made and are they beneficial to the family?

These are a few of the many questions that need to be answered in order to gain a better understanding of the father's role. You, as parents of today, are the best source of information about the expanding role of fathers, how it influences the family, and the benefits it provides to family members.

The purpose of this study is to explore the role today's father has in the family. It will be addressing the many varied aspects of family life and the father's participation in these aspects. In this study, "father" will refer to the male family member functioning as the father in the family. This will include the natural father, step-father, uncle or other adult male living in the household. The term "parenting partner" will refer to the female family member functioning as the mother in the family. This will include the natural mother, step-mother, aunt, or other adult female living in the household.

In order to complete this research project, I need your help. Will you help me? Enclosed you will find two inventories and a questionnaire. Fathers, please complete the inventory marked MALE and the questionnaire. Parenting partners, please complete the inventory marked FEMALE. The inventory will take about ten minutes to complete and the questionnaire will take about twenty minutes to complete. Return the completed inventories and questionnaire in the addressed stamped envelope by October 16, 1989.

Thank you for your help in completing this research project.

Sincerely,

Marcella M. Compagnoni

Marcella M. Compagnoni
Graduate Student

Jayne Ozier

Jayne Ozier, Ph.D.
Thesis Advisor

Appendix B
Instruments

FATHER'S QUESTIONNAIRE

PARENT INFORMATION

PART I Father's Information

The following questions are designed to gather background information about you for this study. Please answer these questions by writing your responses on the lines provided.

Birthdate _____

Occupation _____

Marital Status

_____ Married _____ Living Together _____ Single

Please check the space corresponding to the highest level of school you have completed.

| | |
|---|-------|
| less than seventh grade | _____ |
| junior high school (9th grade) | _____ |
| partial high school (10th or 11th grade) | _____ |
| high school graduate/G.E.D. | _____ |
| partial college or specialized training/Associates degree | _____ |
| standard college or university graduation | _____ |
| graduate/professional training | _____ |

To determine your availability to participate in child care and household tasks, it is necessary to know how many hours a week you spend away from your home. Please answer these questions regarding your availability as accurately as possible.

How many hours a week do you spend at your place of employment? _____

If you are a student, how many hours a week do you spend at school? _____

How many hours a week do you spend working on paid employment at home? _____

If you are a student, how many hours a week do you spend studying at home? _____

On the average, how many hours a week do you spend away from your child(ren) in nonwork related activities? _____

How would you rate the flexibility of your job and/or school schedule?

____ Very flexible (able to leave work for a sick child(ren))

____ Somewhat flexible (able to rearrange schedule with enough notice)

____ Not at all flexible (unable to leave or rearrange schedule)

PART II Parenting Partner's Information

The following questions are designed to provide background information about your parenting partner for this study. Please answer these questions by writing your responses on the lines provided.

Birthdate _____

Occupation _____

Please check the space corresponding to the highest level of school your parenting partner has completed.

| | |
|---|-------|
| less than seventh grade | _____ |
| junior high school(9th grade) | _____ |
| partial high school(10th or 11th grade) | _____ |
| high school graduation/G.E.D. | _____ |
| partial college or specialized training/Associates degree | _____ |
| standard college or university graduation | _____ |
| graduate/professional training | _____ |

To determine your parenting partner's availability to participate in child care and household tasks, it is necessary to know how many hours a week she spends away from your home. Please answer these questions as accurately as possible.

How many hours a week does your parenting partner spend at her place of employment? _____

If your parenting partner is a student, how many hours a week does she spend at school? _____

How many hours a week does your parenting partner spend working on paid employment at home? _____

If your parenting partner is a student, how many hours a week does she spend studying at home? _____

On the average, how many hours a week does your parenting partner spend away from your child(ren) in nonwork related activities? _____

| | N/A | NEVER DO/ RESPONSIBLE | RARELY DO/ RESPONSIBLE | SOMETIMES DO/ RESPONSIBLE | FREQUENTLY DO/ RESPONSIBLE | ALWAYS DO/ RESPONSIBLE |
|---|-----|--------------------------|---------------------------|------------------------------|-------------------------------|---------------------------|
| collect garbage from inside house | | | | | | |
| take garbage to outside receptacle | | | | | | |
| take garbage to street for pick up | | | | | | |
| mow the lawn/care for garden | | | | | | |
| snow removal | | | | | | |
| equipment/machinery maintenance | | | | | | |
| equipment/machinery repair | | | | | | |
| home maintenance/repair | | | | | | |
| car maintenance/repair | | | | | | |
| pay bills | | | | | | |
| make financial decisions i.e. investments, insurance | | | | | | |
| do yearly taxes | | | | | | |
| pet care | | | | | | |
| toy maintenance/repair | | | | | | |

PART IV Child Care Tasks

Please indicate the number of children you have, their age and sex.

