AN ANALYSIS OF PARTICIPATION BY FATHERS
IN THE CARE OF THEIR PRESCHOOL CHILDREN

A Thesis
Presented in Partial Fulfillment of the Requirements
for the Degree Master of Science

by
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Approved by

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CHAPTER 1

Introduction

Society is in a state of change. Changes which have particularly affected families include: the women's liberation movement, legislation on abortion, and laws governing divorce. More mothers are returning to work on a full- or part-time basis, and there is a later age of first marriage and subsequent parenthood, with fewer children planned. Paradoxically, society is more demanding in terms of accountability from families for children's development. Many cries for "fundamentals" and a "back to basics" approach to education and styles of living are being heard. With respect to the aforementioned societal changes, this retreat to tradition is difficult.

A "traditional" family is one in which a first-married couple shares their home with their children; the father is employed and the wife-mother is a full-time homemaker. This is the standard on which national policy is based, although fewer than 8 per cent of all families in the United States fit this description today. Roles in the traditional family are expected to be filled by the mother being responsible for the expressive, affective domain, whereas the father fulfills the instrumental, cognitive realm of development, and is seen as the family's link to the outside world.

Traditionally, fathers' adequacy has been judged by their income and/or the number of children they have produced (Biller, 1974). Fathers confer their family's status by their occupation; they are
seen by society as an important part of the family, and yet their functions as an integral family member are poorly defined and understood.

Family textbooks and references discuss "parenting" with most emphasis on the maternal role; the father's role has usually been portrayed as a support for that maternal role. Until recently, fathers were included in child development research only peripherally; that is, how their behavior (or lack of behavior, as in father absence) affected their children's development. One reason for absence of research on fathers is because fathers often have not been available during regular working hours when most researchers were. Thus, researchers have had to rely on maternal or child report of paternal behavior and characteristics, which would seem to enhance the portrayal of the father as a "second-class parent."

However, the transition to parenthood has recently been receiving research attention, in regard to how much fathers interact with new infants and what they see their roles to be. School-aged children also have been studied, perhaps with more ease, since they have verbal and cognitive abilities to participate. The group of children which seems to be most neglected in research are preschool-aged children and their relationships to their fathers.

Most theories of child development contend that the early lives of children are the most formative years. Identities are being formed that will help color children's perspectives on the world around them and their places in that world. The quality as well as the quantity of
nurture and care they receive during the early years helps in the formation of their self-identities. The father-child relationship during the early years of a child's life are thought to be very important for developing the child's self-esteem (Biller, 1974).

As more mothers of preschoolers enter the labor force, they may want or need help fulfilling their roles in the care of their children. It would appear logical for the father to participate more in this area of family life, and by so doing, positively enhance his relationship with his preschool children.

Problem Statement

The purpose of this research will be to describe the amount of independent and joint participation by fathers in the care of their preschool children. Variables which are expected to influence the amount of participation are: maternal employment, sex composition of the family, and occupationally related flexibility level of the father. Marital status will be controlled for by including only married couples, with at least one preschool child, in the study.

Objectives

1. To describe how fathers of preschool aged children participate in the care of their children, as viewed by the fathers, themselves, and their wives.

2. To develop an instrument suitable for describing the fathers' participation.

3. To replicate and expand upon Baruch and Barnett's (1981) research on fathers' participation with their preschool children.
4. To conduct the study indicated in Objective #1 by mailing the questionnaire to both fathers and mothers.
5. To analyze data collected in accord with the hypotheses stated herein.

Hypotheses

1. Fathers' independent participation in the care of their preschool children will increase when their wives are employed outside the home.
2. Fathers' independent participation in the care of their preschool children will increase if their occupational responsibilities are flexible.
3. Fathers' independent participation in the care of their preschool children will vary according to the sex composition of the family.
4. Parents' joint participation in the care of their preschool children will decrease when both parents are employed outside the home.

Assumptions

1. Fathers do participate to some extent in the care of their preschool children.
2. Information obtained through self-administered questionnaires will be valid.

Definition of Terms

The following terms have definitions specific to this study.
Independent participation refers to those child care activities which the father or mother performs alone with the child.

Joint participation refers to those child care activities which the father and mother perform together with the child.

The phrase, "wife employed outside the home," refers to mothers in this study who are gainfully employed. Some mothers in the research sample had home-based employment, while others worked in a setting away from their home.
CHAPTER 2

LITERATURE REVIEW

Historical Perspectives on Father Participation

In earlier times of pioneering and westward movement, both fathers and mothers were active in child care and family sustenance. When the majority of families in the United States earned their living through farming, both parents continued to be involved in close proximity to their children. The quality of parent-child relationships then may not be the same as what we would expect today, but the amount of time and tasks shared at least kept family interactions frequent.

As people began to settle into one location, their existence led to established routines and a patriarchal family system, "with greater control over decision making, less involvement with child-rearing, and greater segregation of household tasks" (Bloom-Feshbach, 1981, p. 79). The advent of the Industrial Revolution added another significant influence in the shaping of the father's role as provider, as fathers left their homes to work. With mothers assuming more of the responsibility for child care, the father's role was downgraded, in relation to his children. This trend was continued until the onset of the women's liberation movement, which Biller describes as a reaction, in part, to "paternal deprivation." He states, "One of their [women's] key assertions is that lack of father participation has given women an unfair portion of the responsibility for child-rearing" (Biller, 1974, p. 128). Other concerns about paternal
deprivation will be addressed in subsequent sections of this paper.

**Occupations of Fathers**

Occupations of fathers affect their families in many ways, the chief one being that the family's socio-economic status is determined in this way. Socio-economic status then helps define boundaries for expected behavior with the family and the surrounding environment. According to Biller, fathers in lower-class families attempt to dominate their families and promote a patriarchal system. They often have "little actual influence in the decision-making process, however" (Biller, 1974, p. 38). On the other hand, middle-class fathers appear to have more influence in family decision-making, although this seems to be of less importance to them. Thus, lower-class fathers think they have power, but do not, and middle-class fathers do not see themselves as powerful, when actually, they are.

Biller further reports on research by McKinley (1964) that found lower-class fathers to be more punitive and less affectionate than their middle-class counterparts. Educational levels of these fathers were not noted, but one would expect the middle-class fathers to be more highly educated.

Middle-class fathers may have more participation with their children because they have greater financial resources to pursue outings and hobbies. [When called upon to work late],...they frequently have some flexibility in "making it up" to the child at other times. Their families have various material and organizational resources which can help to compensate the children for father absence. (Lewis, Newson,
& Newson, 1982, p. 184). Biller agrees with this premise, but warns that many fathers may be more concerned with furthering their status in their occupations than investing their time with their families.

The kind of work fathers do influences their interactions with their families. Prior research found that men who have little power at work tend toward dominance at home (Bloom-Feshbach, 1981, p. 31). Biller concurs that a father's type of work influences children's personality development.

Fathers who are entrepreneurs, those who take risks and individual responsibility in their business ventures, encourage the development of self-control, self-reliance, and assertive mastery of the environment....Fathers who are engaged in bureaucratic occupations take few risks and encourage more conformity behavior in their children (Biller, 1974, p. 59).

An element of the father's occupation which may have an effect on his relationship with his child is that his work may be difficult for the child to understand. The concepts of "doctor, lawyer, baker, man, chief" are easy to explain to a child. Stockbroking, computer programming, and other contemporary jobs do not lend themselves to simple explanations, however. This may make the father seem a bit more remote and mysterious to the child.

Maternal Employment

In this era when many families are supported by dual-earner couples, maternal employment would seem to be an important variable to study in relation to the amount that fathers participate in the
care of their preschoolers. Studies have shown contradictory conclusions on this point, but Pedersen contends:

The more recent trend toward maternal employment when children are young will ultimately have a strong influence on paternal behavior. When the mother of a very young child works outside the home, paternal sharing in childcare is likely to be encouraged from the outset (1981, p. 361).

Critical elements related to this concept, then, are the age of the child, the number of children in the family, and flexibility of working hours and conditions for both parents. Attitudes toward fathers' participation also will influence his behavior; these will be discussed in another section of this paper.

Fathers in families where mothers are employed have been the subjects of two recent research projects. Gilbert, Hanson, & Davis (1982) surveyed parents who were married and employed full-time, to assess their perceptions of role responsibilities as parents. Maternal employment, then, was built into the design and not described further. Results showed that fathers tend to promote sex-role stereotypes, through their perceptions of parental responsibilities, and ultimately, through their behavior. The median age of child in this study was 14, so it probably included few preschoolers.

Baruch and Barnett (1981) studied fathers' participation in the care of their preschool children by surveying fathers and interviewing mothers about specific caretaking practices. Only 34 per cent of the mothers were employed outside the home, either part-time or full-
time ($N=115; n=35$). Results showed that, "women whose husbands provided more child care were less satisfied with their role pattern than were women whose husbands participated less" (p. 1051). The authors regretted that their small sample precluded their further exploration of this finding. This seems to indicate a need for more classification through research.

Perhaps the women in Baruch and Barnett's study were not satisfied with their job roles, which then affected their lives at home. Radin (1982) reports that when working mothers have job satisfaction, they are likely to be satisfied with their own parenting role, and that of their spouse. Radin further states that this satisfaction helps create "indirect paternal influence" and sets off a series of reactions between the parents themselves and their children.

