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Sheila Denise Gregory-Goetz

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THE EFFECTS OF EXPERIENCE WITH CHILDREN  
ON ADULT MALE'S INTERACTIONS  
WITH GIRLS AND BOYS

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A Thesis  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Psychology

---

by  
Sheila Denise Gregory-Goetz  
June 1990

THE EFFECTS OF EXPERIENCE WITH CHILDREN  
ON ADULT MALE'S INTERACTIONS  
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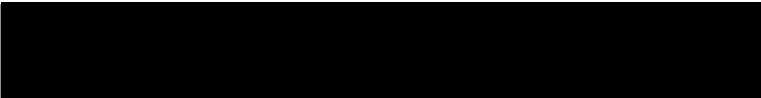
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A Thesis  
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by  
Sheila Denise Gregory-Goetz  
June 1990

Approved by:

  
Charles D. Hoffman, Chair, Psychology

6-27-90  
Date

  
Diane F. Halpern

  
N. Laura Kamptner

## ABSTRACT

Thirty six males, 18 with high and 18 with low levels of experience with children were compared in three consecutive settings (unstructured, structured, unstructured) with a trained child confederate. Verbal behavior, content of conversation and nonverbal behaviors were measured.

Personality and family characteristics were obtained through the completion of a questionnaire immediately following the experimental sessions but were not analyzed in the present study. Significance was not obtained for experience level with any of the dependent measures. Sex of confederate effects were also not found except for the proximity measure. Men consistently sat closer to the boys in all three settings. Setting effects for proximity revealed that men sat closer to both boys and girls in the last two settings, compared to the first setting. Setting effects were obtained for number of words spoken by the adult, with more words spoken during the unstructured settings than in the structured setting. Men also exhibited more head nods in the unstructured settings, suggesting attentiveness during the unstructured settings and preoccupation with the task during the structured setting. Men leaned forward more in the structured setting, which seemed to be a function of the task itself. Experience level, per se, may produce too subtle of an effect for accurate measurement utilizing these procedures. Future studies should, therefore, focus on different types of experience rather than solely on the amount of experience with children.

## ACKNOWLEDGEMENTS

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Many of the closest people in my life have been anxiously awaiting for me to finish so that they will have more than just an image of me in their minds. My husband Mike, who could usually find me at my computer, has supported me

throughout this endeavor and I am especially thankful for his patience and trips to get dinner. I am sincerely grateful to my mom, who struggled to provide me with the opportunity to do whatever I set out to do and raised me with the mindset that I would naturally go on to college. My dad has provided a model of persistence and caring and I am indebted to have had such a great model. And lastly, in memory of my Grandmother and Grandad, who also provided me with the background and encouragement to fulfill my dreams. They would have been very proud.

## TABLE OF CONTENTS

Title Page.....	i
Signature Page.....	ii
Abstract.....	iii
Acknowledgements.....	iv
Table of Contents.....	vi
List of Tables.....	viii
List of Figures.....	viii
Introduction.....	1
Gender Roles and Differential Treatment	
by Fathers and Mothers.....	2
Effects of Experience on Adult-Child Interactions.....	3
Adult Male-Child Interactions.....	4
Comparing Men's and Women's Interactions	
with Children.....	5
The Present Study.....	7
Method.....	10
Subjects.....	10
Procedure.....	11
Setting.....	11
Child Confederates.....	11
Familiarization Training for Child Confederates.....	12
How Experiment was Conducted.....	12
Measures.....	14
Rating of Confederate.....	14
Self Esteem (TSBI).....	14
Sex Role Inventory (PAQ).....	15
Attitudes Toward Children.....	15
Relationship with Family.....	16
Data Analysis.....	16
Audiotapes.....	16
Verbal Behavior.....	17

Content of Conversation.....	17
Videotapes.....	17
Nonverbal Behavior.....	17
Results.....	19
Verbal Behaviors.....	19
Content of Conversation.....	23
Nonverbal Behaviors.....	23
Discussion.....	28
Appendices	
A. Subject Solicitation Form.....	33
B. High Levels of Experience - Assignment to Cells.....	35
C. Low Levels of Experience - Assignment to Cells.....	36
D. Racial Breakdown.....	37
E. Child Rating Scale.....	39
F. Texas Social Behavior Inventory (TSBI).....	40
G. Personal Attributes Questionnaire (PAQ).....	43
H. You and Children Questionnaire.....	45
I. Family Relations Questionnaire.....	47
J. Family Interview Questionnaire.....	51
K. Family Information Sheet.....	53
L. Subject Release Form.....	55
M. Subject Release Form (permission to use information).....	56
References.....	57



LIST OF TABLES

Table 1. Analysis of Variance for Number of Words Spoken by the Adult..... 21

Table 2. Correlations for Number of Words Spoken by Adult-Child Pairs Across Settings..... 22

LIST OF FIGURES

Figure 1. Mean Proximity Distances Across Setting for Sex of Confederate..... 26

## INTRODUCTION

The past few years have been marked by men becoming more involved with their children (Beail, 1983; Hoffman & Teyber, 1981; Rotundo, 1985). This increase in involvement means that men are gaining more experience with those child care duties traditionally held by the mother and other women child care workers. Empirical research has demonstrated that children are treated differently by men and women (e.g., Fagot & Leinbach, 1987) but it is not yet known whether or not these differences are due to the differential levels of experience held by men and women or to other factors. Men may change the way they interact with children when they have more experience with them, however, level of experience has not been given any attention in the professional literature.

The majority of research on adult-child interactions gives attention to interactions between women and children, indicating that psychological research has not followed the changes that have occurred in society. As summarized by Hoffman, Tsuneyoshi, Ebina and Fite (1984)

the paucity of research in the area demonstrate a clear need for an increase in research on male-child interactions. The lack of work in this arena reflects a disturbing bias. It is suggested that child development research needs to be derived from a more objective attitude, unfettered by any particular social context, such as one in which male-child relations are considered less interesting and less important than female-child relations, and research occurs only as social change indicates its necessity (see Hoffman & Teyber, 1981).

In the present study, adult male-child interactions in laboratory settings were examined in great detail. The goal of the study was to explore whether differential levels of experience with children positively affected the way in which

men interact with girls and boys.

### Gender Roles and Differential Treatment by Fathers and Mothers

Traditionally, women have been trained from their childhood to be the nurturant caregivers of children. Girls are given dolls to play with and are trained to be communal. As adults, women traditionally, have been the pillars of emotional support whereas men have been in charge of the financial support for the family. As boys, men are trained to be agentic (Bakan, 1966) and as adults, they have not traditionally held caregiving positions that would give them experience with children.

Children are treated differently by men and women. Men typically rely more than women on gender stereotypes when they interact with children (Fagot & Leinbach, 1987). Women, on the other hand, encourage boys and girls, more than men do, to experience cross-sexed activities (Fagot & Leinbach, 1987).

In our society women, for the most part, retain the primary caregiver/parent role (Radin, 1981). In general, parents stress independence, achievement, instrumentality and non-emotionality to their boys. Conversely, they stress dependence, emotionality and expressiveness but do not stress achievement to their girls (Hoffman, 1977). Since mothers are still the primary caregivers of their children and they allow more cross-sex behavior than do fathers, children are not as likely to experience and engage in rigid gender stereotypes if they are raised primarily by a mother. These differences may, however, be due to the differential levels of experience with children that are experienced by mothers and fathers.

## Effects of Experience on Adult-Child Interactions

Only a few researchers have looked at the effects of experience with children on adult's interactive behaviors with children. In 1978, Field compared videotaped behaviors of primary caretaker mothers and both primary and secondary caretaker fathers during face to face interactions with their four month old infants. Primary caretaking fathers and mothers were found to exhibit less laughing, more smiling, and more imitative grimaces and high pitched imitative vocalizations than secondary caretaking fathers. Field concluded that these similarities between primary caretaking parents suggest that father-mother differences are not necessarily intrinsic to being a father or mother but instead to the differential amount of experience they have with their infants as primary or secondary caregivers. This study serves to show how father's behavior toward children may change as a function of experience.

