

RELATIONSHIP BETWEEN PATERNAL SELF-PERCEPTION OF  
PARENTING SKILL LEVEL, ATTITUDE TOWARD WOMEN'S  
ROLES AND LEVEL OF PARENTING INVOLVEMENT

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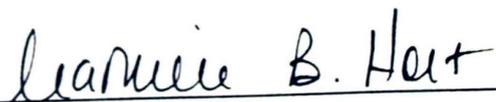
  
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## ABSTRACT

The study examined the relationship between fathers' self-perceived parenting skill, attitudes toward women and their involvement in childcare and household activities. The study used a phone interview and a group session to determine the amount of parenting involvement in childcare and household activities. There was a Monday group session which measured the fathers' perceived skill level at childcare and household activities, the number of hours spent on various activities during the previous 48-hour weekend period and sex-role attitudes. Subjects were interviewed by phone later to measure the number of hours spent on the same activities during a 48-hour weekday period.

The Attitudes Toward Women Scale (Spence & Helmreich, 1978) was used to determine sex-role attitudes, including those about parenting. A skill rating questionnaire was used to determine the perceived level of parenting skill. These results were then correlated with level of parenting involvement. It was expected that fathers' perceived skill and parenting involvement would be positively correlated.

The study also investigated the relationship between paternal involvement and attitudes toward women's roles. Two previous studies conducted using a rural, non-university population, found no relationship between these variables. This study examined whether the same result would be found within a more diverse population. The results of the study indicated that there were no significant relationships between any of the factors.

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## CHAPTER I

### LITERATURE REVIEW

Most people would agree that parenting plays a significant role in the development of a child. Gender-based parenting roles are changing, however, with roles becoming less traditional. The 1980 census data (Baianchi & Spain, 1986) showed that half of married women are responsible for both traditional family and employment obligations. The role of the father is changing also. In general, fathers have become more involved in childcare (Easterbrooks & Goldberg, 1984; Pietropinto, 1986).

Fathers have been largely overlooked in parenting research. The mother has often been emphasized as the important figure in parenting (Boyd, 1985). This lack of father representation is partly due to the view of the father as the breadwinner. However, there is also the practical issue that, in the past, women have been easier to study than men (Phares, 1992). Women were often in the home and not in the workplace, making them more available for research. This is, of course, not as true today, with a large percentage of women in the work force.

The following studies have emphasized that fathers can be as affectionate and caring toward their children as mothers. A study of primary caregiver fathers in intact families found that fathers were as patient and sensitive as their wives in caregiving activities. There was no significant difference between the caregiver father and the mother as to the exhibited amounts of baby talk, public kissing and cuddling of their children (Grbich, 1987). In addition, a study based on 141 surveys had similar findings in reference to single fathers with custody of their children. All fathers were found to exhibit physical affection with their children at least once daily (Risman, 1986).

## Effects of paternal involvement on children

Fathers, as indicated above, are capable of being warm and affectionate caregivers. It has also been shown that their involvement can have an effect on children's sex-role attitudes. An eleven year follow-up study of adolescents reared primarily by their fathers yielded information about the children's sex-role attitudes. The teenagers, especially the older ones, had a greater approval of sex-role flexibility. Children in the father-raised group were significantly more approving of non-traditional childcare arrangements than were children in the mother-raised group (Williams, Radin, & Allegro, 1992).

The effect of paternal involvement and maternal employment on academic achievement was studied by Williams and Radin (1993) using 32 children of white middle class parents. It was determined that adolescents, who as preschoolers were primarily father-raised and whose mothers worked only part time, were more likely to report they expected to attend a graduate or professional school. The researchers' hypothesis that greater father involvement would be associated with better grades was not supported.

Easterbrooks and Goldberg (1984) conducted a study on the possible effects of father involvement on toddler cognitive development. Father involvement was divided into amount of hours spent alone with the child, father-child time in play, and hours spent on childcare tasks. It was found that toddlers who were securely attached to their fathers demonstrated more optimal problem-solving behavior, more positive affect during the problem-solving task and more consistent task orientation when compared to toddlers who were insecurely attached to their fathers.