Marital Satisfaction

Reports of research on sex-role development in children have noted that marital satisfaction of parents helps to foster positive sex-role identification of both boys and girls. Some recent studies of fathers' participation have inferred that marital satisfaction is also likely to influence their amount of participation with their children. Lewis, Newson, & Newson (1982) state that these two variables are "clearly related," although their evidence is based only on maternal reports of marital satisfaction and fathers' participation.

Gunsberg (1982) states, "One very important way in which mothers foster masculine identifications in their sons is if the mother feels
positively toward the father and men in general" (p. 79). The perspective here was also maternal.

Pedersen (1981) concurs that most research perspectives have correlated marital satisfaction as important for the mother's support in her role. He states that fathers have traditionally been the ones who give support, but that because a high degree of father participation "is contrary to traditional cultural values...the case can be made that fathers are especially in need of emotional support to maintain their parenting role" (Pedersen, 1981, p. 312).

Another reason why fathers need support in their involvement with their children is because of their own perceptions as "subsidiary caregivers." This is most likely due to their own socialization and exposure to stereotypic behavior as a child (Lewis, Newson, & Newson, 1982, p. 186).

Fathers seem to be more affected by individual characteristics and developmental stages of children than are mothers. While these periods may be difficult for the father, Boss (1982) says that the father's presence is vital for the child to help master his self-identity. Thus, fathers need the emotional support of their spouses to help them cope with the transitional periods in the lives of their children.

A father may be at home a great deal and yet not have much significant interaction with his children....It is important that recognition be given to fathers who have meaningful relationships with their children (Biller, 1971, p. 127).
It would seem that both parents should recognize and endorse the father's involvement in order for him to be more of a participant in the care of his children.

**Fathers and Children's Sex Role**

This is probably the area concerning fathers where the most research has been done. Researchers have studied how fathers' attitudes and behaviors foster sex-role development in their children. Results have shown that fathers exhibit different behaviors toward male and female children. The father's differential treatment begins in infancy; studies have shown that fathers held daughters longer and closer than they held boys. Fathers also have been found to be more active with boy babies than with female infants, whereas mothers were found to be equally active with both sexes of infants.

The types of interactions with infants differ between parents. Fathers are more physically stimulating and playful whereas mothers' interactions with their infants are more conventional and caretaking in nature. Biller (1974) reports that fathers tend to tolerate more physical exploration and mastery than do mothers, and worry less about children getting hurt or dirty. Biller, McGuire (1982), and Gunsberg (1982) all report results which show fathers to portray a "double standard" of expectations of gender-appropriate behavior. Boys are encouraged to explore their surroundings, but girls are cautioned to be careful. Boys are expected to be assertive and aggressive, but girls are expected to behave according to expressive criteria.

Even the literature seems to portray the double standard,
since there is a preponderance of research articles written on father-son relationships! Most men prefer to have a male child first (Biller, 1974). "Fathers touch and talk to firstborn boy infants more than firstborn girl infants" (Gunsberg, 1982, p. 79). Fathers long have been thought to provide a necessary role model for their sons, but Biller says they must be "consistently involved" in order for his son to identify with typically masculine characteristics, such as independence, competence, and assertiveness.

Reporting on research by Sears, Rau, & Alpert, Biller (1974) further states that for fathers to effectively participate in their sons' lives, they must be comfortable in their own masculine role. "Masculine development seems to be facilitated when the father is both masculine and nurturant" (Biller, 1974, p. 33). This is an interesting statement, since traditionally, mothers have been expected to provide the nurturant behavior and model for their children.

It has already been noted that fathers differentiate their behavior toward boys and girls at an early age. Fathers seem to feel more responsibility toward their male children than toward their female children (Gilbert, Hanson, & Davis, 1982). Biller (1974) says fathers possess ambivalent feelings toward their daughters and tend to promote stereotypic behavior. The double standard seems to have been perpetuated through research, since findings on father-daughter studies are less available than studies of fathers and sons. This seemingly grants more importance to the all male relationship.
Some recently published studies are beginning to analyze the father-daughter relationship and what effect it may have enhancing or dispelling stereotypic beliefs and behaviors of girls. Gilbert, Hanson, & Davis (1982) studied parents' perceptions of role responsibilities in dual-earner families and found that fathers "appeared more likely to endorse a differential pattern of parental role responsibilities for a female [than for] a male child" (p. 267), thus confirming previous research. The authors warn that practical application on this belief may restrict a female child's development.

McBroom (1981) has concluded in his study of parental relationships and sex-role orientations that "women who report good childhood relationships with their fathers...are also more likely to hold traditional sex-role views" (McBroom, p. 1932). When McBroom controlled for social class, he found no difference in the relationship between traditional sex-role orientations and father-daughter relationship. The sample consisted of single female college women, answering questions retrospectively. The author admits that "their responses are likely to reflect idealized orientations" (p. 1029). The answers also reflect a period of time when the women's liberation movement was just beginning and traditional roles for fathers had not been questioned much.

A study which takes yet another variable into account with regard to sex role is the Lansky (1967) study of family structure. He hypothesized that "parents with children of only one sex would have more polarized attitudes...towards their preschool child's sex-linked choices than parents with children of both sexes" (p. 141).
Both fathers and mothers were surveyed as to their attitudes toward cross-sex choices and same-sex choices of activities for children. His hypothesis was confirmed for parents of girls or boys only; a "surprise" result, however, showed that some polarity of attitudes towards girls exist in families with both boys and girls. That is, traditional sex roles for girls were often perpetuated more in families with children of both sexes, rather than having a more androgynous effect on sex role.

Gunsberg (1982) concludes in his review that the ordinal position of a girl in her family will affect her relationship with her father. The relationship may not only be different, but the father may be more involved, depending on whether she is an only child, or an older or younger sister with a brother.

Since a high degree of involvement by fathers is seen as non-traditional, Barnett (1981) studied whether the attitudes reflected by this kind of behavior would result in earlier independence and more emphasis on achievement by parents of girls. With a non-random sample, a relatively androgynous attitude was shown toward both variables, regardless of the sex of the child. Barnett cautions that while these attitudes and values were expressed, a time lag may exist before the attitudes are exhibited as behaviors between parent and child. She expresses the hope that female children will perceive the values of independence and achievement for themselves, if they are perpetuated by the girl's parents, especially, it would seem, the father.
Father Participation

Whether they actively participate in their children's care or not, fathers do exert influence, directly or indirectly on their children's lives. Indirect influence of a father on his child is that which is through another person, such as the mother. Direct influence goes directly from father to child, the effect of which is felt by the child (Radin, 1982).

Radin reports that parental modelling of behavior exerts a direct influence on children's development, since they learn by observing and imitating people who are important in their lives. A study by Radin has shown that "fathers who are extensively involved in caring for preschool children in two-parent families spend more time than traditional fathers in direct instructional activities with their children" (Radin, 1982, p. 63).

Baruch and Barnett (1981) see participant fathers as having the ability to reduce stereotyping, especially for girls, and possibly for boys, also. Fathers do this when they participate in child-caring activities, thus modelling nonstereotypic behavior.

Lewis, Newson, & Newson (1982) report that "men are said to be 'highly participant' when they do things which are simply taken for granted in relation to the mothering role" (p. 185). Fathers' participation, then can help to break the traditional sex-role expectations for their children.

Participation of fathers in the care of their preschool children may be influenced by many of the variables presented in this paper.
As the characters of "Fiddler on the Roof" portray, tradition (or history) influences whether or not father participation is acceptable behavior. "Acceptable behavior" is determined both by society and by what the father himself is comfortable doing.

Fathers' occupations and resulting socio-economic status, as well as necessary time requirements or constraints, influence how a father interacts with his children. Several articles referenced in this review cited the need for emotional support for fathers, with implications that marital satisfaction would be a source of that support.

Maternal employment would seem to be a major determinant of the amount of father participation, but studies are inconclusive about the correlation between these two variables. Possible explanations for this include the uncertainty of maternal role patterns; unless mothers are comfortable with their own role definitions, they probably will not be able to provide the emotional support that the fathers need for their relationships with their children.

Family structure, with regard to sexual makeup, influences a father's participation in preschool child care, although the number of children in a family does not seem to be an important consideration, in this regard. If the variables already mentioned are salient, Biller (1971) counters that fathers need opportunities to develop one-to-one relationships with their children, which should be feasible with today's trend toward smaller families. Developing relationships is a direct result of shared experiences; most such experiences
heretofore have been of a recreational, after-working hours type. If
fathers participate more in regular care-taking activities, possible
implications are for the development of stronger father-child
relationships, and fewer stereotypic expectations of fathers for
themselves and for their children.
Chapter 3

Methodology

Research Design

This study was an ex-post-facto or causal comparative design with the independent variables being: maternal employment, sex composition of the family, and occupational flexibility level of the father. The dependent variables measured were: (a) father's independent participation in child care; and (b) parents' joint participation in child care. Data collection was accomplished through the use of self-administered questionnaires.

Instrumentation

A copy of the questionnaire is included as Appendix A. Page 1 of the instrument was developed by the researcher. Information sought included: age of respondent, number of years married, number of children in the family, ages and sex of the children, and educational level of the respondent.