While exploring antecedents of high father involvement, Radin (1982) compared "traditional families" (mother as primary caregiver), "contemporary families" (father as primary caregiver) and "intermediate families" (parents share caregiving responsibilities). Radin also explored the cognitively stimulating activities that these fathers engaged in with their children. She found that primary caregiving fathers behaved differently toward sons and daughters, although they did not behave like traditional fathers. Childrearing fathers made greater efforts than traditional fathers to foster their daughter's intellectual growth, although indirectly, possibly by exposing the child to educational materials.

Both Field (1978) and Radin (1982) focused their attention on comparing high involvement fathers with low involvement fathers, assuming that those with low involvement have low levels of experience with children. This assumption may

involve methodological errors since it has not been determined how experience levels differ between secondary caretaking fathers and non-fathers. Simply being exposed to children in the house, even though low levels of interaction may occur, may alter how a father relates with his child. The title of "Father" does not quantify the amount of experience obtained. Therefore being a father does not necessarily imply that direct contact with children is experienced, nor does it imply that less involved fathers obtain no experience at all. Conducting research using assumptions about "Fathers" may contaminate any results generalized from the data. Also, by not examining the father-child relationship, one can focus more directly on the effect of experience with children variable in a manner not effected by the unique relationship that fathers have with their own children.

#### Adult Male-Child Interactions

The first study that actually looked at adult male-child interactions was the Cantor study conducted in 1977. Cantor, Wood & Gelfand (1977) compared their experiment that focused on male-child interactions with their earlier study looking only at female-child interactions (Cantor & Gelfand, 1977). These studies used girl and boy confederates who were trained to behave in either a "responsive" or "unresponsive" manner with adult subjects. These studies marked an important methodological step in that they not only recorded the interactions between adult and child, but they also recorded the child and adult behaviors separately in an attempt to determine reciprocity effects. Prior studies either utilized simulated children's responses or, if real children were trained to be confederates, their responses were not recorded thereby creating instances where the independent variable may not have been correctly manipulated (see Cantor & Gelfand,

1977).

In the Cantor, Wood and Gelfand (1977) study, girl and boy confederates, trained to be either socially "responsive" or "unresponsive," worked with a male subject on two tasks; building a Tinker Toy model and copying a design on an Etch A Sketch screen. Immediately following these tasks, the male subjects rated the child they worked with on several dimensions including: likeability, ease of working with, attractiveness, adeptness at task, naturalness of behavior, intelligence, enjoyability, and interest. Their findings paralleled those of the previous study on women (Cantor & Gelfand, 1977). Responsive children, of both sexes, received more praise and verbal help as well as other forms of positive attention than when the same children were unresponsive. The men also rated the responsive children as more likeable, easier to work with and more natural in behavior than unresponsive children. Cantor et. al acknowledge that the results of their study are difficult to compare directly and statistically with those of the Cantor and Gelfand study. Although the procedures of the Cantor and Gelfand study were replicated in the later study, subjects were run at different times and different children served as confederates.

#### Comparing Men's and Women's Interactions with Children

In an attempt to compare men's and women's interactions with boys and girls directly, Hoffman et. al (1984) employed trained child confederates, collected data on both the child's and adult's behavior, and compared adult female and male subjects directly. They addressed several other methodological concerns as well. First, in order to directly compare men and women, Hoffman et. al (1984) attempted to control for adults' prior experience with children; second, they examined important indices of interaction indicated by

the literature and not considered by Cantor et. al (linguistic complexity and quantity of interaction); third, they did not inform adults directly that their interactions were being recorded; and fourth, they utilized more than one setting (as indicated by Golenkoff & Ames, 1979)--both a structured and an unstructured setting--to compare adult interactions with children in two settings. Child confederates were also used in this study and were instructed to act naturally and be responsive.

This experiment consisted of two settings, unstructured and structured, each lasting five minutes and occurring consecutively. Subjects first spent five minutes alone with a child and this constituted the unstructured portion. Immediately afterwards, the structured portion of the experiment began and, similar to the Cantor studies, an Etch A Sketch screen was introduced and the adult was instructed to help the child copy a design for the next five minutes. These portions of the experiment were audiotaped without the subject's awareness. Subjects then rated the child on the same characteristics as utilized in the Cantor studies: likeability, ease of working with, attractiveness, adeptness at task, naturalness of behavior, and intelligence.

The results of the study indicated that men interact with children differently than women do. For women, there were no sex of child effects in either setting. Men did not respond differently to boys and girls in the structured situation, but spoke more to both than females did in this setting. In the unstructured situation, males spoke more to boys than girls and more than females spoke to either girls or boys. Males spoke less to girls in the unstructured setting than they did to either girls or boys in the structured situation. There were significant positive correlations for amount of words spoken by adult female and child confederates in the unstructured setting and they were higher than those for adult male-child interactions in either setting. There was no

correlation for the number of words spoken by the adult males and the boys and girls. Hoffman et. al interpret this result to suggest a greater reciprocity of interaction when females speak to girls and boys than when men speak with children of either sex. They also found that boys asked more for help from adult males than from adult females and more than girls did for adults of either sex.

Although they endeavored to control for adults' recent direct experience with children in their study, the obtained differences in how the adult men and women interacted with the boys and girls were attributed to the differential expectancies and experiences of men and women due to sex role socialization. They pointed out that this line of reasoning is consistent with L. Hoffman (1977), who speculated that these differences will drop out as fathers become more broadly active in childrearing. Field's (1978) research, although on fathers, also supports this explanation by interpreting that mother-father differences are not due solely to intrinsic differences but due to the amount of experience they have with their infants.

In addition to experience with children, Hoffman et. al (1984) also speculate that personality variables may be important in determining whether or not men treat girls and boys differently. It may be that men with more androgynous sex roles treat girls and boys more similarly than men with more traditional gender roles.

### The Present Study

The focus of the present study was to compare the interactions of adult men with high and low levels of experience with children to determine if experience makes a difference in adult male-child interactions. We focused on adult "males" and not "fathers" in part because of the



difficulty in operationally defining the "experience" that a father obtains and also because of the aforementioned uniqueness of the father-child relationship-which was not the focus of the present study.

Several methodological improvements on the basic design utilized by Hoffman et. al (1984) were incorporated in the present study. Adult-male interactions with children were audiotaped and videotaped without subject's knowledge until participation was complete. Both structured and unstructured settings were utilized in an ABA type design (unstructured, structured, unstructured) to compare these adult-male interactions with children in different settings (Golenkoff & Ames, 1979; Hoffman et. al, 1984). Child confederates received more training and practice than in the Hoffman et. al study (1984). Linguistic complexity and quantity of interaction were also measured to determine if experience contributes to differences in how men interact verbally with children. In addition to measuring verbal behaviors, nonverbal behaviors such as touch, self-touch, proximity, posture, body movement, smile and laugh were assessed. Finally, the present study incorporated in its design a questionnaire packet that assessed family and personality characteristics. This questionnaire also contained a child rating scale for subjects to complete.

In line with the aforementioned speculation in the literature, it was expected that experience with children would contribute positively to men's interactions with children in a variety of ways. Those with more experience should not treat girls and boys differently based on their sex. More specifically, men with high levels of experience with children should not treat girls and boys differently on measures of verbal behavior, content of conversation, and nonverbal behavior. Contrariwise, men with low levels of experience would be expected to treat girls and boys differently on these measures. Moreover, since personality

variables may be an important determinant of adult behavior with children, it may be expected that those with more androgynous roles (based on measures of familial and personality characteristics) might treat girls and boys more similarly than more traditional men on measures of verbal behavior, content of conversation and nonverbal behavior. The methodology employed and the range of items included for analysis, should allow for an in-depth examination of the effects of experience with children on adult male interactive behavior with boys and girls than reported previously in the literature.