### Factors affecting paternal involvement

Based on the previously mentioned studies, it appears that father involvement can have an impact on children. One question is still remaining: What makes a father become more involved in childcare? The answer may involve several factors.

Barnett (1987) reported that maternal employment was a factor in greater paternal involvement, as defined by total father-child interaction time and time spent in proportion to mother-child interaction time. Another study found that paternal employment can have an impact. The more the father worked, the less time he spent with his child (McHale & Huston, 1984).

Professionals have argued that other factors may affect paternal involvement. For instance, the wife's opinions regarding parental roles may affect paternal involvement. Women sometimes try to retain control by limiting the involvement of their spouses, and some mothers are resentful of the invasion by the father into a previously women's role (Hanson & Bozett, 1987; Renouf, 1991). Tiedje and Darling-Fisher (1993) found that paternal variables, such as work hours and education, can affect parenting involvement. Fathers with higher education levels and fewer work hours had greater paternal involvement.

These external factors appear to influence paternal involvement, but internal paternal variables may also affect paternal involvement. These include such things as the father's personality, view of fatherhood, sex-role beliefs about parenting and perceived parenting skill level.

The relationship between personality and father involvement has been studied. A 352-item personality inventory was administered to 68 first-time Israeli fathers before their child's birth and again when the infants were nine months old (Levy-Shiff & Israelashvili, 1988). Father involvement was determined by observing the number of behaviors such as caregiving, speaking, soothing, restricting and playing. It was found that interpersonal warmth, interest, perceptiveness and sensitivity all affected father involvement. The higher the father's scores pertaining to warmth, interest, perceptiveness and sensitivity, the more involved he was in caregiving. There have also been studies on the father's attitude toward fatherhood. As would be expected, it was found that fathers who highly valued fatherhood had greater involvement (Levy-Shiff & Israelashvili, 1988; Lamb, Pleck, & Levine, 1986).

Sex-role attitudes regarding parenting and employment also can affect paternal involvement. Research conducted on the attitudes of 87 college women and 31 college men indicated that both men and women perceived women has having to make a job-child trade-off. However, both saw men as having an independent career and family life. There was no significant perceived trade-off or forced choice involved in attitudes concerning the male role (DiBenedetto & Tittle, 1990).

Risman (1987), in a study of both fathers and mothers, found that when parents share parenting activities, such as economic and caregiving tasks, fathers significantly increased their responsibility for household chores. Fathers who shared parenting tasks with their spouse were found to exhibit significantly more physical affection toward their children than fathers having spouses that assumed a primary or single childcare role.

Fathers that shared parenting tasks also reported having a more intimate parent-child relationship.

Another study looked at the fathers' perceptions of the paternal role (Radin & Harold-Goldsmith, 1989). Fathers were asked about such things as equally sharing childcare with mothers, amount of father involvement, and full-time work and its relationship to paternal involvement. Father involvement was assessed as the overall amount of involvement, amount of time spent on socialization, caregiving, and decision-making activities, and also how available the father was for the child. In regard to the role variable it was found that a flexible conceptualization of the father role was predictive of increased paternal involvement.

The idea of emotional responsibility was discussed in a paper on the paternal presence (Pruett, 1993). The author argued that some fathers feel that mothers do in fact have more parenting responsibility. Therefore, when the mother is present, those fathers reported assuming an assistant role. This belief about parenting by some fathers may affect father involvement.

Lamb, Pleck and Levine (1986) argue that a potential inhibitor of paternal involvement is that traditional fathers are often less involved than mothers in the early parenting of their children. This may result in women developing their parenting skills early on, which may cause some fathers to feel less competent than mothers. This could limit some fathers' involvement. Because of this lesser early involvement, fathers may need to learn new skills to help them feel more comfortable and confident in performing household and childcare tasks (Levant, Slattery, & Loiselle, 1987).