Employment information was gathered from both mothers and fathers, who were directed to briefly describe their jobs. The number of hours worked per week was divided into two categories: those worked at the place of employment, and those worked at home. Respondents were to indicate whether their hours at their work place were flexible, and, if their hours were not flexible, under what conditions they could leave work. Parents were directed to answer the questions only with regard to their preschool-aged child or children.
Page 2 of the instrument consisted of 10 items used in Baruch and Barnett's (1981) study of fathers' participation. In addition, five items were included from Bloom-Feshbach's report of the 1977 national survey by General Mills Consumer Center. All questions used in those two surveys were included in this study. Some questions from both surveys were similar; the resultant inventory for this study included 15 items.

The 15 questions were followed by three columns, headed as follows: Father; Mother; and Both Together. Respondents were directed to circle a response (1, 2, 3, 4, or 5) in each column; the numbers stood for never, rarely, sometimes, usually, and always, respectively. The objective for this procedure was to develop scores over the 15 items for: (a) father's independent participation; (b) mother's independent participation; and (c) parents' joint participation.

The questions included in this survey concern activities and duties which have typically been linked with mothering. If mothers are employed, it was hypothesized that fathers would be more involved in these activities. In addition to the father's independent participation score, a single-item scale was included, on which both the father and mother could indicate what they felt was the father's level of involvement with his children. The 3-point scale ranged from "uninvolved" to "very involved." The inclusion of this scale evolved from Baruch and Barnett's (1981) pilot study preceding their research on fathers' participation. Male subjects in their pilot
study indicated that they needed an opportunity to express whether or not they felt involved in their children's lives, irrespective of what their participation score might have been.

Lastly, both parents were asked whether they thought the father was comfortable with his level of involvement, and were given space to explain their answers. This open-ended, qualitative question presented an opportunity for both parents to respond to the inventory of questions, or to provide descriptions of special circumstances which may influence the father's involvement with his children.

Pilot Study

The instrument was pilot tested with six married couples, each of whom had at least one preschool-aged child. Of the mothers in the pilot group, two were nonworking, two were employed part-time, and two were employed full-time. Educational and occupational backgrounds for these couples were believed to be similar to those who would be included in the research group.

Copies of the pilot study letter of explanation and instrument as they were used in this phase of the research are included in Appendices B and C. Review of the completed pilot questionnaire indicated plainly that directions needed to be more clearly stated, especially those preceding the 15-item inventory.

Analysis of the pilot instrument also led the researcher to change information on age of respondents and number of years married from a categorical basis to an internal measure, so that means could be computed. Questions also were refined which concerned the educa-
tional level of respondents, and ages and sex of children in the family.

So that more detailed study of the relationship between occupational hours and responsibilities could be made, subjects in the research sample were asked three questions, altered from the pilot instrument. The original instrument did not ask for number of hours worked at the job site away from home, nor did it request the number of hours which might be involved in work at home. While the original instrument did ask if the respondent's hours at work were flexible, it did not ask under what conditions the worker might be allowed to leave. These questions were revised to yield a numerical score for analysis.

The final question on the pilot study form was modified to comply with a concern of one of the female pilot respondents. Her concern was that the statement, "I wish he WERE or COULD BE (circle one) more involved" presupposed that all fathers desire more involvement with their preschool children. The respondent questioned whether some father might wish for less involvement with his children. Consequently, this final statement was omitted from the research instrument.

To help facilitate maximum return of the surveys, the researcher decided to condense the instrument. This was accomplished through closer spacing and rearranging items and compiling forms specifically for fathers and mothers. The first page of the instrument was the same for both parents, but wording differed slightly for the final question on page 2 for the mothers. The revised instrument which was
presented to the research group was two pages in length.

Rationale

This research focused on fathers' participation with their preschool children, but data was gathered from both mothers and fathers, for several reasons. Much of the previous research on fathering has been conducted through interviewing or surveying mothers. Some research has also been retrospective in nature, through fathers and/or mothers, or even through adult children's memories of their fathers' participation with them.

The current study sought to gather information from fathers who are currently parenting preschoolers. The mothers' perceptions of their participation was gathered for comparison or corroboration with the views presented by the fathers. Information regarding employment was also needed from the mothers to divide the sample into groups for data analysis.

The Baruch and Barnett (1981) study was a great influence upon the planning and implementation of the current study. One of the dependent variables reported on herein was the same as that used by those researchers, however, a greater number of items were included in the present study. The earlier study purported to examine how maternal work role, parental sex-role ideology, and family size and sex might affect fathers' participation. Also of interest to Baruch and Barnett was how fathers' participation might influence girls' sex-role stereotyping, fathers' self-perceptions of sex-role definitions, and wives' role-pattern satisfaction.
The current research selected one of Baruch and Barnett's variables, maternal work role, as the core of study on fathers' participation. Baruch and Barnett were not able to describe the correlation between fathers' participation and maternal work role as much as they would have liked, due to a relatively small number of working women (34 per cent) in their sample. Women who were students (n=13) were not included in Baruch and Barnett's analysis of maternal work role.

The research included in this paper had a larger proportion of working mothers: 55 per cent overall, of which 17 mothers worked part-time and 27 worked full-time. The number of non-working mothers in the current study was 36. Mothers who were students were included in the analysis of working mothers, since it was theorized that their studies would require some time away from their families similar to that of employed mothers.

Another expansion of Baruch and Barnett's research which was implemented was the collection of information about the fathers' occupational responsibilities. Baruch and Barnett specified two categories of data which would be useful indices for analysis of fathers' participation: hours worked in paid employment and flexibility of those hours (Baruch and Barnett, 1981, p. 1045). These categories were included and expanded upon to determine a numerical score measuring hours each week that a father would be free of occupational constrictions.
Subjects

Subjects for this study were 80 married couples, 67 of whom had children enrolled at the Ohio Wesleyan University Early Childhood Center; the remaining 13 couples were parents of children who attend Methesco Early Childhood Center. Both establishments are in Delaware, Ohio. As far as was known to the investigator, all fathers were the natural fathers of the preschool age child.

Procedures

Parent questionnaire. Packets of materials were mailed to the couples. Samples of these materials are included in Appendices A, D, E, and F: letter of introduction and explanation of the study; two 2-page precoded questionnaires, one each for the father and the mother; permission form for their child's permission in an interview about father participation; and a stamped, self-addressed envelope for returning the forms to the researcher.

Subjects were given 10 days to return their forms; reminder postcards (see Appendix G) were then mailed to non-respondents. After another week's time, phone calls were made in an attempt to collect the remaining questionnaires. Final return rate was 75 per cent.

Children's interviews. In addition to the parents who were subjects in this research, 54 children enrolled at the Ohio Wesleyan University Early Childhood Center were interviewed concerning their fathers' participation with them. Ages of children participating ranged from 3 to 5½ years. The children's responses were tape
recorded, for later review by the researcher and possible inclusion as qualitative data in this thesis. Thirteen couples requested that their child not be interviewed.

The 15 questions from the parental inventory were reworded to be appropriate for direction to a preschool child. The interviews were taped, but a sheet with the questions and spaces for notes was provided to the interviewer for each child. The interviews required approximately 15 minutes and were completed during regular nursery school sessions. Permission for this procedure was obtained from the Ohio Wesleyan University Early Childhood Center director and Human Subjects Committee (see Appendix H and I).

The interviewers were the head researcher and five trained research assistants, recruited through the Psychology Department at Ohio Wesleyan University and work-study programs at the university. They volunteered to participate in the research project and were not paid.

The assistants were trained by reviewing all materials with the researcher; they also heard a tape recording of interviews with children of pilot-study subjects. Assistants were instructed to repeat the questions or restate them, if necessary, in order for the children to understand and respond. Children who were hesitant to answer or were uncomfortable returned to class and were given another opportunity to participate at a different time. Materials used in the training of the research assistants are included in Appendices J, K, and L.
Each research assistant was assigned one class at the Early Childhood Center; the head researcher interviewed the youngest group of children at the center. To help reduce interviewer bias, the assistants cross-checked some children from other classes. Information from the children's interviews was qualitatively assessed and is included in the Discussion chapter of this paper.

Scoring and Data Analyses

Both parametric and nonparametric analyses were used to analyze the data in the present study. The level of significance for testing the hypotheses was .05; any finding at the .15 level or below will be considered a non-significant trend.

After the tabulation of all demographic variables, several new variables were computed before the data could be analyzed, as indicated by the hypotheses. From page 1 of the survey instrument, the variables concerning hours worked at the place of employment and occupationally related hours worked at home were added together. Scores were computed and taken into account for occupationally related travel and flexibility of working hours. These new variables then enabled the researcher to divide the fathers into two groups: low presence and high presence in the family; and flexible or not flexible, in relation to occupationally related responsibilities.

Similar score computations were performed for the mothers, for the purpose of dividing the sample along the boundaries of nonworking mothers, part-time working mothers, and full-time working mothers.

The number of all boy families and the number of all girl
families were computed for crosstabulation with high and low father presence.

From page 2 of the survey instrument, participation scores were computed, by adding all 15 responses from the "father's" column, all 15 responses from the "mother's" column, and all 15 responses from the "both together" column. These computations yielded a score for independent father participation, independent mother participation, and a joint participation score for each subject.