## METHOD

### Subjects

Experimenters first entered non-psychology undergraduate courses to solicit male and female volunteers to fill out a brief questionnaire asking about their experience with children (see Appendix A for Subject Solicitation Form). From those who volunteered to fill out the questionnaire (N = 1134), 61% (N = 696) were men. Only 27% (N = 302) of the 1134 volunteers were males willing to participate in the present study. Only 4% (N = 44) of the total number of original volunteers actually fit the criterion and were able to participate. Of these subjects who participated, eight subjects were dropped from the study due to missing data or malfunctions of recording devices during experimental session. Finally, 36 adult males (range = 18-27; mean age = 20.2 years) participated in the present study. Those selected were from the upper and lower quartiles of experience levels with children reported by the men completing the questionnaires. These subjects were divided to comprise the "high" and "low" levels of experience groups (i.e., 18 subjects in high, 18 subjects in low) (see Appendixes B and C for assignment of subjects to cells). The "low" experience group (range = 18-26; mean age = 20.3 years) consisted of those individuals who characterized their direct contact with children (16 years or younger), for the last year, as "limited" or "extremely limited" on a five point Likert type scale (1 = extremely extensive, 5 = extremely limited). In the last year, they had spent an average of 1 hour per week (range = 0 to 7 hours per week) with a child age 16 or younger. Those defined as having "high" experience with children (range = 18-27; mean age = 20 years) had, in the prior year, spent an average of 24

hours per week (range=4 to 60 hours per week) with at least one child age 16 years of age or under. On the average, these subjects also characterized their direct contact with children during the past year as "extensive" or "extremely extensive" on a five point Likert type scale (1 = extremely extensive, 5 = extremely limited). All subjects were not currently married and most were caucasian (see Appendix D for racial breakdown).

## Procedure

### Setting

All sessions were conducted in a small experimental room (4.88 x 3.2 m) equipped with a one-way mirror. The room was equipped with two large pillows (93 x 83 cm) for subjects and confederates to sit on. These pillows were placed in the room approximately 2.74 m from the camera which was hidden behind the one way mirror. Microphones were hidden throughout the room with audio and video equipment contained in an adjoining room out of the view of the subjects.

### Child Confederates

Child confederates consisted of five girls and five boys (range for girls: 9-10, mean= 9.4; range for boys: 9-10, mean = 9.6) who were the children of undergraduate psychology majors and their friends who granted permission for their child's participation. Each child was scheduled to work with approximately four adults, two from each of the two levels of experience groups however, due to availability of subjects and confederates it was not fully possible. On average, however, each child worked with 2 subjects with low levels of experience and 2 subjects with high levels of experience.

The children were given a certificate of appreciation upon completion of the experiment.

### Familiarization Training for Child Confederates

Prior to participating, each child was thoroughly familiarized with the experimental setting and procedures. The goal of familiarization training was for the child confederates to develop realistic and natural behavior during the experimental sessions. Following the intention articulated in Hoffman et. al (1984), rather than contrive a particular set of behaviors that might be quite difficult for these children to imitate, and to which boys and girls might well react unnaturally and differentially, acclimation and familiarization with the experimental setting and procedures constituted the main purpose of their preparation. Child confederates observed a videotape of a male experimenter and a child (same sex as the confederate) interacting in the three consecutive settings (unstructured, structured and unstructured) and then each confederate role played this entire session twice, each time with a different male experimenter. The children were instructed to "act naturally" with the only restriction being that they were not to initiate conversation at the beginning of the sessions. However, once begun by the adult, the children were told to "be yourself." Confederates were told that the men were the focus of the study but not about the "experience with children" factor under investigation.

### How Experiment was Conducted

Adults reporting to participate in the study were informed that they would be asked to work together with a child to

complete a building task. They were also informed that, afterward, they would rate the child on a variety of characteristics and complete a brief questionnaire. As part of the "Subject Release Form" provided before the men began, subjects were informed that the purpose of the study was to investigate how adults and children interact. This form also indicated that the details of this work would be fully discussed after the experiment was completed.

Subjects were then led into the experimental room (with the one-way mirror) and were introduced to the child confederate with whom they would be working. The subject and the child were then asked to wait together for a couple of minutes for the experimenter to "finish preparations." The experimenter closed the door and left the room for five minutes. This constituted the first unstructured portion of the experimental session. Recording devices were initiated (without the man's knowledge) as soon as the man entered the room and continued until the experiment was finished.

After this first unstructured portion, the experimenter reentered the room, pulled out two sets of giant tinker toys and presented the adult and child pair with three pictures of objects (windmill, house and wagon). After the experimenter left the room, they could choose which project to build and proceed to build it. This then was the structured portion of the experimental session which lasted for five minutes. After this session was over, the experimenter entered the room, helped put away the tinker toys and asked the child and subject to spend a few more minutes with each other while the experimenter finished the preparations for the final portion of the experiment. This was the final unstructured portion of the experimental session and, again, lasted for five minutes. At the end of this final session, the experimenter reentered the room, thanked the participants and lead the child and subject into separate rooms. The subject was then given the questionnaire packet to complete. After the experiment and

the questionnaire was finished, subjects were fully debriefed.

### Measures

A questionnaire packet was designed to explore, in a preliminary manner, a number of potential factors that may play a role in men's interactions with boys and girls and which can be examined in relation to the obtained data. Although, for the purpose of this thesis, the questionnaire data was not analyzed at the present time. It will, however, be analyzed at a later date.

#### Rating of Confederate

Subjects were first asked to rate the child they worked with on a five point bipolar scale consisting of six items assessing likeability, ease of working with, attractiveness, adeptness at task, intelligence and naturalness at task (see Appendix E).

#### Self Esteem (TSBI)

The Texas Social Behavior Inventory (TSBI) was utilized to measure self-esteem. The TSBI is designed to assess the individual's self confidence and competence in social situations (Spence & Helmreich, 1978). The TSBI is a 16 item Likert type scale (A=not at all characteristic of me, E=very much characteristic of me) that asks the subject to describe their reactions and feelings when they are with other people (i.e., I am not likely to speak to people until they speak to me) (see Appendix F). Responses were scored from 0 to 4, with high scores indicating high self-esteem. In scoring this

survey, subjects received one total sum score for the entire inventory.

### Sex Role Inventory (PAQ)

The instrument used to assess masculinity and feminity was the short form of the Personal Attributes Questionnaire (PAQ) (Spence & Helmreich, 1978). This questionnaire consists of 24 bipolar traits and assesses masculinity (i.e., not at all independent - very independent), femininity (i.e., not at all emotional - very emotional) and masculinity-femininity (i.e., not at all aggressive - very aggressive) (see Appendix G). There are eight questions for each of the three subscales (masculinity, femininity, masculinity-femininity) totalling 24 questions in all. Each item is scored from 0 to 4, with a high score on the items assigned to the M (masculinity) and M-F (masculinity-femininity) scales indicating extreme masculinity, and high scores on the F items indicating extreme femininity. In scoring this test, subjects receive a sum score for each of the three subscales.

### Attitudes Toward Children

Another questionnaire designed to assess subject's attitudes toward children and their experience with children was the "You and Children" questionnaire (see Appendix H). Seven of the nine items in this survey were Likert type questions (A=very true, E=not at all true) and the final two questions asked if they were a parent and how much time per day they spent in direct contact and involvement with children during the past year. This final question was utilized to further confirm the experimental manipulation (experience level with children).



### Relationship with Family

The "Family Relations Questionnaire" was utilized to assess information about subject's relationship with their family. Questions on this inventory tapped family closeness and family control, attitudes toward their parent(s), and identification with parents. This was a 16 item questionnaire, nine of which were Likert type responses (A=very characteristic, E=very uncharacteristic) and the remaining seven were forced choice responses (see Appendix I).

More information about the subject's family was provided through the use of a "Family Interview" questionnaire. This questionnaire assessed the primary coalitions and balance of power within the family using five forced choice questions (see Appendix J). Finally, the "Family Information Sheet" was used to provide demographical information and information about the adult(s) in their home responsible for their upbringing during three age periods: birth to five years, six to ten years and eleven years and beyond. This questionnaire also asked respondents to provide information on the family's religion, ethnic background and the age and sex of the subject's siblings (Spence & Helmreich, 1978) (see Appendix K).