Based on a review of the literature, it appears that researchers have rarely focused on the potential effect of the father's perceived skill at parenting on his level of involvement with his children. Only three articles could be found that referred to this variable, of which only two were based on research (Crouter, Perry-Jenkins, Huston & McHale, 1987; McHale & Huston, 1984).

In a purely narrative article by Pleck, Lamb and Levine (1986) the authors discussed that some men are interested in increasing their involvement in the family. However, the men report that they do not know how to act around or how to care for children. The authors suggest that there may be a relationship between involvement and perceived skill in parenting.

Crouter et al. (1987) compared correlates of father involvement in 20 single-earner and 20 dual-earner families. Involvement was divided into the number of hours that the father spent performing both leisure and childcare activities alone and with his spouse. The researchers looked at the father's sex-role attitudes and perceived skill level in addition to other variables. Sex-role attitudes were measured using a modified version of the 15-item Attitudes Toward Women Scale (Spence & Helmreich, 1978). Sex-role attitudes were determined by whether the men believed women should behave or be treated differently regarding employment, education and activities. Perceived skill was measured by asking fathers how well they believed they could perform a list of childcare and play activities.

It was found that sex-role attitudes did not significantly affect the amount of involvement in either group. There was a positive relationship between fathers' perceived

skill and amount of involvement in single-earner families but not in dual-earner families. The researchers attribute this to the idea that fathers in single-earner families have a choice but dual-earner family fathers must be involved due to time constraints of both working spouses.

The first published study dealing with perceived skill of fathers was conducted by McHale and Huston (1984). The research used 34 sets of white mothers and fathers whose mean ages were 20.4 years and 22.9 years. All couples were expecting their firstborn child, who had been conceived prior to marriage. During pregnancy, the subjects completed questionnaires that measured perceived masculinity and femininity, attitudes toward women's roles, parental role preferences and perceived skill in regard to childraising activities.

The masculinity/femininity variable was measured using the 24-item Personal Attributes Questionnaire by Spence and Helmreich (1978). The attitudes toward women's roles were studied using the 15-item version of the Attitudes Toward Women Scale (ATWS). Parental role preferences were measured by asking both parents to fill out separate cards regarding who would prefer to do a task, either wife, husband, both together, or each half of the time.

Perceived skill was measured using self-report of how skilled (1 = not a good job to 4 = very good job) each parent felt about various household, childcare and leisure activities. They were then interviewed in regard to the same variables one year later. At that time, the subjects were also asked to report their level of involvement in household, leisure and childcare tasks. The data were collected through a series of nine telephone

interviews over a 2-3 week period. Five of the nine interviews were conducted on weekdays and four on weekends. The parental role preferences and perceived skill level of fathers regarding childcare were found to be strongly correlated with the amount of father involvement. Fathers were more involved in childraising when they had a non-traditional attitude toward parenting roles and felt more skilled at childcare. The father's attitude toward women's roles was not found to be significantly related to paternal involvement.

In summary, it appears that the sex-role attitudes, parental role attitudes, and parental involvement of fathers have been studied, but the relationship between those attitudes and father involvement is still unclear. Crouter et al. (1987) found no relationship between these three variables, while McHale and Huston (1984) found parental role attitudes strongly correlated with paternal involvement. McHale and Huston (1984) also found no relationship between fathers' attitudes toward women's roles and their paternal involvement.

### Study rationale and hypotheses

Little previous research has examined the relationship between the father's perceived skill level at caregiving tasks and level of paternal involvement. Pleck, Lamb and Levine (1986), in their narrative article, wrote that fathers wanted more involvement but told the authors of their lack of knowledge. The authors suggested this lack of perceived skill was a possible inhibitor to paternal involvement. The only two articles found containing studies of this relationship have indicated the following results. McHale and Huston (1984) found that fathers' perceived skill level is strongly correlated with

involvement. Crouter et al. (1987) found this same positive correlation for single-earner families, but only when fathers and mothers performed childcare together. There was no correlation found in dual-earner families. The above studies seem conflicting, which suggests that further research is in order.