The dependent variable of most importance to this study is the father's independent score, which represents the father's perception of his participation in child care. To check the validity of fathers' perceptions, these scores were compared to mothers' perceptions of fathers' participation. Using Pearson $r$, these two variables were positively correlated ($r=0.72$, $p=0.00$); a paired $t$-test was also run on the scores, $t(79)=0.65$, $p=0.51$.

A paired $t$-test was performed on the father's perception of joint participation with his spouse, and the mother's perception of the same, respectively, $t(79)=0.83$, $p=0.40$.

The perceptions of both parents with respect to their independent or joint participation were not significantly different. Thus, it was assumed that the total scores represented reasonably valid and reliable measures of parental participation rates.

Subsequently, the sample was divided into three groups, according to whether or not the mother was employed. These groups were used to analyze the data with respect to Hypotheses 1 and 4. Group 1
included those mothers who were not working (n=36). Group 2 included mothers who reported working part-time, or 1-20 hours per week (n=17). Group 3 was comprised of mothers who worked full-time, or greater than 20 hours per week (n=27). The number of hours chosen for division into the three groups was selected by examining the range of hours reported by the working mothers.
CHAPTER 4

Results

Descriptive Data

Fathers' ages ranged from 26 to 50 years old, with the mean age being 36 years. Ages of mothers in the research group ranged from 25 to 44 years of age, with their mean age being 34 years.

Fathers who completed college totaled 40 per cent, while an additional 30 per cent had advanced degrees beyond the bachelor's level. Mothers who were college graduates totaled 49 per cent, with an additional 18 per cent holding master's degrees. One mother in the research group held a Juris Doctorate. These frequencies indicate that the sample studied was highly educated.

Number of years married for the sample ranged from 2 to 19 years, with the mean number of years being 10. Family size tended to be higher than the national average of 1.9 children per family. The mean number of children per family in this study was 2.2. The majority of the families (56 per cent) contained two children; 25 per cent were three-children families.

The occupation in which the most fathers were employed was business (n=29 or 36 per cent). The most frequently held occupation for mothers was in the field of education (n=17 or 39 per cent).

The number of hours worked per week by fathers ranged from 20 to 73, with the mean being 46. More than half of the fathers (54 per cent) reported that their hours were not flexible. More than half of all fathers surveyed (56 per cent) do bring work home; the
mean number of hours worked at home for these fathers is 5.5 hours per week.

Of the sample studied, mothers who are employed work fewer average hours per week than do fathers. More mothers have occupationally related work to do at home slightly more hours than fathers do. Half (50 per cent) of the working mothers reported that their working hours are flexible; 80 per cent of them reported that travel is never or seldom necessary in their work. Mothers' employment will be discussed further as it relates to Hypotheses 1 and 4.

In the sample studied, half of the 80 families were composed of both sexes of children. Of the 24 all boy families, 8 of the boys were only children; 16 families were all girl families, of which 4 were only children.

Tests of Hypotheses

Hypothesis 1. Fathers' independent participation in the care of their preschool children will increase when their wives are employed outside the home.

Using a one-way analysis of variance, the father's statement of his participation was compared by group. The test showed that the fathers' mean participation scores increased from Group 1 (non-working mothers) to Group 3 (full-time working mothers), thus supporting Hypothesis 1, $F(2, 79) = 7.52, p < .05$.

Subsequently, post-hoc comparisons using the LSD test were conducted. At the .05 level, significant differences were found between Group 1 and Group 3, and between Group 2 and Group 3. No
significant difference was found between Group 1 and Group 2, with respect to fathers' mean participation scores. Table 1 provides the means and standard deviations for these findings.

Table 1
Father's Independent Participation Scores by Maternal Employment Statistics

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>36</td>
<td>35.08</td>
<td>5.061</td>
</tr>
<tr>
<td>(Nonworking mothers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>17</td>
<td>37.18</td>
<td>4.990</td>
</tr>
<tr>
<td>(Part-time working mothers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>27</td>
<td>40.78</td>
<td>7.002</td>
</tr>
<tr>
<td>(Full-time working mothers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>37.45</td>
<td>6.236</td>
</tr>
</tbody>
</table>

Hypothesis 2. Fathers' independent participation in the care of their preschool children will increase if their occupational responsibilities are flexible.

To test this hypothesis, a measure of fathers' flexibility level was computed and fathers were divided into two groups. Fathers' self-report of schedule flexibility was used to determine these groupings. Those who reported inflexible schedules comprised Group 1 (n=42). These fathers stated that they could leave work for emergencies only, or for brief periods of time. Fathers reporting flexible occupational schedules were assigned to Group 2 (n=34). These levels of flexibility were compared to fathers' participation scores.
Hypothesis 2 was not supported. However, there was a non-significant trend for fathers' participation to increase when there was flexibility in their occupationally related responsibilities, \( t(74) = -1.46, p = .149 \).

Hypothesis 3. Fathers' independent participation in the care of their preschool children will vary according to the sex composition of the family.

It was expected that fathers would have the highest participation scores in all boy families. Fathers with both sexes of children were expected to exhibit scores which would comprise the range of scores between all boy families and all girl families.

Only four of the all-girl families had low present fathers, thus this cell did not have enough subjects to perform a Chi-square test. However, Fisher's Exact Test was performed; the results showed no significant difference in fathers' participation between fathers in all girl families and fathers in all boy families. The hypothesis as stated above was rejected.

Hypothesis 4. Parents' joint participation in the care of their preschool children will decrease when both parents are employed outside the home.

One-way analysis of variance was used to compare scores for joint participation with Groups 1, 2, and 3 (nonworking mothers, part-time working mothers, and full-time working mothers, respectively). Table 2 provides the means and standard deviations for these findings.
Table 2
Joint Participation Scores
by Maternal Employment Statistics

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>36</td>
<td>35.75</td>
<td>7.381</td>
</tr>
<tr>
<td>(Nonworking mothers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>17</td>
<td>34.71</td>
<td>4.831</td>
</tr>
<tr>
<td>(Part-time working mothers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>27</td>
<td>39.30</td>
<td>5.525</td>
</tr>
<tr>
<td>(Full-time working mothers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>36.73</td>
<td>6.518</td>
</tr>
</tbody>
</table>

The analysis indicated that joint participation scores were similar for Groups 1 and 2, but significantly different and higher for Group 3. The research hypothesis was not supported, \( F(2, 79)=3.53, p<.05 \), because it was predicted that Group 3 would have the lowest scores.

Subsequently, post-hoc comparisons using the LSD test were conducted. At the .05 level, significant differences were found between Groups 1 and 3, and between Groups 2 and 3. No significant difference was found between Groups 1 and 2.
CHAPTER 5

Discussion

The results from the survey being discussed are only generalizable to the sample population. Considerations concerning the geographical location and philosophies of the early childhood centers involved in the study and the educational level of the subjects may have affected the responses and, thus, the generalizability to any other people.

The majority of the subjects (67) had children enrolled at the Ohio Wesleyan University Early Childhood Center. This center is a traditional nursery school setting, with children enrolled for 2½ hour sessions either two or three times per week. The structure of the program differs from a day care arrangement which cares for children all day long.

The remainder of the subjects have children who attend Methesco Early Childhood Center, which is a day care establishment affiliated with the Methodist Theological School of Ohio. It differs from Ohio Wesleyan University Early Childhood Center in the length of time that children are in sessions, but the two establishments operate with similar philosophies of child development and serve similar types of families. Both Methesco and Ohio Wesleyan University Early Childhood Center are in Delaware County, and all subjects were Delaware County residents. The county is known throughout the state as a center of conservatism. As noted earlier, the educational level of the subjects is high, possibly related to the fact that the centers
are in collegiate settings. This may temper the conservative nature of the geographical area with a bit more of a liberal attitude.

Hypotheses 1 and 4

These two hypotheses will be discussed together, since they both concern the variables of maternal employment and parental participation rates. As has already been stated, significant differences were found in the amount of independent father participation between groups of nonworking and part-time working mothers, as compared to the group of full-time employed mothers. These results not only confirmed the research hypothesis, but the mean score for independent father participation increased progressively from Group 1 (nonworking mothers) through Group 3 (full-time working mothers). For reference, see Table 1.

Little difference in mean scores existed between Group 1 and Group 2 (part-time working mothers), although mean scores were higher for Group 2. While this indicates that fathers in this sample help more if their wives are employed, it also seems to indicate that mothers who work part-time still fulfill most of the traditional mothering role. Over half (59 per cent) of the part-time working mothers are involved in education or health-related occupations, specifically tutoring, speech therapy, pharmacy, and nursing. These are fields in which part-time employment serves to keep the mothers current on changes in their professions, or enables them to maintain or increase their eligibility for professional certification.
A surprise finding in Hypothesis 4 was that joint participation scores were highest for the group with full-time working mothers. (For reference, see Table 2.) It was hypothesized that this score would be lowest, since it was believed that when both parents were full-time employees, time spent together would be at a premium. The means for joint participation scores were not significantly different for Groups 1 and 2; these groups will be included together for discussion.

Although Groups 1 and 2 did not differ significantly from each other, it should be noted that mean joint participation scores for Group 2 were the lowest of all three groups. These fathers of part-time employed wives had the highest mean number of hours at work per week, and also travelled most frequently, as compared to Groups 1 and 3. A greater percentage of them reported flexible working hours, however, than fathers in the other groups.