### Data Analysis

#### Audiotapes

The audiotapes were transcribed by research assistants "blind" to the experimental hypotheses. Numbers were substituted for any explicit mention of the sex of the child so that analysis of the transcripts could be accomplished "blind" with regard to sex. Any discrepancies in

transcriptions were resolved by a third listener (research assistants worked in pairs).

Verbal behavior. Transcriptions were coded for verbal behavior by coding for number of words used in the conversations for both the adult and the child confederate.

Content of conversation. Sex-typed content of conversation initiated by the adult and child was coded to determine if any differences occurred in the type of conversation that adult-males held with girls and boys. This content analysis was conducted for the unstructured settings only as it was assumed that the adult and child would be conversing about the task during the structured setting.

Content of conversation was also coded using categories derived from Hoffman et. al (1984) and the Cantor studies (Cantor & Gelfand, 1977; Cantor et. al, 1977). For children, verbal behaviors were coded (during the structured setting only) as: Asking for help and Asking for feedback. When the child asked the adult for help on incompleting portions of the tasks, the response was coded as "Asking for help." Similarly, when the child made attempts to get information regarding how well s/he was completing the task, the response was coded as "Asking for feedback."

For men, verbal behaviors were coded (during the structured setting only) for Praise and Helping. When the man gave comments indicating approval or commendation of achievement, it was coded as "Praise." When the child was provided with information or aided in completing the task, the behavior was coded as "Helping."

### Videotapes

Nonverbal behavior. Nonverbal behavior for, both males and children, was coded for: touching other person, touching self, affirmations (i.e., nodding head, leaning forward) and

posture (i.e., relaxed or immediate) (Burgoon, Buller & Woodall, 1989; Hall, 1984). For touching other person, frequency of touches was counted only when the adult-male and child touched each other, not when they were both touching the same object or when one was handing something to the other. For touching-self, the frequency of any touch by the hands was counted. Body movement was divided into two sections, head nod and leaning forward. When the subject or confederate nodded his/her head it was counted as one nod. When a cluster of head nods occurred, it was still counted as one nod. Leaning forward was coded any time the body leaned forward from the hips more than the base or usual posture. Posture was also divided into two categories, relaxed and attentive (or immediate). One's posture was coded as relaxed when it was more open, less stressful or less formal. An attentive posture was coded if it showed signs of listening, concentration or was in a position of readiness. Frequency, and not duration, of both laughs and smiles were coded. A laugh was recorded whenever anything from a snicker to a hearty laugh occurred. A smile was recorded whenever a smile occurred. Whenever a laugh occurred, it was also counted as a smile.

Proximity was operationalized by using a time sampling procedure where each trial was measured at 30 seconds, 1 minute and 30 seconds, and 2 minutes and 30 seconds for each portion of the experimental session. In other words, samples were taken at three different times from each of the unstructured, structured and unstructured settings, totalling nine trials for each subject. Proximity was measured by utilizing a grid (in centimeters) on a television screen measuring 32 x 44 cm. The ratio between the grid and how close subjects were to each other was 3.1 cm to 1.22 inches.

## RESULTS

### Verbal Behaviors

A 2 between (experience level and sex of confederate), 1 within (setting) mixed design ANOVA was used to analyze number of words spoken by the adult for all three settings (see Table 1).

Nonsignificant results were obtained for experience level,  $F(1,32) = .002$ ,  $p > .05$ . Although the mean number of words spoken by the men to the girls was higher than the mean number of words spoken by the men to the boys, sex of confederate was not significant,  $F(1,32) = 1.045$ ,  $p > .05$ . Important to note is that the amount of variance for this variable was very high which may, in part, account for the lack of significance. Setting was the only factor found to significantly effect the number of words spoken across settings,  $F(2,64) = 23.775$ ,  $p < .001$ . A Tukey Honestly Significant Difference (HSD) post hoc analysis was conducted and number of words spoken were significantly higher in both of the unstructured settings ( $M = 409.5$ ) compared to the structured setting ( $M = 269$ ),  $q(3,64) = 8.390$ ,  $p < .01$ .

To analyze the number of words that the confederate's spoke, a 2 between (experience level, sex of confederate), 1 within (setting) mixed design ANOVA was conducted. Experience level and sex of confederate were not found to be significant,  $F(1,32) = .127$ ,  $p > .05$ ,  $F(1,32) = .271$ ,  $p > .05$  (respectively), although setting was,  $F(2,64) = 20.958$ ,  $p < .001$ . A Tukey HSD post hoc analysis was performed comparing the means of the unstructured settings ( $M = 255.5$ ) with the mean of the structured setting ( $M = 177$ ) and significance was obtained  $q(3,64) = 6.293$ ,  $p < .01$ . As with the adults, the confederates spoke less in the structured setting than in the

unstructured settings.

Individual correlations between the number of words spoken by the adult and by the confederate were conducted for each of the four cells. Table 2 reveals the correlation coefficients for these cells across setting. As can be seen, little significance was obtained, however, a significant correlation was found in the structured setting for the amount of words spoken between the girls and the adult males with high levels of experience ( $r = -.77$ ,  $p < .01$ ). The other significant correlation obtained was in the first unstructured setting between the girls and the males with low levels of experience ( $r = -.72$ ,  $p < .01$ ). No other correlations were found to be significant.

Table 1

Analysis of Variance for Number of Words Spoken by the Adult

	SS	MS	F
Between			
Exp	116.148	116.148	.002
Sex	60681.481	60681.481	1.045
Exp X Sex	48.000	48.000	.001
Within			
Setting	480112.296	240056.148	23.775*
Exp X Setting	5762.074	2881.037	.285
Sex X Setting	5383.407	2691.704	.267
Exp X Sex X Setting	18776.000	9388.000	.930

Note. Exp = Experience Level; Sex = Sex of Confederate.

N = 36; df (between) = 1,32; df (within) = 2,64.

\*  $p < .001$ .

Table 2

Correlations for Number of Words Spoken by Adult-Child Pairs  
Across Settings

	Boys	Girls
High Experience Level		
Unstructured	.5067	.2833
Structured	.2622	-.7692*
Unstructured	.4780	-.3411
Low Experience Level		
Unstructured	.2467	-.7217*
Structured	.0408	.2315
Unstructured	-.1925	-.2415

Note. \* $p < .01$

## Content of Conversation

Preliminary analyses for sex typed content (in the unstructured settings) initiated by the adults and by the confederates did not reveal any differences between cells. The content of conversation was virtually identical across both sex of confederate and experience levels, therefore, statistical analyses were not applied.

For the structured setting, the two confederate responses (asking for help and asking for feedback) were analyzed using separate, two between (experience level x sex of confederate) ANOVA's. Experience level and sex of confederate were not significant in predicting whether the confederates would ask for help  $F(1,32) = .128, p > .05$ ;  $F(1,32) = 2.193, p > .05$ , or ask for feedback  $F(1,32) = .000, p > .05$ ;  $F(1,32) = .640, p > .05$ , respectively. Two additional two between (experience level x sex of confederate) ANOVA's were utilized to analyze the two adult responses (giving praise and giving help). Neither experience level nor sex of confederate was significant for giving praise,  $F(1,32) = .003, p > .05$ ;  $F(1,32) = 1.816, p > .05$  or for giving help  $F(1,32) = .075, p > .05$ ;  $F(1,32) = .300, p > .05$ , respectively.

## Nonverbal Behaviors

Initial analyses of touching other person by both the adult and the child revealed that neither party touched the other or if they did, it was extremely rare, therefore no analysis was warranted. On the other hand, self-touching occurred frequently in all settings and by both parties with the means being virtually identical so subsequent analyses were not performed.

To analyze number of head nods across settings, a 2 between (experience level, sex of confederate), 1 within (setting)



mixed design ANOVA was implemented. Nonsignificant results were obtained for experience level,  $F(1,32) = .029$ ,  $p > .05$ , and for sex of confederate,  $F(1,32) = .963$ ,  $p > .05$ , although setting was found to be significant,  $F(2,64) = 67.015$ ,  $p < .001$ . A Tukey HSD post hoc analysis was performed comparing the mean from the unstructured settings ( $M = 6.931$ ) with the mean from the structured setting ( $M = .250$ ) and a significant difference was found,  $q(3,64) = 14.125$ ,  $p < .01$ . Men nodded considerably more in the unstructured settings than they did in the structured setting.