Example: First Child 12 F

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

The following questions are designed to determine the frequency in which you perform certain child care tasks. In answering them, please remember I am only interested in the tasks you have performed with or for your child(ren) 6 or younger within the last six months.

For example, if your child is 3 and toilet trained for at least a year it would be inappropriate to check that you diaper even if you DID diaper him/her when s/he was younger.

Please put a check in the box that most accurately represents the frequency in which you perform the following child care tasks. The following scale indicates various frequency levels:

| | N/A | NEVER DO | RARELY DO | SOMETIMES DO | FREQUENTLY DO | ALWAYS DO |
|--|-----|----------|-----------|--------------|---------------|-----------|
| not applicable (N/A) | | | | | | |
| NEVER do this task | | | | | | |
| RARELY do this task | | | | | | |
| SOMETIMES do this task | | | | | | |
| FREQUENTLY do this task | | | | | | |
| ALWAYS do this task | | | | | | |
| <u>Discipline/Guidance</u> | | | | | | |
| set behavior limits | | | | | | |
| enforce behavior limits | | | | | | |
| provide alternatives i.e. "You may play with your tinker toys or with your legos?" | | | | | | |
| provide explanations i.e. "You may not play catch inside because the ball may hit and break a lamp." | | | | | | |
| provide encouragement i.e. "It is time to clean up your toys. I will help you." | | | | | | |
| allow child(ren) to express their feelings i.e. "I know you are angry now, when you are feeling better we can talk." | | | | | | |
| model appropriate behavior i.e. eat well, keep an orderly house, pick up your own mess. | | | | | | |

Caregiving

| | N/A | NEVER DO | RARELY DO | SOMETIMES DO | FREQUENTLY DO | ALWAYS DO |
|--|-----|----------|-----------|--------------|---------------|-----------|
| diaper child(ren) | | | | | | |
| bathe child(ren) or assist in bathing . . | | | | | | |
| help to toilet train child(ren) | | | | | | |
| help in toileting process i.e. adjust clothing, assist with toilet | | | | | | |
| awaken child(ren) and supervise morning routine(s) | | | | | | |
| select or help in selecting child(ren)'s daily clothes | | | | | | |
| dress or assist in dressing | | | | | | |
| prepare child(ren)'s meals | | | | | | |
| feed or assist child(ren) in eating . . . | | | | | | |
| supervise bedtime routine | | | | | | |
| stay home with a sick child(ren) | | | | | | |
| arrange for alternate care of a sick child(ren) | | | | | | |
| arrange for evening child care | | | | | | |
| arrange for weekend child care | | | | | | |
| take child(ren) to doctor or dentist . . . | | | | | | |
| take child(ren) to day care | | | | | | |
| take child(ren) to activities/practice i.e. swimming, gymnastics, soccer . . . | | | | | | |
| attend child(ren)'s activities i.e. swimming, soccer, baseball | | | | | | |
| attend parent-teacher conferences | | | | | | |

| | N/A | NEVER DO | RARELY DO | SOMETIMES DO | FREQUENTLY DO | ALWAYS DO |
|--|-----|----------|-----------|--------------|---------------|-----------|
| <u>Communication/Nurturance</u> | | | | | | |
| help with child(ren)'s daily chores and activities | | | | | | |
| ask child(ren)'s help with your daily chores and activities | | | | | | |
| talk with child(ren) about his/her day | | | | | | |
| talk to child(ren) about your day | | | | | | |
| help child(ren) learn to express feelings i.e. happiness, anger, hurt, affection | | | | | | |
| tell your child(ren) you love them | | | | | | |
| hug and kiss your child(ren) | | | | | | |
| spend special time at bedtime i.e. reading stories, talking | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <u>Recreation/Leisure</u> | | | | | | |
| watch educational T.V. such as Sesame Street and Mr Rogers with child(ren) explaining unfamiliar concepts and answering questions | | | | | | |
| read stories | | | | | | |
| go to a park and participate in activities i.e. swings, slide, teeter totter | | | | | | |
| play video games | | | | | | |
| share quiet/hands on activities i.e. tinker toys, legos, puzzles | | | | | | |
| share rough and tumble play activities | | | | | | |
| provide outdoor experiences for child(ren) i.e. hiking, baseball, running | | | | | | |

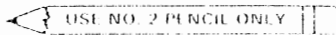
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CODES

| A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

IMPORTANT DIRECTIONS
FOR MARKING ANSWERS



- Do NOT USE PENS.
- Make heavy black marks that completely fill circle
- Erase clearly any answer you change.
- Make no stray marks.