This study used the same definitions and measures used by McHale and Huston (1987) and Crouter et al. (1987). Both of those studies drew samples from the same rural Pennsylvania population. This study, however, used a different and more varied population. The population consisted of parents who were college students from a college that enrolls 45 percent non-traditional students, many of whom are affiliated with a large local military installation. Unlike McHale and Huston (1987) and Crouter et al. (1987), this study included parents with children of varying ages, not just infants and toddlers. This varied sample should enhance the generalizability of results from this study.

This study investigated whether there would be a relationship between sex-role attitude and paternal involvement in this sample. In regard to the perceived skill level, it was expected that fathers with higher perceived parenting skill levels would report greater childcare involvement, as assessed by the measures in the study.

## CHAPTER II

### METHODS

This study examined the relationship between paternal sex-role attitude and perception of parenting skill and fathers' parenting involvement.

#### Participants

The participants were recruited from introductory undergraduate level psychology classes at a small southern university. The study consisted of 20 fathers of children of varying ages. Fathers ranged in age from 22 to 43 years old with a mean age of 29.1 (SD = .23). The fathers had between one and five children with a mean number of children of 2.2. The children ranged in age from one month to 17 years old with a mean age of 6.2 years. The children's gender was nearly evenly distributed with 18 being male and 21 being female. The gender of two children was not indicated by their father (Appendix A).

#### Measures

Three measures were administered. The Attitudes Toward Women Scale (ATWS; Spence & Helmreich, 1978) was used to determine the degree of traditional sex-role parenting attitudes (Appendix B). The measure assesses the degree that subjects' opinions are traditional or non-traditional regarding the opportunities and day-to-day activities of men and women. The scale contains 15 items that test attitudes dealing with behavior and treatment of men and women in regard to their sex-roles.

Scores can range from 0 to 45, with high scores indicating a non-traditional attitude. Responses are rated using the following Likert scale: A to D with A = agree strongly to D = disagree strongly. Spence and Helmreich (1978) reported an internal

consistency coefficient of .91 and Nelson (1988) reported internal reliability coefficients ranging from .78 to .85. Yoder, Rice, Adams, Priest and Prince (1982) found a test-retest reliability of .74 to .79 on the ATWS in their study. Evidence was also found to support the measure's construct validity. It showed a significant difference between subgroups that were expected to have different sex-role orientations. For example, women were found to be more liberal than men.

The second measure was a modified version of an unnamed skill measure developed by McHale and Huston (1984). The skill measure asks for the subject's self report about his perceived skill at 29 childraising and household activities (Appendix C). The subjects have choices ranging from "not a good job" (rate 1) to "a very good job" (rated 4). McHale and Huston (1984) reported an alpha reliability coefficient ranging from .90 to .94.

The third measure was the amount of time spent performing the 29 childcare and household activities included in the above modified skill measure (McHale & Huston, 1984). It is designed to evaluate parenting involvement. It lists a variety of childcare and household activities and asks the subject to report the number of hours he has spent on the various activities during the previous 48-hour period (Appendix D).

### Procedures

Data was collected at two different times. The first session took place on a Monday at the university. At that time subjects completed the ATWS, the parenting skill questionnaire and the parenting involvement questionnaire about the previous 48-hour

weekend period. Subjects were also telephoned at home to determine the number of hours spent on the activities during a 48-hour weekday period.

### Data Analysis

A mean score was determined for the ATWS as well as for the parenting skill questionnaire. The parenting involvement questionnaire responses were totalled for a sum of parenting hours. The Pearson product-moment correlation coefficients were computed for three separate correlations for each subject's data. One correlation was to determine if the mean ATWS score and mean parenting skill score were correlated. Another correlation was the mean ATWS score and total parental involvement hours. The final correlation looked at the relationship between the mean parental skill score and the total paternal involvement hours.