Number of leans by the adult was also analyzed utilizing a 2 between (experience level, sex of confederate), 1 within mixed design ANOVA. Experience level and sex of confederate were again found to be nonsignificant,  $F(1,32) = .153$ ,  $p > .05$  and  $F(1,32) = .001$ ,  $p > .05$ , respectively. Setting was found to be significant  $F(2,64) = 169.030$ ,  $p < .001$ . A Tukey HSD post hoc analysis was conducted comparing the mean of the structured setting ( $M = 11.111$ ) with the mean of the unstructured settings ( $M = 1.098$ ). A significant difference was found,  $q(3,64) = 22.451$ ,  $p < .01$ , with men leaning significantly more in the structured setting, compared to the unstructured settings.

Posture, laughs, and smiles did not seem to give any meaningful information and no statistical methods were applied. Posture had been coded for both relaxed and immediate (i.e., rigid) posture, however, both the adults and confederates tended to exhibit both types of posture in all three settings, therefore no differences were observed. Attempts were also made to code the frequency of laughs and smiles exhibited by the adult and the child but it proved to be impossible to separate the two variables. Laughs incorporated "smiles with noise" but these smiles were also categorized as a smile. Therefore, the difficulties with these variables did not warrant further analyses.

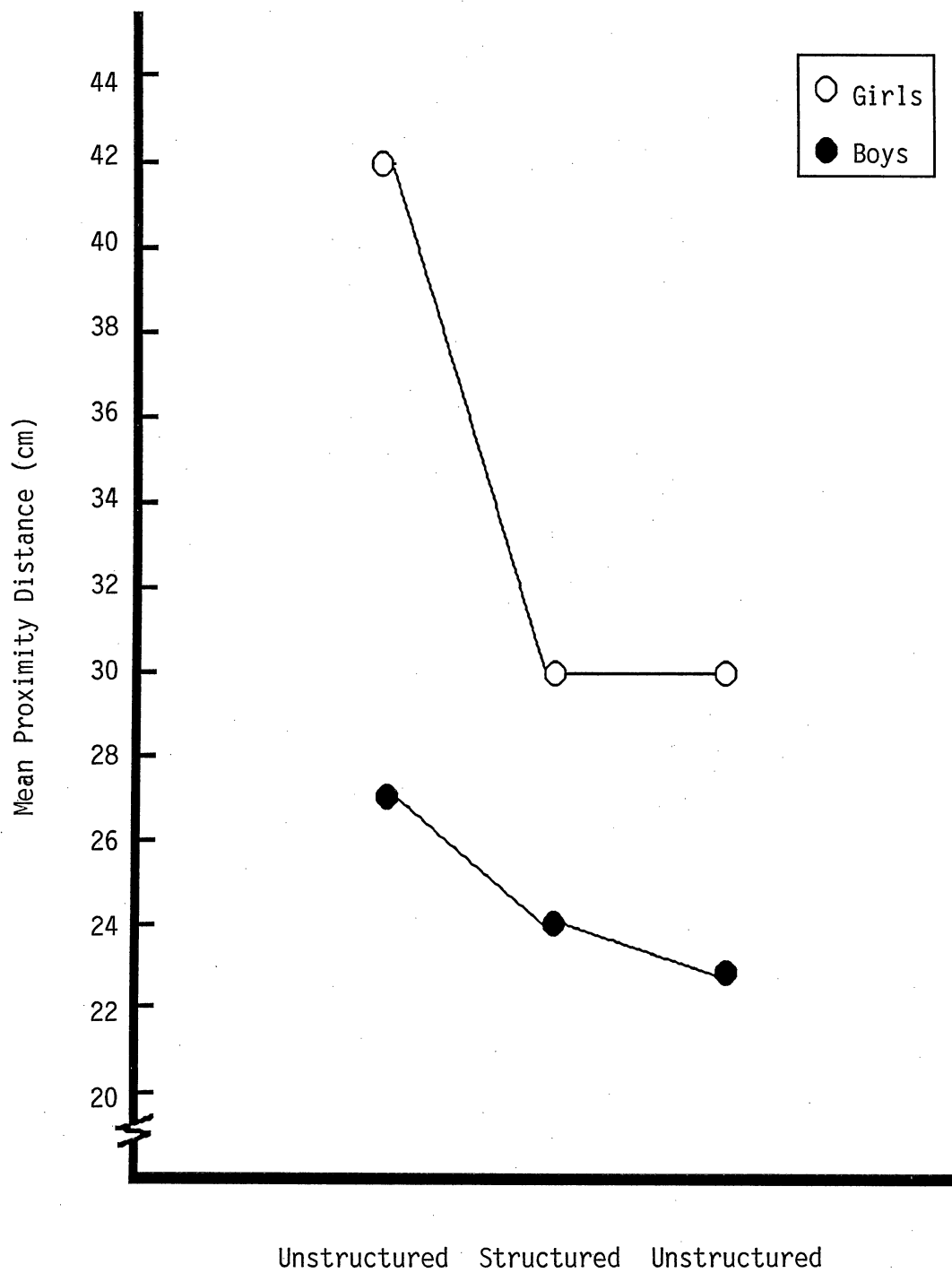
To analyze proximity, a 2 between (experience level and sex

of confederate), 1 within (setting) mixed design ANOVA was performed on the data. Significant main effects for setting and sex of confederate were obtained,  $F(2,64) = 10.588$ ,  $p < .001$ ,  $F(1,32) = 5.189$ ,  $p < .05$  (respectively), however, the interaction was not significant,  $F(2,64) = 2.588$ ,  $p > .05$ . Although the trend revealed that those with higher levels of experience sat closer to both boys and girls ( $M = 26.1\text{cm}$ ) than those men with lower levels of experience ( $M = 32.2\text{cm}$ ), experience level was not found to be significant,  $F(1,32) = 2.174$ ,  $p > .05$ .

To illustrate this relationship, Figure 1 compares the mean proximity distances across settings for sex of confederate. Figure 1 reveals that the men consistently sat closer to the boys in all settings. The men also sat farther away from both boys and girls in the first (unstructured) setting than in either of the successive settings. Although the interaction for sex of confederate and setting was not significant, Figure 1 reveals that the men also sat considerably farther away from the girls in the first setting than they did the boys in the first setting or the confederates of either sex in the second and third settings.

Figure 1

Mean Proximity Distances Across Setting for Sex of Confederate



A Tukey HSD post hoc analysis comparing the proximity means of the final two settings ( $M = 26.5$ ) with the proximity mean of the first setting ( $M = 34.3$ ) revealed a significant difference,  $q(3,64) = 5.638$ ,  $p < .01$ . Men sat significantly closer to both boys and girls in the final two settings than in the first setting.

As indicated in the method section, the personality and family information contained in the questionnaire packet was not analyzed at the present time but will be analyzed at a later date.

## DISCUSSION

The purpose of utilizing the large number of analyses of adult and child behavior was to provide an in-depth examination of the effect of experience with children on male interactions with boys and girls. Nevertheless, the hypothesis that experience level would significantly effect how men interact with girls and boys was not supported.

Statistical analyses revealed that experience level and sex of confederate were not significantly related to the amount of words spoken in any of the three settings. Men did not speak significantly more to confederates of one sex or the other, however, setting did make a difference. This finding is inconsistent with Hoffman et. al (1984) who found that overall, men speak more to boys than to girls.

During the structured setting, the amount of conversation was significantly lower than in either of the unstructured settings. The finding of setting significantly effecting the amount of words spoken seems to be fairly consistent with those of Hoffman et. al (1984) who found higher mean number of words spoken in the unstructured setting for all adult-child interactions except for the male-girl conversations. The effect of setting seems to be a function of the task itself and is not critical to the hypothesis under investigation.