GENERAL DIRECTIONS

In this inventory, you will be presented with sixty personality characteristics. You are to use those characteristics in order to describe yourself. That is, you are to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

Sandra Lipsitz Bem

Social Security # _____ Gender F M Age _____

| | |
|--|----------------------------------|
| Examples: _____ Sly | |
| Mark a 1 if it is never or almost never true that you are sly. | ○ ○ ○ ○ ○ ○ ○ ○ |
| Mark a 2 if it is usually not true that you are sly. | |
| Mark a 3 if it is sometimes but infrequently true that you are sly. | ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ |
| Mark a 4 if it is occasionally true that you are sly. | |
| Mark a 5 if it is often true that you are sly. | ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ |
| Mark a 6 if it is usually true that you are sly. | |
| Mark a 7 if it is always or almost always true that you are sly. | ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ |
| Thus, if you feel it is sometimes but infrequently true that you are "sly," never or almost never true that you are "malicious," always or almost always true that you are "irresponsible," and often true that you are "carefree," you would rate these characteristics as follows: | ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ |
| _____ 3 _____ Sly _____ 1 _____ Malicious _____ 7 _____ Irresponsible _____ 5 _____ Carefree | ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ |
| Describe yourself according to the following scale: | |
| 1: Never or Almost Never True | ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ |
| 2: Usually Not True | |
| 3: Sometimes But Infrequently True | ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ |
| 4: Occasionally True | |
| 5: Often True | ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ |
| 6: Usually True | |
| 7: Always or Almost Always True | ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗ |
| | |
| 1. Self-reliant | 1 2 3 4 5 6 7 ○ ○ ○ ○ ○ ○ ○ ○ |
| 2. Yielding | ○ ○ ○ ○ ○ ○ ○ ○ |
| 3. Helpful | ○ ○ ○ ○ ○ ○ ○ ○ |
| 4. Defends own beliefs | ○ ○ ○ ○ ○ ○ ○ ○ |
| 5. Cheerful | ○ ○ ○ ○ ○ ○ ○ ○ |
| 6. Moody | ○ ○ ○ ○ ○ ○ ○ ○ |
| 7. Independent | ○ ○ ○ ○ ○ ○ ○ ○ |
| 8. Shy | ○ ○ ○ ○ ○ ○ ○ ○ |
| 9. Conscientious | ○ ○ ○ ○ ○ ○ ○ ○ |
| 10. Athletic | ○ ○ ○ ○ ○ ○ ○ ○ |



CONTINUED ON REVERSE SIDE

EASTERN ILLINOIS UNIVERSITY
SURVEY - QUESTIONNAIRE FORM

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| CODES | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

IMPORTANT DIRECTIONS
FOR MARKING ANSWERS

 USE NO. 2 PENCIL ONLY 

- Do NOT USE PENS.
- Make heavy black marks that completely fill circle.
- Erase clearly any answer you change.
- Make no stray marks.

GENERAL DIRECTIONS

Social Security # _____ Gender F M Age _____

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 32. Compassionate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Sincere | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Self-sufficient | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Eager to soothe hurt feelings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Conceited | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. Dominant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Soft spoken | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. Likable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. Masculine | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. Warm | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. Solemn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Willing to take a stand | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. Tender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. Friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. Aggressive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. Gullible | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. Inefficient | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. Acts as a leader | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. Childlike | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. Adaptable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. Individualistic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

CONTINUED ON REVERSE SIDE

Appendix C
Follow-up Memo

October 23, 1989

Dear Parents,

Although the October 16th deadline has passed by, there is still time to return your questionnaire. Your help in this research project is necessary in order to obtain accurate results. All responses are kept confidential. Please take time to complete your questionnaire and return it to me. If you have already returned your questionnaire, I thank you for your time and cooperation.

Sincerely,

Marcella M. Compagnoni