While Group 1 fathers worked the same mean number of hours per week as Group 3 fathers, fathers in Group 1 were more likely to work more hours per week at home. It appears that these occupational responsibilities of fathers in Groups 1 and 2 may have precluded their greater joint participation in child care.

Inspection of mean scores for fathers' independent participation and mean scores for joint participation for each group reveal an interesting comparison.
Table 3
Comparison of Means for Fathers' Independent and Joint Participation

<table>
<thead>
<tr>
<th></th>
<th>Independent M</th>
<th>Joint M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 (Nonworking mothers)</td>
<td>35.08</td>
<td>35.75</td>
</tr>
<tr>
<td>Group 2 (Part-time working mothers)</td>
<td>37.17</td>
<td>34.71</td>
</tr>
<tr>
<td>Group 3 (Full-time working mothers)</td>
<td>40.78</td>
<td>39.29</td>
</tr>
</tbody>
</table>

The reader will note that in Groups 1 and 3, scores for independent and joint participation are similar. Scores for Group 2 vary more, however. In an attempt to understand why this difference occurred, occupationally related variables were compared for both mothers and fathers (e.g., job title, hours spent at work, hours spent on work at home, travel, and whether or not work hours were flexible).

As described earlier, most of the part-time employed mothers were working to maintain professional certification in their fields. These mothers worked an average of 10 hours per week, but only 4 percent of them reported that their hours were flexible. Although fathers in this group had the highest mean number of hours per week at work, they had the lowest mean number of hours work at home. More of these fathers reported flexible work hours than fathers in the other groups.

The mean independent participation score for fathers in Group 2
is higher than that score for fathers in Group 1. This indicates that they participated more if their wives were employed, and also may reflect the flexibility of the fathers' working hours.

Joint participation scores for Group 2 fathers may be lower because he was independently caring for his children while his wife worked part-time. This explanation seems to be valid when one considers the types of part-time occupations held by most of the mothers (pharmacists, nurses, tutors). Their hours were often those that were not worked by full-time employees, such as evenings and/or weekends.

With respect to Hypothesis 4, it had been expected that dual-earner couples would show lower joint participation scores. However, the opposite result was shown. In an attempt to explain this unexpected finding, occupational data was assessed for both parents in Group 3.

Fathers in Group 3 travelled less in relation to their occupations than fathers in Groups 1 or 2. Other occupationally related variables are similar to Group 3's cohorts in Groups 1 and 2.

The full-time employed mothers who comprised Group 3 worked a mean of 31 hours per week at their place of employment, with 75 per cent of the mothers reporting that they also worked a mean of 10 hours per week at home. The majority of these mothers (67 per cent) reported that their work hours were not flexible.

It could be that, because the mothers in this group are employed full-time, their relationship with their husbands is more egalitarian
in nature. Perhaps they both have a greater appreciation for the other's dual role as parent and wage earner.

The survey instrument used in this research did not directly measure attitudes and priorities of the subjects. Therefore, it is not known what importance each subject held for independent or joint participation in child care. It would appear that for the dual-earner couples in Group 3 that both kinds of participation are important, and the the parents strive to spend time together as a family. Some families in this group indicated that they had household help (i.e., cleaning person or sitter who performs household tasks), which may relieve them from performing menial tasks. This may free more time for them to spend together with their children.

Analysis of the individual items on the survey instrument helps to interpret where fathers participate independently and where parents participate jointly with the greatest frequency. Collectively, fathers in this study were most likely to participate independently when they: (a) taught their children sports or how to ride a bike; (b) spent time with their children at bedtime; and (c) took their children on outings. Items (b) and (c) replicate the results Baruch and Barnett (1981) found in their study of fathers' participation. Item (a) was not a part of their inventory list.

The activities in which fathers in this study were least likely to participate independently include: (a) buying children's clothes; (b) talking to their children's teacher; and (c) taking their children to the doctor. Again, findings replicate those of the Baruch and Barnett (1981) study.
Taking the children on outings is the activity which parents in this study are most likely to do together. The second most frequently reported joint activity was attending parents' nights at school. Parents reported that time spent with the children at bedtime as the third most frequently ranked joint activity.

Together, parents in this sample were least likely to jointly participate in: (a) taking their child to or from school; (b) speaking to the child's teacher; (c) staying home from work with a sick child; and (d) giving the child a bath.

Baruch and Barnett (1981) concluded that fathers in their study were most likely to participate in those child care activities which were usually performed outside of working hours (e.g., outings, morning and nighttime routines). They also noted that the fathers were not generally involved in activities which provided contact with the world outside the home: the doctor, teacher, or salesperson. Similar statements can be made for the collective sample in the research being reported here.

**Hypothesis 2**

Fathers' independent participation in the care of their preschool children will increase if their occupational responsibilities are flexible.

As noted earlier, only a trend was indicated toward a significant relationship between fathers' independent participation and flexibility of occupational responsibilities. Fathers were grouped into eight broad categories for comparison purposes, but it is not
known if many fathers were able to control their own schedules, and thus determine their level of occupational flexibility.

A question concerning how involved the father felt with his preschool children was included to allow the father to respond to or to explain conditions that might affect his participation. Most of the sample responded that they felt "somewhat involved" or "very involved" with their children (47.5 per cent each category, respectively). Many fathers (75 per cent) followed the question on involvement with a short answer explanation. Of those responding, 20 per cent said they would like to be more involved with their children; 29 per cent reported that their participation was restricted by occupational responsibilities. This may indicate that these fathers are aware of the need for and importance of their participation and involvement in the lives of their young children. As Biller (1974) noted, however, the time when children are young is most often when fathers are busiest establishing their careers.

With increased awareness of the father's participation and involvement, and with the increase of mothers' employment, the trend shown in this study may be a positive sign. As women have had to rally for more consideration and rights in the employment world, so men may need to organize to convince employers that fathers of young children need some occupational flexibility to be able to participate more in child care.

Hypothesis 3

Fathers independent participation in the care of their
preschool children will vary according to the sex of the children.

Although not directionally stated, the expected outcome of this hypothesis was that fathers would participate more with sons than with daughters. According to the child care indices used in this study, fathers were divided into two groups of high and low presence. A Chi-square test revealed no significant differences.

This was surprising because the literature reviewed for this study leaned heavily on the importance of the father-son relationship. Fathers are said to want sons as first-born children, and research has indicated how differently fathers treat girl children and boy children, in methods of play, discipline, and expectations.

The numbers of families with girls only, in this study may have been inadequate to show significant differences or to draw conclusions about fathers' participation since only four families with low father presence had only girl children. However, of the 60 fathers who offered explanations of their participation in the care of their preschool children, not one father mentioned that the sex of his children made a difference in the amount of his participation.

The fact that few working class families were subjects in this study may help explain the absence of significant differences for this hypothesis. Families of lower socio-economic status tend to hold more traditional values, and fathers from that level could be expected to exhibit more sex-stereotypic behavior toward their children.
The high educational level of this sample of fathers may reflect a more liberal view of the father's role in relation to both sons and daughters.

Another factor which may have contributed to non-significant differences between fathers' participation and the sex of their children is because the children were preschoolers. Perhaps fathers begin to expect and exhibit more specific behaviors towards boys and girls as they enter elementary school. If such is the case, then the children in this study were too young to elicit sex-stereotypic behavior from their fathers.

Finally, the instrument used in this study measured parental participation in routine kinds of child care. The questions may not have been specific enough to detect differences in fathers' behavior towards boys and girls. Perhaps if questions that were explicitly related to sex-role had been included, finer discriminations could have been made relating to sex-role behavior and father participation.

**Children's Interviews**

Responses given by the 54 children were not coded for statistical analysis, but rather were included as a qualitative enrichment to this research. The tape recorded interviews were reviewed by the researcher, who made notes of the children's responses on specially prepared forms. These forms were separated into two groups, according to the employment status of the mother.

While statistical tallies of frequencies were not made, children
mentioned "mom" as the parent who participated the most in their care. This would seem to correlate positively with the statistical data that showed mothers' independent participation scores to be higher than the fathers' independent scores.

The most interesting conclusion to be drawn from these interviews is that the children of dual-earner couples were very knowledgeable about which parent performed specific activities related to the child's care. Children of couples in which only the father was employed answered "mom" with little apparent thought involved. Children of the dual-earners, however, seemed to consider their answers more carefully.

Biller (1974) stated that present day occupations may seem mysterious and incomprehensible to young children. An objective of the children's interviews was to learn if they were aware of what occupations their parent(s) had. The conclusions again were drawn by group according to employment status of the mothers.

Children of nonworking mothers generally were vague when asked what their fathers did at work. An often repeated answer was, "he makes money." Few of these children were specific about their fathers' occupations.

Children whose mothers worked (part-time and full-time employed mothers were included together) were able to verbalize extensively about parental care for them. These children seemed to be well aware of who was involved in their care, whether it was their parents, another relative, or a sitter. Also, the children of dual-earner
couples seemed to be very cognizant of what occupations their parents held. They not only could name the jobs, but many children could describe them in detail. Even the youngest children were able to do this.

One can only speculate about why the children of employed couples were more aware of their parents' roles. Remembering that joint participation scores were highest for Group 3 (full-time employed mothers), it may be that part of the time these parents spend with their children deals with education and discussion between the adults and with the children about what they do at work.