The results for the correlations between the number of words spoken between the adult-child pairs made clear interpretations very difficult. Little significance was obtained and for those correlation coefficients that did reach significance, no consistent patterns were obtained. Therefore, it is difficult to offer any clear interpretations here.

Analyses for sex typed content didn't reveal any differences. For the most part, during the unstructured

portions, adults and confederates spoke mostly about their families, school and geographical locations (i.e., describing where they lived) with no differences for sex of confederate or the experience level of the adult. Distinguishing factors may emerge after a longer period of initial conversation, but they were not evident in the present investigation.

In the structured setting, asking for help, asking for feedback (confederate responses), giving praise and giving help (adult responses) were also not found to be significant in the present study. Hoffman et. al (1984), however, did find that boys asked men for more help than girls did in the structured setting. The failure to replicate this finding, may be a function of the different tasks utilized in the two studies. In the Hoffman et. al study, an Etch a Sketch task was utilized in the structured setting instead of giant tinker toys. Using giant tinker toys may allow for more parallel building than an Etch a Sketch, which may be more conducive toward cooperative interaction.

For the most part, setting was the only significant factor for the nonverbal behaviors. The touching variables (touch other person and touching self) and the posture variables (relaxed and immediate) did not seem to be related to experience level, sex of confederate, or setting. There was virtually no variability for touching other person and, conversely, there was so much variability for touching self, for both parties involved, that no differences were observed. The posture variables also did not prove to be sensitive enough for analysis since, the adults and the confederates exhibited both relaxed and immediate postures in all settings, with very few exceptions.

In general, a head nod typically signifies approval or that the person is listening (Hall, 1984). Men used this behavior significantly more in the unstructured settings than the structured setting, suggesting that they were actively listening to the children in the unstructured settings and

were probably preoccupied with the task in the structured setting.

According to Hall (1984), leaning forward typically indicates giving attention, however, it would seem in this case, that leaning forward was indicative of engaging in the task itself since adults leaned forward more in the structured setting than in the unstructured settings. Basically, in order to reach the objects and build the structure, they would need to lean forward. In any regard, the critical factors of sex of child and men's experience with children were not significant.

Close proximity in general, is usually a sign of liking (Burgoon, Buller & Woddall, 1989). For proximity, sex of confederate and setting effects were found. The men consistently sat closer to the boys than to the girls in all three of the settings which suggests that they felt more comfortable with the boys than with the girls. The post hoc analyses later showed that the men sat closer to both girls and boys in the final two sessions than they did in the first setting. Therefore, after having the opportunity to talk for five minutes (first unstructured setting), the men began to feel more comfortable with the children and sat closer to them in the later sessions. This "getting to know you" session seemed to facilitate the men sitting closer to both girls and boys.

It may be important to acknowledge that, although not significant, the means were disparate for experience level. Those men who had higher levels of experience with children sat closer to both boys and girls, suggesting that higher levels of experience facilitates closer proximity distances, although this was not statistically significant. Again, a larger sample size may well have allowed this variable to come through as significant and should be tested again.

The major hypothesis for this study was not supported. Experience level was not found to have any significant effect

on the interactions between adult men and children. In fact, the present study did not reveal that men responded differently to girls and boys at all, except for proximity. Although the men spoke more to the girls than to the boys, this was not statistically significant which, as indicated earlier, may be due to the wide amount of variance for this variable and the small sample size. Personality and familial factors may also be important determinates in revealing significant differences in how men interact with children. These post-hoc factors will be analyzed at a later date.

There may also be methodological factors that played a part in the failure to achieve significance. The sample size may have restricted the attainment of significance for experience level on proximity, number of head nods and praise. Although the probability levels were high, the means were disparate for these variables but seem to be restricted by the small sample size. Additionally, the criterion set for the age of the child with whom subjects had been in direct contact over the past year was at 16 years of age. At the time, the difficulty of obtaining male volunteers who had high levels of experience with children was realized and therefore it was thought that by increasing the age limit of the child would allow for more subjects to fit the criterion. It was later realized, however, that by labeling a child as age 16 and an adult as age 18, little differentiation between an adult and a child was acknowledged. In other words, an 18 year old adult may not consider himself as a supervising adult when interacting with a 16 year old friend or sibling.

Furthermore, the confederates were ages 9 and 10. The adult subjects may have had experience with a different aged child and therefore may not be as familiar when working with a younger or older confederate child. When obtaining information about the amount of experience with children, it probably would have been better to set the criterion of the child's age (with whom the subject is gaining experience with)



at the same age with whom the confederate's would be making up, although this would surely make it even more difficult to obtain an adequate sample size for study.

Practical implications derived from this study are that direct contact with children may produce too subtle of an effect for the type of measurement utilized. It may also not be feasible to approximate real-life situations with trained confederates in a lab situation. Looking at where the disparate means were however, experience level may be more effective in reducing differences in nonverbal behaviors, than in verbal behaviors. Those with higher levels of experience sat closer and nodded more to both boys and girls than those with lower levels of experience, although this was not significant. Current research, however, focuses more on verbal behaviors than on nonverbal behaviors which may fail to show the effect that level of experience may play in adult child interactions. Utilizing tinker toys may also have turned out to be inappropriate for the cooperative task since this activity allowed for parallel play and may have decreased interactive behaviors. Past studies which used an Etch a Sketch task may have allowed for more cooperative interaction in the structured setting.

Future research may find it more valuable to look at the different types of direct contact with children to examine other variables that may positively effect adult male-child interactions. There may be differences between those adults involved in different types of contact with children (i.e., caregiver vs. little league coach). Future research should also, if possible, utilize those potential subjects who have experience with the particular age group that the confederates will compose.

APPENDIX A

(SUBJECT SOLICITATION FORM)  
CHILDREN AND ADULTS: WORKING TOGETHER

Please Complete the Following:

Age \_\_\_\_\_ Major \_\_\_\_\_  
Sex \_\_\_\_\_ Class level: Fr Soph Jnr Sr  
Grad \_\_\_\_\_  
Married \_\_\_\_\_ No Occupation \_\_\_\_\_  
                  \_\_\_\_\_ Yes  
If Yes: Spouse's completed educational level \_\_\_\_\_  
          Spouse's occupation \_\_\_\_\_  
Are you a parent \_\_\_\_\_ No  
                                  \_\_\_\_\_ Yes - If yes, ages of children \_\_\_\_\_

I would characterize my experience with children over my  
lifetime as:

A	B	C	D	E
Extremely extensive				Extremely limited

I would characterize my direct contact with children during  
this past year as:

A	B	C	D	E
Extremely extensive				Extremely limited

On average how much time do you spend with children/a child  
under 16 years of age?

DAILY: \_\_\_\_\_ hours \_\_\_\_\_ minutes WEEKLY: \_\_\_\_\_ hours \_\_\_\_\_ minutes

\*\*\*\*\* PLEASE HELP US \*\*\*\*\*

Appendix A (cont'd)

We will be looking at how children interact with adults on a cooperative task for a child development class project this fall and we need your help! Please volunteer about 30-35 minutes of your time:

Your name: \_\_\_\_\_

Phone

Best times to call:

Home: \_\_\_\_\_

\_\_\_\_\_

Work: \_\_\_\_\_

\_\_\_\_\_

Best time for me to participate: \_\_\_\_\_

THANK YOU!

APPENDIX B

HIGH LEVELS OF EXPERIENCE - ASSIGNMENT TO CELLS

Subject	<u>Solicitation Form</u>			<u>You &amp; Children Questionnaire</u>		
	Hr/Wk	Exlife	ExYear	Hr/Wk	Exlife	ExYear
<u>Girls</u>						
5	35	1	2	14	2	3
9	5	2	2	3:30	2	2
11	50	2	1	7	2	1
13	42	1	1	7	2	1
15	4	2	2	7-14	2	2
35	60	1	1	49+	1	1
36	12	2	2	missing	2	2
40	6:30	1	1	35	1	2
41	15	1	2	21	1	2
<u>Boys</u>						
3	20	2	2	10:30	1	1
4	56	2	3	84	2	2
19	60	1	2	35+	1	1
20	7-10	2	1	42	2	2
24	21	2	2	21	1	2
26	12	1	2	28	2	1
28	5	1	1	14-18	2	1
32	7	2	2	14	2	2
33	8	2	2	3:30	2	2

Note. Hr/Wk=Number of hours spent with children (16 or under) per week, Exlife=Perceived experience with children over lifetime (1=extremely extensive 5=extremely limited), Exyear=Perceived direct contact with children during prior year (1=extremely extensive 5=extremely limited).