## CHAPTER III

### RESULTS

The Parenting Skill measure results yielded a mean of 2.91 with a range of 1 to 4 (SD = .52). This indicates that on average the fathers surveyed felt their skill level was closest to the "A good job" response in regard to the activities listed. The Parenting Involvement measure results yielded a mean score of 1.68 hours. This indicates that fathers spent an average of 1.68 hours on these activities during both 48 hour periods. The hours spent on the activities ranged from 0 to 24 hours spent on each activity during one of the 48 hour periods (SD = .77). The ATWS results yielded a mean score of 32.03 with a range in responses from 0 to 3 (SD = 5.26). This indicates that the group scored in the non-traditional range. The examination of the relationship between paternal sex-role attitude, perception of parenting skill and paternal involvement yielded correlation coefficients that were not significant.

The correlation between involvement and skill perception was  $r = .21$ , ( $p > .05$ ). Therefore, the expected significant positive correlation was not supported by the data collected. There was also a non-significant correlation between skill rating and the score on the ATWS ( $r = .21$ ,  $p > .05$ ). Lastly, the study did not show a relationship between sex-role attitude and involvement ( $r = .21$ ,  $p > .05$ ).

## CHAPTER IV

### DISCUSSION

This study investigated the relationship between paternal self-perception of parenting skill level, attitude toward women's roles and level of parenting involvement. Since paternal involvement has an impact on children (Grbich, 1987; Risman, 1986; Williams & Radin, 1993; Williams, Radin & Allegro, 1992; Easterbrooks & Goldberg, 1984; and Ainsworth & Witting, 1969), it is important to know what factors affect involvement.

One of the most important results of this study was once again finding no relationship between fathers' attitude toward women's roles and parenting involvement. This strengthens and extends the work of McHale and Huston (1984) and Crouter et al. (1987) because this study used a quite different sample. This finding does not support the common argument that the way to increase paternal involvement is to change men's attitudes about women. It would appear that the two are not correlated, based upon the results from the measures used in this study.

The hypothesis that there would be a relationship between fathers' perception of parenting skill and fathers' involvement, and between perceived skill and sex-role attitude, was not supported by this study. However, the research on these factors has been limited and only two populations have been studied. It is always possible the lack of relationship may be specific to the populations or samples used in these studies and/or due to the small sample size in this study.

There are potential confounding factors associated with this study that may or may not explain any lack of relationships. There was a large range in the ages of the children

of the subjects, ranging from infants to teenagers. Theoretically, involvement may naturally vary as age of child increases and this may affect correlations involving that factor. As a child ages and has more outside involvement, a father may naturally spend fewer hours on childcare activities.

In addition, fathers may have altered their parenting behavior as a result of having completed an involvement questionnaire. Participants may, for example, try to appear more involved by increasing their level of parenting involvement following the first session. The questionnaire completed during the telephone call would be affected since the measure is the same as used previously and the subjects knew they would be re-interviewed. This could affect the results pertaining to involvement.

The results of this study are valuable because there is so little research on this topic. The researcher wanted to investigate learned characteristics of fathers as potential correlates to involvement. Attitude toward women's roles and perceived skill at parenting are both learned characteristics, which theoretically can be changed. It appears that these characteristics do not significantly affect paternal involvement. However, other learned characteristics may affect paternal involvement. If so, these learned characteristics could then be incorporated into fathers' parenting classes to increase involvement. Future research should isolate different age groups of children. This would help determine if attitude toward women's roles and perceived skill at parenting were correlated to paternal involvement at any specific age group. This study will hopefully spur further research in regard to fathers.

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## APPENDIXES

APPENDIX A  
Demographic Sheet

Please answer the following:

1. Age \_\_\_\_\_
2. Male \_\_\_\_\_ Female \_\_\_\_\_
3. Number of children \_\_\_\_\_
4. Ages and sex of children

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5. Number of college semester hours \_\_\_\_\_
6. Average number of work hours per week \_\_\_\_\_
7. Are you married and living together? \_\_\_\_\_
8. If yes, does your spouse work and/or go to school? \_\_\_\_\_ If so, how many hours? \_\_\_\_\_
9. Best times for a weekday telephone call

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## APPENDIX B

## THE ATTITUDES TOWARD WOMEN SCALE

The statements listed below describe attitudes, which different people have, toward the roles of women in society. There are not right or wrong responses, only opinions. Please circle the response that is closest to the way you feel about the statement above the response.