Attitudes towards work were not assessed, but perhaps working parents rationalize their absence from the home to the child, by explaining the who, what, where, when, and how of their work. Most probably, mothers feel the necessity to do this, since working mothers may need to "justify" their absence from home.

As might be expected, some differences in children's responses could be noted along developmental stage levels. The qualitative findings discussed herein, however, are limited to those aspects which are relevant to the hypotheses under investigation.

Summary and Implications

This study sought to examine fathers' participation in family settings which included married couples and their children. An important variable considered was the level of the mothers' employment. Mothers' perceptions of fathers' participation were considered to be necessary for comparison with the fathers' perceptions of their
roles, so data was gathered from both parents.

This study made a contribution to knowledge about families because it involved preschool-aged children. Few recent studies have investigated family relations with regard to this age group, although most early childhood theories emphasize the importance of these early years of development. Biller (1971 and 1974), Baruch and Barnett (1981), and Gilbert, Hanson, & Davis (1982) consider fathers' involvement and participation in the lives of their preschool children to be important.

The inclusion of interviews with the preschool children as qualitative data proved to be an enrichment for this study. Their responses were not analyzed statistically, because the researcher had no guidelines for this procedure from previous research, and because preschool children often are spontaneous and unpredictable in their responses. It was thought that their answers may not have been accurate, due to brevity of life experiences as bases for comparison. However, their quantity of experiences may have enabled the preschool children to respond innocently and honestly concerning their perceptions of their parents' roles. Their positive contribution to this study may be an implication for their inclusion in future research.

The hypotheses have been tested and conclusions concerning their outcome have been stated. As data analysis was completed, it became apparent that other variables in this study deserve more research attention.

The variables computed for mothers' independent participation
need more analysis, especially among the employed versus non-employed groups. It was noted that the mean score for mother's independent participation was consistently higher than the mean scores for either fathers' independent participation or joint participation. This result was noticed in all groups assigned on the basis of mothers' employment. Additional variables were computed for how much available time working mothers may have for child care activities, but these were not compared to her score for independent participation or joint participation scores.

Overall, fathers' independent participation scores were negatively correlated with mothers' independent participation scores. This correlation was not made according to employment group, however. Analysis may show a different correlation for the scores, if the mother is employed.

One variable which was not directly addressed in this study, but which was implied through the literature review to be an important consideration for fathers' participation, is marital satisfaction. Only married couples were included in this research. That does not imply marital satisfaction, however, which Biller (1971), Gunsberg (1982), and Pedersen (1981) thought would constitute a source of support for the father's role.

Another implication for future research would be to replicate this study with a group of subjects, representing lower levels of education and standards of living. Parents in lower socio-economic groups have been shown to have more traditional roles; comparisons
could be made of fathers' independent and joint participation in those families with the research group used in the study being reported here.

In reference to the instrument used in this research, some subjects suggested other child care indices that could be included. For example, "who does the dishes or laundry?" and "who arranges for child care (babysitters)?" These seem to be compatible with indices already included, and perhaps would broaden the scope of future studies.

Finally, it would seem that even if the intent of this research had not been to divide the sample along the lines of mothers' employment, the boundaries would have become apparent, anyway. Just as the children of employed mothers seemed to set themselves apart with their responses, so did many of their parents when they made written explanations of some of their answers.

The instrument used in this study included questions about child care which have typically been associated with mothering. The underlying question of the research was whether fathers were assuming more of these child care activities, if the mother was employed. Many fathers stated that they did not think that their level of involvement depended upon how they participated in the activities listed. (The question where they could rate their involvement, followed by room for explanation, was included for just that reason).

Many of the parents in the group of nonworking mothers questioned the value of the survey. The parents in the groups of working
mothers did not question why the indices on the survey were important; many of them wrote of the schemes they use to insure that their children are properly cared for by both of them. These were the parents who suggested more questions for inclusion. They seemed to be aware of the importance of the fathers' participation and involvement with his young children, as well as what scheduling difficulties arise to complicate the process when both parents are gainfully employed.

In conclusion, the study of fathers' participation in the care of their preschool children needs to continue. Fathers are important in the developmental stages of young children, and healthy family settings need continued exploration of relationships. As researchers analyze trends from past to present, and examine current practices, perhaps families can be helped to prepare for and adapt to the future, for the best interests of all family members.
Appendix A
Research Instrument

Background Data

Check the appropriate blanks and briefly answer the questions as indicated.

Year of your birth____________

Marital status______________, How many years have you been married?____

Number of children in family________
    age ______ sex ______
    age ______ sex ______
    age ______ sex ______
    age ______ sex ______
    age ______ sex ______

Education

Check the highest level of education you have completed:

Some high school_______

High school graduate______

Some college___________

If you have a degree, check the appropriate type:

B.S.________

M.S.________

Ph.D._______

Other________

Employment Information

If employed, briefly describe your job.

Approximately how many hours per week do you work at your place of employment?

Are these hours flexible? Yes _____ No_______

If "no", could you leave work

   _____a) for brief periods of time?
   _____b) for emergencies only?

If you bring work home with you, how many hours per week do you work at home?____

Is travel required in your work? (circle one)

often __ occasionally __ seldom __ never ______________

ON THE NEXT PAGE:
Circle the number of the response that you believe most nearly describes how you and your spouse participate in the activities listed. You should circle a response in all three columns for each item. Answer the questions according to your (and your spouse's) participation with the preschool child ONLY in your family.
1 = never  2 = rarely  3 = sometimes  4 = usually  5 = always

<table>
<thead>
<tr>
<th>Question</th>
<th>Father</th>
<th>Mother</th>
<th>Both Together</th>
</tr>
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<tbody>
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</tr>
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<td>Who spends time with the child at bedtime?</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Please rate how you feel about your level of involvement with your preschool child.

___ uninvolved ___ somewhat involved ___ very involved

Are you comfortable with the level of involvement that you feel you have with your preschool child?

Please explain your answer on the back of this page.

THE FOLLOWING QUESTION WAS INCLUDED ON THE MOTHER'S FORM:

Please rate how you feel about the father's level of involvement with your preschool child.

He is: ___ uninvolved ___ somewhat involved ___ very involved

Do you think that the father is comfortable with his level of involvement?

Please explain your answer on the back of this page.
Appendix B

Pilot Letter

3021 Horseshoe Road
Delaware, Ohio 43015
Feb. 27, 1984

Thank you for agreeing to be a part of my pilot study of "Fathers' Participation in the Care of Their Preschool Children." By responding to the set of questions presented, you will help me determine the validity, reliability, and clarity of this instrument. This information will be used to complete the plans for my actual research later this spring.

Part of my research will include gathering data from the preschool-aged children of fathers participating in this study. The children's responses will not be analyzed, but will be treated as "qualitative data"; that is, the responses will help me to understand and/or appreciate the children's perceptions of their father's role in their families.

To help prepare for the interviews with children, I would appreciate the opportunity to interview your child sometime following your completion of the questionnaires. The children will be asked the same questions that you are answering; I will explain as is necessary to help the children understand the questions.

Please complete the two enclosed questionnaires (one for the father and one for the mother), and return to me in the enclosed, stamped envelope by March 9, 1984. All information gathered in the pilot study will be kept confidential; none will be published. This is only a "trial run" to determine whether changes need to be made before the actual research is begun.

If you have comments, criticisms, or concerns that you feel might affect your response (or those of the parents in the actual study), please bring them to my attention. Again, thank you for your participation and cooperation in this project!

Sincerely,

Virginia B. Johnson
Appendix C

Pilot Instrument

Background Data

Please check the appropriate blanks and briefly answer the questions as indicated.

Sex of person completing this form  M   F

Age  20-25  Marital Status
   26-30  Number years married  0-5
   31-35  6-10
   36-40  11-15
   40-45  16-20
   40+   20+

Education

years in high school
high school graduate
years in college
Degrees: B.S.
M.S.
Ph.D.
Other

Children

number in family
ages
sex

Job Descriptions

If employed, briefly describe your job.

Approximate number of hours worked per week

Are these hours flexible?  Yes  No

If "no", could you ever leave work  for brief periods of time?
   a) for emergencies only?
   b) other (Please explain).

Do you bring work home with you?  (circle one)
   often  occasionally  seldom  never

Is travel required in your work?  (circle one)
   often  occasionally  seldom  never
Please circle the number of the response that most nearly describes the parent's participation in each situation or activity. Answer the question according to your participation with the preschool child or children only in your family:
1 = never  2 = rarely  3 = sometimes  4 = usually  5 = always

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<td>5. Who cleans the house?</td>
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<tr>
<td>14. Who gives the child a bath?</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>15. Who spends time with the child at bedtime?</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Answer one of the following, as appropriate.

Fathers: Please rate how you feel about your level of involvement with your preschool child.

____ uninvolved ____ somewhat involved ____ very involved

Are you comfortable with the level of involvement that you feel you have with your preschool child?

Do you wish you WERE or COULD BE (circle one) more involved?

Please explain.

Mothers: Please rate how you feel about the father's level of involvement with your preschool child.

He is: ____ uninvolved ____ somewhat involved ____ very involved

Do you think that the father is comfortable with his level of involvement?

Explain.

Are you satisfied with the father's level of participation and involvement with your child?