APPENDIX C

LOW LEVELS OF EXPERIENCE - ASSIGNMENT TO CELLS

Subject	<u>Solicitation Form</u>			<u>You &amp; Children Questionnaire</u>		
	Hr/Wk	Exlife	ExYear	Hr/Wk	Exlife	ExYear
<u>Girls</u>						
6	30min	4	5	7	4	4
8	0	5	5	0	5	4
10	0	5	5	0	5	5
12	0	4	4	0	4	4
14	7	4	4	3:30	4	4
16	0	5	5	7-35	4	4
34	1	3	4	1:45	3	4
38	2	3	3	7-14	2	3
39	0	5	5	0	5	5
<u>Boys</u>						
1	20min	4	5	2:20	5	5
17	0	4	4	7	3	3
21	0	5	5	0	4	5
23	3:30	5	5	3:30	5	5
25	2	4	3	missing	3	4
27	0	5	5	0	5	5
29	0	3	4	0	3	5
30	3:30	5	4	3:30	4	4
31	1	3	4	7	3	4

Note. Hr/Wk=Number of hours spent with children (16 or under) per week, Exlife=Perceived experience with children over lifetime (1=extremely extensive 5=extremely limited), Exyear=Perceived direct contact with children during prior year (1=extremely extensive 5=extremely limited).

APPENDIX D

RACIAL BREAKDOWN

Racial Group	Frequency	Percentage
Asian	3	8.3
Caucasian	22	61.1
Hispanic	3	8.3
Indian	1	2.8
Other	5	13.9
Missing Data	2	5.6

QUESTIONNAIRE PACKET

DIRECTIONS

PLEASE FILL OUT THIS QUESTIONNAIRE PACKET FULLY AND COMPLETELY. WORK CAREFULLY, THOUGHTFULLY FOLLOWING THE DIRECTIONS STATED FOR EACH PART. COMPLETION OF THIS FORM WILL TAKE APPROXIMATELY 15-20 MINUTES.

THANK YOU!!

APPENDIX E

Subject # \_\_\_\_\_

CHILD RATING SCALE

We would like you to rate the child that you worked with on each of the following scales. The letters form a scale between the two extremes. Choose a letter for each scale to evaluate the child.

Child's Name: \_\_\_\_\_

Not at all likeable	A	B	C	D	E	Extremely likeable
Not at all easy to work with	A	B	C	D	E	Extremely easy to work with
Not at all attractive	A	B	C	D	E	Extremely attractive
Not at all adept at task	A	B	C	D	E	Extremely adept at task
Not at all natural at task	A	B	C	D	E	Extremely natural at task
Not at all intelligent	A	B	C	D	E	Extremely intelligent



APPENDIX F

TEXAS SOCIAL BEHAVIOR INVENTORY (TSBI)

The Texas Social Behavior Inventory asks you to describe your reactions and feelings when you are around other people. Each item has a scale, marked with the letters A,B,C,D,E. The letter (A) indicates "not at all characteristic of me", and the letter (E) indicates "very characteristic of me", and the other letters, points in between. For each item, choose the letter which best describes how characteristic the item is of you.

1. I am not likely to speak to people until they speak to me.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

2. I would describe myself as self-confident.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

3. I feel confident of my appearance.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

4. I am a good mixer.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

Appendix F (cont'd)

5. When in a group of people, I have trouble thinking of the right things to say.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

6. When in a group of people, I usually do what others want rather than make suggestions.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

7. When I am in disagreement, my opinion usually prevails.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

8. I would describe myself as one who attempts to master situations.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

9. Other people look up to me.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

10. I enjoy social gatherings just to be with people.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

Appendix F (cont'd)

11. I make a point of looking other people in the eye.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

12. I cannot seem to get others to notice me.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

13. I would rather not have very much responsibility for other people.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

14. I feel comfortable being approached by someone in a position of authority.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

15. I would describe myself as indecisive.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

16. I have no doubts about my social competence.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

APPENDIX G

PERSONAL ATTRIBUTES QUESTIONNAIRE (PAQ)

The items below inquire about what kind of person you think you are. Each item consists of a pair of characteristics, with the letters A-E in between. For example:

Not at all artistic A...B...C...D...E Very Artistic

Each pair describes contradictory characteristics--that is, you cannot be both at the same time, such as very artistic and not at all artistic. The letters form a scale between the two extremes. You are to choose a letter which describes where you fall on the scale. For example, if you think you have no artistic ability, you would choose A. If you think you are pretty good, you might choose D. If you are only medium, you might choose C, and so forth.

1. Not at all aggressive A B C D E Very aggressive
2. Not at all independent A B C D E Very independent
3. Not at all emotional A B C D E Very emotional
4. Very submissive A B C D E Very dominant
5. Not at all exciteable in major crisis A B C D E Very exciteable in major crisis
6. Very passive A B C D E Very active
7. Not at all able to devote self completely to others A B C D E Able to devote self completely to others
8. Very rough A B C D E Very gentle
9. Not at all helpful to others A B C D E Very helpful to others
10. Not at all competitve A B C D E Very competitive

Appendix G (cont'd)

11. Very home oriented	A	B	C	D	E	Very worldly
12. Not at all kind	A	B	C	D	E	Very kind
13. Indifferent to others approval	A	B	C	D	E	Highly needful of others approval
14. Ommited from questionnaire						
15. Feelings not easily hurt	A	B	C	D	E	Feelings easily hurt
16. Can make decisions	A	B	C	D	E	Has difficulty making decisions
17. Gives up very easily	A	B	C	D	E	Never gives up easily
18. Never cries	A	B	C	D	E	Cries very easily
19. Not at all self-confident	A	B	C	D	E	Very self-confident
20. Feels very inferior	A	B	C	D	E	Feels very superior
21. Not at all understanding of others	A	B	C	D	E	Very understanding of others
22. Very cold in relations with others	A	B	C	D	E	Very warm in relations with others
23. Very little need for security	A	B	C	D	E	Very strong need for security
24. Goes to pieces under pressure	A	B	C	D	E	Stands up well under pressure

APPENDIX H

"YOU AND CHILDREN QUESTIONNAIRE"

1. I would characterize my experience with children over my lifetime as

A	B	C	D	E
Extremely extensive				Extremely limited

2. I would characterize my direct contact with children during this past year as

A	B	C	D	E
Extremely extensive				Extremely limited

3. I enjoy being with children

A	B	C	D	E
very much				not at all

4. I would be happy working with children as a career

A	B	C	D	E
very much				not at all

5. I like being with children as much as adults

A	B	C	D	E
very much				not at all

6. As a father I am (or would be) interested in care-taking activities (e.g. washing and dressing my child, diapering and feeding)

A	B	C	D	E
very much				not at all

7. I believe I am (or would be) a good father

A	B	C	D	E
very true				not at all true

Appendix H (cont'd)

8. Are you a parent: NO \_\_\_\_\_ YES \_\_\_\_\_

If yes: (a) I have \_\_\_\_\_ girl(s), aged \_\_\_\_\_

I have \_\_\_\_\_ boy(s), aged \_\_\_\_\_

(b) I spend approximately \_\_\_\_\_ hours per day  
caring for and playing with my child.

9. On average (aside from your own child) I have spent  
approximately \_\_\_\_\_ hour(s) per day in direct contact and  
involvement with children during the past year.

APPENDIX I

"FAMILY RELATIONS QUESTIONNAIRE"

These questions ask for information about your parents' attitudes and actions. "Parent" includes stepparent, foster parent or any other adult guardian who had been responsible for you all or most of your life.