1. Swearing and obscenity are more repulsive in the speech of a woman than a man.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

2. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

3. It is insulting to women to have the "obey" clause remain in the marriage service.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

4. A woman should be as free as a man to propose marriage.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

5. Women should worry less about their rights and more about becoming good wives and mothers.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

6. Women should assume their rightful place in business and all the professions along with men.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

7. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

8. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

9. The intellectual leadership of a community should be largely in the hands of men.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

10. Women should be given equal opportunity with men for apprenticeship in the various trades.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

11. Women earning as much as their dates should bear equally the expense when they go out together.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

12. Sons in a family should be given more encouragement to go to college than daughters.

|                   |                 |                    |                      |
|-------------------|-----------------|--------------------|----------------------|
| Agree<br>Strongly | Agree<br>Mildly | Disagree<br>Mildly | Disagree<br>Strongly |
|-------------------|-----------------|--------------------|----------------------|

-----  
 13. In general, the father should have greater authority than the mother in the bringing up of children.

Agree  
Strongly

Agree  
Mildly

Disagree  
Mildly

Disagree  
Strongly

-----  
 14. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.

Agree  
Strongly

Agree  
Mildly

Disagree  
Mildly

Disagree  
Strongly

-----  
 15. There are many jobs in which men should be given preference over women in being hired or promoted.

Agree  
Strongly

Agree  
Mildly

Disagree  
Mildly

Disagree  
Strongly

-----

## APPENDIX C

PARENTING SKILL MEASURE  
 (CHILDHOOD AND HOUSEHOLD ACTIVITY SKILL RATING)

If something does not apply, please leave the answer section blank.

Please circle the response that is closest to how skilled you feel you are at the activity above the responses.

-----  
 Grocery shopping (More than 3  
 things at the grocery store)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Run errands (Household or  
 child related)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Make bed(s)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Pay bills

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Take out garbage

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Do laundry

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Do repairs around house

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Make dinner (Cooked, not  
 take-out or ordered)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Do dishes (Not just loading  
 the dishwasher)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Do baking

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Do gardening

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Repair vehicle (Maintenance  
 or repair)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Wash or wax car

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Home improvements

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

Mow lawn and/or rake leaves

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

Feed child (or monitor that  
he/she is eating)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

Change wet diapers

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

Bathe child (or get bath ready)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

Soothe child

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

Play with child

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

Put child to bed (and/or get  
child ready for bed)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

Get up at night with child

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Help child learn new skills

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Take child on outing

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Plan child's activities

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Pick up after child

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Dress child (and/or pick  
 out clothes)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Read to child (and/or read  
 with or be read to by child)

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----  
 Set rules and/or handle misbehavior

|                   |               |               |                    |
|-------------------|---------------|---------------|--------------------|
| Not a good<br>job | A fair<br>job | A good<br>job | A very<br>good job |
|-------------------|---------------|---------------|--------------------|

-----

## APPENDIX D

## CHILDCARE AND HOUSEHOLD ACTIVITY HOURS

If something does not apply, please write N/A in the blank.  
 If the activity does apply to your household but you did not do the activity during the last 48 hours, please put 0 in the blank.