Explain.
Appendix D

Parent letter 1

3021 Horseshoe Road
Delaware, Ohio 43015
May 1, 1984

Dear Parents,

As many of you know, I am a head teacher in the Ohio Wesleyan
University Early Childhood Center, a position I have held for five
years. I have been attending graduate school at Ohio State Univer-
sity for some time, in pursuit of a masters degree in family
relations. As I plan to write my thesis, I am researching the topic
of 'fathers' participation in the care of their preschool children.'
You can help in this endeavor!

The purpose of this research is to add to our knowledge of
father-child relationships, how they develop, and how they might
be improved. While other age groups of children and their fathers
have been studied, preschool-aged children and their fathers have
not received much research attention.

Roles in modern families are changing: more mothers of young
children are employed outside the home. This may imply a change
in the father's role in the family, as well, and thus a change in
relationships with his children. As fathers participate more in
routine caretaking activities, they may lead to fewer stereotypic
expectations for themselves and their children.

The type of occupations that parents have may affect their
participation with their children. This is because their occupations
may play a part in determining how much time the parents have to
share with their children. For this reason, information is requested
that describes the kinds of jobs mothers and fathers have.

Finally, it is always interesting to learn what and how young
children perceive of their environment. With your permission, I
would like to have all ECC children interviewed by trained assistants
(OWU students). The children will be asked the same questions you
will answer: the aides will explain as is necessary for the children
to understand what they are being asked. Their responses will be
taped, so that children's statements are recorded as they tell them.
Taping their responses will also help keep the interview brief.

The data obtained from the children will not be analyzed, but
will be treated as 'qualitative' data. One reason for including this
procedure is to learn if the children understand what their parents
do. The world of work is often difficult for children to comprehend,
especially in the technological society in which we live today. It
is hoped that by talking with the children about their parents' roles
both in the family and at work, that we may appreciate and under-
stand the children's perceptions of their environment.

The title of this study is "fathers' participation in the care
of their preschool children." Fathers do not come to that role
alone, however; there must be a mother and children present to make
a man a father. Their behavior helps to determine his behavior as
a father. Therefore, this study will attempt to describe how the
father's participation is perceived by his spouse and children, as
well as how he perceives his own participation in relation to his
young child (children).
Information gathered through this study will be kept confidential; identification of participants will be coded, and names will not be used during data analysis and writing of the thesis. The study cannot be completed without your help; every response is an important part of the process.

Enclosed are 2 sets of questionnaire forms, one each for the father and mother. Please answer the questions on pages 2 and 3 as they pertain only to the preschool-aged children in your family. I would appreciate your taking the time to complete the materials. Please return them to me in the stamped, addressed envelope that is provided, by May 15. Return the consent form for the child's interview at that time, also. The interviews will be conducted with one child at a time, in the parent room at the 200, during regular class hours.

Please feel free to call me if you have questions about these procedures.

369-4764 Home; mornings or evenings
369-4743 ext. 359; 11:30 to 3:30 P.M.

You may also contact my advisor, Dr. Shirley O'Bryant, under whose supervision I am conducting this study. Her address and phone number follow:

315 Campbell Hall
1787 Neil Avenue
Columbus, Ohio 43210

Phone: 1-422-7705

Thank you for your cooperation.

Sincerely,

Virginia B. Johnson
Appendix E

Parent letter 2

3221 Horseaico Road
Delaware, Ohio 43015
May 20, 1986

Dear Parents of Children at Methesco Early Childhood Center,

Let me introduce myself... I am Ginny Johnson, a head teacher in the Ohio Wesleyan University Early Childhood Center. I have held this position for five years. I have also been attending graduate school at Ohio State University for some time, in pursuit of a Masters degree in family relations. As I plan to write my thesis, I am researching the topic of "fathers' participation in the care of their preschool children." You can help in this endeavor!

The purpose of this research is to add to our knowledge of father-child relationships, how they develop, and how they might be improved. While other age groups of children and their fathers have been studied, preschool-aged children and their fathers have not received much research attention.

Roles in modern families are changing; more mothers of young children are employed outside the home. This may implicate a change in the father's role in the family, as well, and thus a change in relationships with his children. As fathers participate more in routine caretaking activities, they may lead to fewer stereotypic expectations for themselves and their children.

The type of occupations that parents have may affect their participation with their children. Their occupations may play a part in determining how much time the parents have to share with their children. For this reason, information is requested that describes the kinds of jobs mothers and fathers have.

The title of this study is "fathers' participation in the care of their children." Fathers do not come to that role alone, however; there must be a mother and children present to make a man a father. Their behavior helps to determine his behavior as a father. Therefore, this study will attempt to describe how the father's participation is perceived by his spouse, as well as how he perceives his own participation in relation to his young child/children.

Information gathered through this study will be kept confidential; identification of participants will be coded, and names will not be used during data analysis and writing of the thesis. The study needs your support; every response is an important part of the process.

Enclosed are two sets of questionnaires, one each for the father and mother. Please answer the questions on page 2, as they pertain only to the preschool-aged children in your family. Please return the forms to me in the stamped, addressed envelope that is provided, by JUNE 1.
Please feel free to call me if you have questions about these procedures:

360-4764 Home; mornings or evenings  
369-4331 Ext. 859: 11:30 A.M. until 3:00 P.M.

You may also contact my advisor, Dr. Shirley L. O'Bryant, at Ohio State, under whose supervision I am completing this study. Her address and phone number follow:

Dr. Shirley L. O'Bryant  
315 Campbell Hall  
1757 Neil Avenue  
Columbus, Ohio 43210  

Phone: 422-7705

I look forward to receiving your responses; thank you for your cooperation!

Sincerely,

Virginia B. Johnson
Appendix F

THE OHIO STATE UNIVERSITY

CONSENT FOR PARTICIPATION IN
SOCIAL AND BEHAVIORAL RESEARCH

I consent to participating in (or my child's participation in) research entitled:

AN ANALYSIS OF PARTICIPATION BY FATHERS IN THE CARE OF THEIR

PRESCHOOL CHILDREN

Shirley L. O'Bryant or his/her authorized representative has
(Principal Investigator)

explained the purpose of the study, the procedures to be followed, and the expected duration of my (my child's) participation. Possible benefits of the study have been described as have alternative procedures, if such procedures are applicable and available.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am (my child is) free to withdraw consent at any time and to discontinue participation in the study without prejudice to me (my child). The information obtained from me (my child) will remain confidential unless I specifically agree otherwise by placing my initials here.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: ___________________________ Signed: ___________________________
(Participant)

Signed: ___________________________ Signed: ___________________________
(Principal Investigator or his/her Authorized Representative) (Person Authorized to Consent for Participant - If Required)

Witness: ___________________________

MS-017 (Rev. 12-61) -- To be used only in connection with social and behavioral research.
Appendix G

Reminder Postcard

REMINDER!!

Please return the questionnaires on Father's Participation in Preschool Child Care this week!!

Include the blue permission form for your child's interview. If you don't wish for your child to participate, return only the father's and mother's forms to me. The parental responses are the most important part of the study.

Thanks for your cooperation!!

[Signature]

62
Human Subjects
Ohio State University Research Foundation
Room 205
1314 Kinnear Road
Columbus, Ohio 43212

To Whom It May Concern:

Ms. Virginia Johnson has discussed her Master Thesis Research, “Father's Participation in the Care of Their Preschool Children,” with me and has been granted permission to interview the children attending the Ohio Wesleyan University Early Childhood Center. It is my understanding that the subject content of the questions and the manner in which they are to be presented will pose no harm to the children.

Ms. Johnson has prepared a letter to be sent to the parents explaining her research. She has informed them that the information gathered will be kept confidential.

Sincerely,

Justine M. Santschi, M.S.,
Director
Early Childhood Center

JMS: wsh
Appendix I

Human Subjects Research Permission Form

**PLEASE TYPE**

REVIEW OF RESEARCH, DEVELOPMENT, OR RELATED ACTIVITIES INVOLVING HUMAN SUBJECTS

PROTOCOL NO. ____________

SUMMARY SHEET

(USE CONTINUATION PAGES AS NEEDED)

PRINCIPAL INVESTIGATOR(S):

(If Graduate Student, List Advisor's Name First)

Shirley D. O'Bryant

Signature

Virginia E. Johnson

Signature

[Department and College]

[Institution's Campus Address and Phone Number]

PROTOCOL TITLE (INCLUDE PROPOSAL TITLE FOR EXTERNALLY-FUNDED ACTIVITIES IF THE TITLE IS DIFFERENT FROM THE PROTOCOL TITLE):

An Analysis of Participation by Fathers in the Care of Their Preschool Children

WHEN SUBMITTING A PROPOSAL TO THE BEHAVIORAL AND SOCIAL SCIENCES HUMAN SUBJECTS REVIEW COMMITTEE, WE WOULD APPRECIATE YOUR SUBMITTING THE FOLLOWING INFORMATION IN SUMMARY FORM. HAVING THESE DETAILS PRIOR TO READING AND REVISING THE PROTOCOL CAN EXPEDITE THE PROCESS. PLEASE BE AS SPECIFIC AS POSSIBLE SUCH THAT THE READER CAN HAVE A RATHER COMPLETE AND ACCURATE IDEA OF EXACTLY WHAT YOUR SUBJECTS WILL EXPERIENCE WHEN THEY PARTICIPATE IN YOUR RESEARCH AS WELL AS KNOW THE PROTECTIONS THAT HAVE BEEN ENSURED TO SAFEGUARD THE SUBJECT AGAINST ADVERSE CONSEQUENCES (E.G., ARE THEY FREE TO NOT PARTICIPATE IF THEY CHOOSE, DO THEY OR THEIR PARENTS KNOW EXACTLY WHAT THEY ARE GETTING INTO BEFORE THEY ARE COMMITTED TO PARTICIPATE? WILL BOTH THEIR PARTICIPATION AND ANY COLLECTED DATA BE COMPLETELY CONFIDENTIAL).