If a question asks about "parents" and you were brought up by only one, answer for him or her.

Answer every item by picking the letter on the scale below which best describes how characteristic or uncharacteristic it is as it applies to your experiences in your family.

1. Members of my family are very close and get along amazingly well.

A	B	C	D	E
Very				Very
characteristic				uncharacteristic

2.. When I was little, my parents considered it their business to know what I was up to all the time.

A	B	C	D	E
Very				Very
characteristic				uncharacteristic

3. At home I had a quite definite daily schedule I was expected to follow.

A	B	C	D	E
Very				Very
characteristic				uncharacteristic

4. If I go on after I finish my education and have a very successful career, my parents will be very pleased.

A	B	C	D	E
Very				Very
characteristic				uncharacteristic



Appendix I (cont'd)

5. Relative to friends my age, there were fewer family rules and regulations I was expected to follow.

A	B	C	D	E
Very characteristic				Very uncharacteristic

6. If I have any children, I expect to bring them up very similarly to how I was brought up.

A	B	C	D	E
Very characteristic				Very uncharacteristic

7. Our family has always done lots of things together.

A	B	C	D	E
Very characteristic				Very uncharacteristic

8. My parents encouraged me to stick up for my rights and to fight back if anybody tried to push me around.

A	B	C	D	E
Very characteristic				Very uncharacteristic

9. I remember my parents as being very warm and nurturant.

A	B	C	D	E
Very characteristic				Very uncharacteristic

10. When you had a problem, whom did you confide in?

- a. My father almost always
- b. My father more often than my mother
- c. My father and mother equally
- d. My mother more often than my father
- e. My mother almost always

Appendix I (cont'd)

11. My mother and father have always agreed quite closely on how children should be brought up.

- a. Very characteristic
- b. Often characteristic
- c. Only sometimes characteristic
- d. Often uncharacteristic
- e. Very uncharacteristic

12. While I was growing up, I felt:

- a. Much closer to my father than my mother
- b. Somewhat closer to my father than my mother
- c. Equally close to my mother and my father (or not close to either)
- d. Somewhat closer to my mother than my father
- e. Much closer to my mother than my father

13. My ideals are:

- a. Much more similar to my father's than my mother's
- b. Somewhat more similar to my father's than my mother's
- c. Equally similar to both my parents (or not similar to either)
- d. Somewhat more similar to my mother's than my father's
- e. Much more similar to my mother's than my father's

14. My personality is:

- a. Much more similar to my father's than my mother's
- b. Somewhat more similar to my father's than my mother's
- c. Equally similar to both my parents (or not similar to either)
- d. Somewhat more similar to my mother's than my father's
- e. Much more similar to my mother's than my father's

15. Which set of adjectives better describes your father's role in your family as you were growing up?

- a. confident, assertive, directs, leads, guides, teaches or
- b. shy, wary, obedient, conforming

Appendix I (cont'd)

16. This question was omitted from questionnaire although choices were printed.

- a. confident, assertive, directs, leads, guides, teaches or
- b. shy, wary, obedient, conforming

APPENDIX J

FAMILY INTERVIEW QUESTIONNAIRE

Please circle appropriate response.

1. Thinking of the bonds of emotional closeness and positive involvement, what was the primary two-person relationship in your family?

- a. Mother and Father
- b. Either parent and a child
- c. Other:  
Grandparent-Parent \_\_\_\_\_  
Grandparent-Child \_\_\_\_\_  
Child-Child \_\_\_\_\_

If you answered b, then which relationship?

- a. Mother and Son
- b. Mother and Daughter
- c. Father and Son
- d. Father and Daughter

2. Do you feel that you were emotionally closer and more positively involved with your mother or your father?

- a. Mother
- b. Father
- c. Both equally
- d. Neither

3. Which relationship would your mother and father give greater priority and importance?

- Mother: a. marital relationship primary  
b. parental relationship primary

- Father: a. marital relationship primary  
b. parental relationship primary

4. Which of these terms best describe your parents' marital relationship?

- a. cooperative-harmonious
- b. alienated-distant
- c. conflicted-argumentative

Appendix J (cont'd)

5. What was the relative balance of power regarding decision making and influence?

- a. father made most decisions
- b. mother made most decisions
- c. parents shared decision making

APPENDIX K

FAMILY INFORMATION SHEET

Birthday: \_\_\_\_\_ Sex: \_\_\_\_\_

1. For each of the 3 age periods listed at the right, indicate (by checking) the adults with whom you lived (all or most of the time) who were responsible for your upbringing:

	Birth-5 yrs	6-10 yrs	11 yrs +
a. Mother & Father (natural or adoptive)	_____	_____	_____
b. Mother only	_____	_____	_____
c. Father only	_____	_____	_____
d. Mother & stepfather	_____	_____	_____
e. Father & stepmother	_____	_____	_____
f. Other (specify) _____	_____	_____	_____

2. Over the past 5 years, what was your parents' (or other adult guardians' with whom you live) employment?

	Mother	Father
No paid employment	_____	_____
Part-time employment	_____	_____
Full-time employment	_____	_____

3. How much education have your parents (or other adult guardians with whom you live) completed?

	Mother	Father
Grade school	_____	_____
Some high school	_____	_____
High school graduate	_____	_____
Training beyond high school	_____	_____
Some college	_____	_____
College graduate	_____	_____
Postgraduate work	_____	_____

4. What is your family's religious affiliation?

Catholic       Greek Orthodox       Protestant  
 Jewish       None       Other (specify) \_\_\_\_\_

Appendix K (cont'd)

5. To what ethnic or racial group do you belong?

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6. List below the brothers and sisters (include step and foster brothers and sisters) with whom you grew up. List them from oldest to youngest, specifying their sex (M or F) and current age. Put yourself in the list where you belong, writing "SELF" and your age.

	Sex (M or F)	Age		Sex (M or F)	Age
1.	_____	_____	4.	_____	_____
2.	_____	_____	5.	_____	_____
3.	_____	_____	6.	_____	_____

APPENDIX L

CHILDREN AND ADULTS: WORKING TOGETHER

SUBJECT RELEASE FORM

Jane Douglass, Cheryl Larry, Steven Larry,  
Sue Martin, Michael Owens  
Dr. Charles D. Hoffman, Faculty Supervisor

We are interested in looking at how children and adults interact on a cooperative task. You will be asked to sit in a room with a child, work with him or her on a brief cooperative project, and then rate the child on a variety of characteristics.

Upon completion of your participation, the details of this work will be fully discussed with you, and you will have the opportunity to ask any questions you wish.

I have read the above statement and I understand the terms under which I agree to participate. If I decide to not continue the task, I understand that I am free to leave at any time. I also am aware that I will be completely informed regarding all aspects of the study after I participate.

\_\_\_\_\_  
signature

\_\_\_\_\_  
date



APPENDIX M

CHILDREN AND ADULTS: WORKING TOGETHER

SUBJECT RELEASE FORM

Jane Douglass, Cheryl Larry, Steven Larry,  
Sue Martin, Michael Owens  
Dr. Charles D. Hoffman, Faculty Supervisor

The goal of our work is to explore how men and children interact. Most of the research that has examined how adults interact with children has been done with females and/or mothers. Therefore, in this relatively new area of investigation there is a need for further careful study. Our focus is on factors that may influence the abilities of men to relate or interact with children. The video tape of your work with a child will be studied to determine how adult men with and without experience with children relate with boys and girls. The video tape will only be used for the purpose of collecting and analyzing the data. Background factors examined in the questionnaire packet will also be considered. In all cases your anonymity is completely assured as we are only interested in how groups of men differ and not how any individual adult or child behaved.

I understand the purpose of this study and that I may freely inquire regarding any further details. I grant permission for the video tape of my session interacting with a child and for the questionnaire packet which I have completed to be utilized as data. I also understand that my name will not be used in any way in interpreting or reporting the results of the study. I understand that a copy of the final report of the outcome of this investigation is available to me by leaving my name and address.

\_\_\_\_\_  
signature

\_\_\_\_\_  
date

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