Please write hours in  $\frac{1}{2}$  hour multiples (Ex. 0,  $\frac{1}{2}$ , 1...)

| Activity   | # of Hrs<br>in last 48Hrs. |
|--|----------------------------|
| Grocery shopping (More than 3 things at the grocery store) |                            |
| Run errands (Household or child related)                   |                            |
| Make bed(s)  |                            |
| Pay bills  |                            |
| Take out garbage   |                            |
| Do laundry   |                            |
| Do repairs around house                                    |                            |
| Make dinner (Cooked, not take-out or ordered)              |                            |
| Do dishes (Not just loading the dishwasher)                |                            |
| Do baking  |                            |
| Do gardening   |                            |
| Repair vehicle (Maintenance or repair)                     |                            |
| Wash or wax car  |                            |
| Home improvements  |                            |
| Mow lawn and/or rake leaves                                |                            |
| Feed child (or monitor that he/she is eating)              |                            |

-----  
Change wet diapers  
-----

-----  
Bathe child (or get bath ready)  
-----

-----  
Soothe child  
-----

-----  
Play with child  
-----

-----  
Put child to sleep (and/or get  
child ready for bed)  
-----

-----  
Get up at night with child  
-----

-----  
Help child learn new skills  
-----

-----  
Take child on outing  
-----

-----  
Plan child's activities  
-----

-----  
Pick up after child  
-----

-----  
Dress child (and/or pick  
out clothes)  
-----

-----  
Read to child (and/or read  
with or be read to by child)  
-----

-----  
Set rules and/or handle misbehavior  
-----

## APPENDIX E

**Informed Consent to Participate in Research**

**Austin Peay State University  
Clarksville, Tennessee 37044**

You are being asked to participate in a research study. This form is designed to provide you with information about this study and to answer many of your questions.

**1. PRINCIPAL INVESTIGATORS**

Michele Braun, B.S., Austin Peay State University, Psychology Department,  
Clarksville, TN, (615) 648-9457.

Nanci Stewart Woods, Ph.D., Austin Peay State University, Psychology Department  
Clarksville, TN, (615) 648-7233

**2. THE PURPOSE OF THE RESEARCH**

To study factors that may affect fathers' parenting involvement.

**3. PROCEDURES FOR THIS RESEARCH**

On two different occasions you will answer questions about different kinds of parenting activities. The first time you answer these questions will be in a group session at the university. At that time you will also complete a widely-used scale about gender roles and another questionnaire about parenting attitudes. The second time you will answer the parenting questions will be during a telephone conversation between you and the researcher which will take place during a weekday. You will have the opportunity to tell the researcher when you would like to be called on the telephone and when you do not want to be called.

**4. POTENTIAL RISKS TO YOU**

There is no known risks to subjects from participation in this study. There is no deception to be used in the study and all of the questionnaires have been used in previous research and contain information that is not likely to cause psychological discomfort.

**5. POTENTIAL BENEFITS TO YOU OR OTHERS**

At your instructor's discretion you may receive extra credit for your participation in this study. This study may also provide a better understanding of how a father's attitudes toward women and his perceptions about his own parenting skills may affect his involvement with his children.

**6. INFORMED CONSENT STATEMENT**

I agree to participate in the present study being conducted by Michelle Braun under the supervision of Dr. Nanci Stewart Woods, a faculty member in the Department of Psychology at Austin Peay State University. I have been informed, orally and in writing of the procedures to be followed and about any discomfort which may be involved. Ms. Braun and Dr. Woods have offered to answer any further inquiries that I may have regarding the procedures and they can be contacted by phone (648-7236).

I understand that I am free to terminate my participation at any time without penalty or prejudice and to have all data obtained from me withdrawn from the study and destroyed. I have also been told of any benefits that may result from my participation.

---

NAME (please print)

---

SIGNATURE

---

DATE

## VITA

Michele Dawn Braun was born in Waukegan, Illinois on April 3, 1967. She graduated from Waupun High School, Waupun, Wisconsin in May, 1985. She earned an Associate of Arts Degree from The College of Lake County in Grayslake, Illinois in May, 1988. She received the Bachelor of Science Degree in Psychology in December, 1990 from Austin Peay State University, Clarksville, Tennessee. She is currently pursuing a Master of Science Degree in Mental Health Guidance and Counseling at Austin Peay State University. The degree is expected in May, 1996 after completion of the internship at the Children's Service Society in Wausau, Wisconsin.