1. In a sentence or two, briefly describe why the proposed project is of interest. The intent of this question is to give the reviewer a brief idea of the background and purpose of the research.

The purpose of this research is to add to our knowledge of father-child relationships. Preschool-aged children and their fathers have received little research attention. As more mothers of young children are employed, a change in the father's role may be indicated. The type of occupations of both parents may also affect their roles in their children's care.

2. Briefly describe each of the different conditions or manipulations to be included within the study.

Nothing will be manipulated, since this is a study to be completed through questionnaires for the parents, and interviews for their children.

3. What is the nature of the measures or observations that will be taken in the study?

Mothers and fathers (married couples) of preschool-aged children will be asked to complete a questionnaire indicating which of them performs certain tasks and activities in the care of their children. They will circle numbers which correspond to worded responses. Demographic data will be collected, pertaining to parents' ages, years married, number of children in the family, sex of children, and job descriptions. Parents will also be asked to indicate their feelings about the level of involvement with their children; mothers will also indicate their feelings about the (cont.)

4. If any questionnaires, forms, or other instruments are to be used, please provide a brief description and either include a copy or indicate approximately when a copy will be submitted to the committee for review.

Description provided above; copies of questionnaire are included.

Form HS-008A (2/80)
5) Will the subjects encounter the possibility of either psychological, social, physical, or legal risk?  
☐ YES ☐ NO  If NO, please describe.

6) Will any stress be involved in the study?  ☐ YES ☐ NO  If NO, please describe.

7) Will the subjects be deceived or misled in any way?  ☐ YES ☐ NO  If NO, please describe and include a statement regarding the nature of the deceiving.

8) Will there be any probing for information which an individual might consider to be personal or sensitive?  ☐ YES ☐ NO  If NO, please describe.

9) Will the subjects be presented with materials which they might consider to be offensive, threatening or degrading?  ☐ YES ☐ NO  If NO, please describe.

10) Approximately how much time will be devoted to each subject?  
Approximately 1/2 hour for the parents’ questionnaires; approximately 15-20 minutes for the children’s interviews.

11) Who will be the subjects in this study?  How will the subjects for this study be solicited or contacted?  
Subjects in this study will be the parents and children enrolled in nursery school at the Ohio Wesleyan University Early Childhood Center.  Subjects will be contacted by letter and asked to participate.  (This is a “lab” school, and parents are aware that occasionally they or their children may be asked to participate in research projects.)

12) What steps will be taken to ensure that the subject’s participation is voluntary?  What, if any, inducements will be offered to the subjects for their participation?  
Questionnaires and materials explaining the study will be mailed to parents, with a deadline date for returning them to me.  No coercion will be made to have the subjects comply.  Follow-up mailings will be made, if necessary, to non-respondents.  Even with parental consent, children who are unwilling to participate in the interview, will be allowed to return to other activities at the Center.  No inducements will be offered to subjects for their participation.

From HS-0088 (Rev. 4/78)
15) It is important that a subject be informed regarding the general nature of what he will experience when he participates in a study, including particularly a description of anything he might consider to be either unpleasant or a risk. Please provide a statement regarding the nature of the information which will be provided to the subject prior to his volunteering to participate.

In a letter which accompanies and introduces the project to the subjects, the purpose of the research will be stated. It will explain why information is sought regarding the parents' employment and family roles. Descriptions of how the children's interviews will be handled will also be included. (A copy of the letter to parents is included with this form.)

See continuation page for additional information.

19) What steps have been taken to ensure that the subject or any consent prior to participating? Will a written consent form be used? Yes ☐ No ☐ If so, please include it. If the subjects are minors, will their parents' consent be obtained? Yes ☐ No ☐ If so, please indicate the form and if not, please indicate why not.

15) Will any aspect of the data be made a part of any permanent record that can be identified with the subject? Yes ☐ No ☐

16) Will neither or not a subject participated in a specific experiment or study be made a part of any permanent record available to a supervisor, teacher or employer? Yes ☐ No ☐

17) What steps will be taken to ensure the confidentiality of the data?
Names will be coded numerically, with only the researcher having the key. For example: Mr. & Mrs. John Doe might be coded as 7a and 7b; the forms provide a space to indicate the sex of the person completing the form. The child of Mr. & Mrs. Doe would be coded as 7c.

18) If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subject or society?
No risks involved.

19) Will any data from files or archival data be used? Yes ☐ No ☐
3) Father's involvement.
Following the parents' completions of the questionnaires, and upon receipt of their consent forms, their children will be interviewed and asked the same questions that their parents will have answered. Trained assistants (Ohio Wesleyan University students) will explain as is necessary in order for the children to understand the questions. Their responses will be written down as they state them.

13) The letter to parents states what my position is in the Early Childhood Center; I know many of the parents personally. I also am familiar with many of the children who are enrolled in classes other than my own. Because I do not want to present any influences that might confound the results of their interviews, I will not personally conduct that part of the research. I will, however, train the colleagues who will assist me, and will certainly be in close contact with them as the study continues.
Appendix J

Recruiting Letter

3021 Horseshoe Road
Delaware, Ohio 43015
April 26, 1984

Dear Student,

Dr. David Robbins suggested your name to me, as a student who might be willing to volunteer to assist me with a research project. A brief description of my study and responsibilities for project assistants follows in this letter.

I am researching the topic of "fathers' participation in the care of their preschool children," by mailing questionnaires to parents of children who are enrolled at OWU Early Childhood Center (ECC). I am a head teacher in the Center. In addition to the data acquired from the parents, I plan to have the children interviewed, to ascertain their perceptions of their parents' roles at home. This is where you can help!!

There are approximately 75 children at the ECC, in 6 classes. I need volunteers to interview all the children in each class, at the following times:

- M-W-F mornings: 2 classes, 26 children
- T-Th mornings: 1 class, 10 children
- T-Th afternoons: 2 classes, 24 children
- (M-W-F afternoons: class already has a volunteer to interview)

Each child's interview will last 15 to 20 minutes; I expect to begin interviewing the week of May 14. A training session will be held to acquaint volunteers with procedures of the research and those of the ECC.

Please call me at home: 369-4764, mornings and evenings, or at the ECC: ext. 859, between 11:30 A.M. and 3:00 P.M. if you are willing to help with this research. I look forward to hearing from you and I hope we will meet soon.

Sincerely,

Ginny Johnson

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Appendix K

Training Agenda

TRAINING AGENDA

Father's Participation in the Care of Their Preschool Children

1. Thank you for agreeing to participate in this project!!
2. Purpose of the research. (refer to pink parent letter)
3. Building tour
4. Assignments
   Times
   Head Teachers
   Class hours
5. "Packet Analysis"
   Child's first name only should go on top of yellow sheet; I'll supply the numbers. List date of interview on top of sheet. When interview is finished, cross child's name off of the front of the envelope.
   Children's responses will be taped; jot down on the yellow sheet any extra or pertinent comments or observations. You need not do this for every question, just the ones that may need clarification.
6. Some general notes:
   Be friendly; smile, call child by name. Be sure to introduce yourself—first names will be enough.
   Meet the child on his/her level—squat down or sit.
   Don't force or push if a child is not cooperative. If they don't want to take a turn when you are ready, tell them you'll come back for them later.
   Explain questions as is necessary for the child to comprehend or understand. Don't dwell on questions if your attempts are not successful.
   Maintain your composure; don't laugh at their responses or be "taken in" by their cuteness. If they get off the track, it may help to remind them that they "need" to answer the question.
7. IMPORTANT: Do not discuss any of the children's comments or your own comments or criticisms with anyone outside of this setting or with each other. Direct all problems, questions, or comments concerning procedures, etc. to me. We have assured the parents of confidentiality!!
Appendix L

Child's Interview Form

1. Who helps you get up in the morning, gets your breakfast, and helps you get dressed?

2. Who brings you to school and takes you home?

3. Who picks up or cleans your room?

4. Who cooks the meals at your house?

5. Who cleans your house?

6. Who buys your clothes?

7. Who takes you to the doctor?

8. Who talks to your teacher?

9. Who takes you to the zoo, park or playground, or places to see things?

10. Do both your mommy and daddy go to work?
    Do you know what their jobs are?
    Can you tell me about what your mommy (and/or daddy) do at work?
    IF BOTH PARENTS WORK: ASK THE CHILD,
    If you are sick, who stays home with you?

11. Who teaches you how to throw or catch a ball, or helps you learn to ride a bike?

12. Who takes you to birthday parties?

13. Who comes to parents' meetings at nursery school? (For example: daddies' night, family picnic)

14. Who gives you a bath?

15. Who spends time with you at bedtime? (Who gives you a kiss and a hug, reads a story, etc.)
References


Pedersen, F.A. Father influences viewed in a family context.


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1982, 67-76.