RELATIONSHIP OF PATERNAL AVAILABILITY AND MARITAL SATISFACTION TO CHILDREN'S SELF-PERCEPTIONS OF COMPETENCE AND ADEQUACY

By

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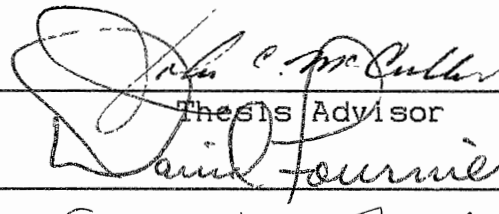

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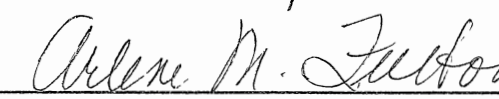

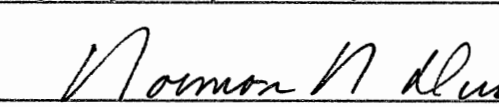

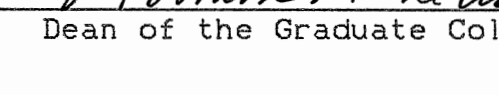

Dean of the Graduate College

PREFACE

This thesis represents a deviation from the usual Graduate College style. Embedded within the thesis is, in effect, a complete manuscript prepared for submission to a technical journal in accordance with the Publication Manual of the American Psychological Association (Third Edition). The manuscript forms the body of the thesis, with pages 1 to 37 of the thesis constituting the cover page through Table 9 of the manuscript.

The purposes and functions of a manuscript and a thesis are somewhat different. A thesis often contains information, data and materials that typically would not be included in a manuscript to be submitted for publication. To make the thesis complete. those portions of the usual thesis that are not necessary to the manuscript have been included as appendices at the end. Thus, this format offers advantages to the reader, to the authors, and ultimately to the discipline without any corresponding omission of the traditional components of a thesis.

This research was supported in part by funds from the College of Home Economics, Oklahoma State University, Stillwater, Oklahoma. I would like to extend my appreciation to my committee members, Dr. David G. Fournier who provided assistance with the Dyadic Adjustment Scale

and. Dr. Arlene M. Fulton who provded information and material on Time Use which was invaluable to my study. To Dr. John C. McCullers, my graduate advisor, I express my heartfelt gratitude. The years of learning from Dr. McCullers's wise teaching have enriched my life. Iris L. McPherson, senior systems analyst for Oklahoma State University computer center, performed the statistical analysis, which greatly facilitated the completion of the study.

While this study investigated the effects of parental availability on children's perceptions of self adequacy. primary interest centered upon father availability. To collect pertinent information concerning the factors that affect a child's judgments of his or her own competence and adequacy requires information from parents, teachers, and the children themselves.

I am greatly indebted to Reverend James D. White, Pastor of Saint Bernard of Clairvaux Catholic Church. His personal endorsement of the research from the pulpit greatly facilitated the process of getting families to participate in the research. A special thank you is extended to all of the families that took part in the study: without their cooperation this study would not have been possible.

The majority of the children in the study attended Jenks (Oklahoma) Public Schools. I would like to thank Mrs. Lynda Shuttlesworth, Assistant Principal of Third Grade at

Jenks East Campus, for allowing teachers and students to participate in the pilot study. Special gratitude is extended to Dr. Gene A. Buinger, Superintendent of Jenks Public Schools, who endorsed and assisted in the procedures to contact Jenks's teachers. Thanks are due all the principals and teachers who participated in the research.

The remaining children attended either Darnaby School in the Union (Oklahoma) Public School District or Holland Hall, a private, non-profit, non-denominational school in Tulsa, Oklahoma. I wish to thank the principals and teachers of the schools also who cooperated in this study.

Accomplishing my degree and research was the result of many wonderful people continually motivating and helping me. My deepest appreciation goes to my parents James and Carmen Hayden, whose financial and emotional support were my sustenance. Pursuing this research created many moments when I was not available for my family, so I thank my children, Tiffany and Austin for giving me time to pursue my goals. Kathy and Russell Repschalger frequently cared for my children when my studies demanded full attention. I am deeply grateful for the sharing of their love, family and home to them. Margo Tucker endlessly called or wrote inspirational messages to me. These dearest friends have lifted my soul to see beyond my daily struggles while trying to juggle work, family and study. Their loving friendships are ever in my heart. A loving thank you goes to my brother, Jack Hayden, who helped me with the printing

of this paper and strengthen me through my tears of frustration. My graduate years have been a marathon experience. Through it all I feel enriched by the friendship of my professors and friends and graced by God. These gifts to my heart and soul are the treasures I will carry for the rest of my life and are invisibly written into every word of my thesis.

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Relationship of Paternal Availability and Marital Satisfaction to Children's Self Perceptions of Competence and Adequacy

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This paper is based on the master's thesis research of the first author conducted under the direction of the second. This research was suppported in part by funds from the College of Home Economics, Oklahoma State Unversity, Stillwater, Oklahoma. The authors wish to thank other members of the theels committee, Dr. David G. Fournier and Dr. Arlene M. Fulton for their contributions to this study, and Reverend James D White, pastor of St. Bernard of Clairvaux Catholic Church, and the officials and teachers of Jenks and Union Public Schools and Holland Hall for assistance and cooperation in making subjects available.
Requests for reprints may be sent to either author at the above address, Stillwater, Oklahoma 74078-0337.

ABSTRACT

Father's level of marital satisfaction and his availability to the child were explored in relation to the child's self-perception of competency and adequacy among 37 well-to-do, intact two-parent families with a child in grade 2, 3, or 4. The Dyadic Adjustment Scale (DAS) was used to assess marital satisfaction; Harter's Self-Perception Profile was used to assess the child's self-perceptions; and a survey of time use in the home measured availability.

Mothers of boys had significantly higher DAS scores than mothers of girls. The same tendency, though nonsignificant, was found for fathers. Mothers were much more available than fathers to help other family members. Means for boys were a bit higher but similar to those of girls on the Harter Self-Perception Profile. Teacher means on the Harter instrument were higher than the child means; however, correlations between teacher scores and children's scores were uniformly nonsignificant. Mother's DAS scores and availability proved to be better predictors of the child's self-perceptions than father's scores. The data seem to argue for a "second-order effect" (Bronfenbrenner, 1974), in which father's effect upon the child may be an indirect one through the mother.

Relationship of Paternal Availability and Marital Satisfaction to Children's Self-Perceptions of Competence and Adequacy

The role of fathers has changed in recent years as various changes in society have occurred (Nye, 1988; Robinson & Barret, 1986). Women's employment outside the home has resulted in both a shift away from the traditional sex-role division of labor in the home, and an increase in paternal participation in child rearing (Nock & Kingston, 1988). The importance of father's contribution seems to be related to the extent to which he has been actively involved in child rearing (Lamb, 1981). Historically, mother has been more involved in child rearing than father, and more available to the child. Thus, the question arises as to what impact father's availability and marital satisfaction may have on child outcomes.

Barnett and Baruch (1987) examined determinants of father participation in child care and household chores. The amount of time fathers interacted was related to the age and sex of the child. Fathers spent more time interacting and performed more child-care tasks when the child was male (Lackey, 1989). Father-child relationships and paternal availability have been found to affect family cohesiveness (Cooper, Holman, & Braithwaite, 1983; Lamb,

1981, p. 287), the perceived self-worth and competence of children, and other aspects of development (Amato, 1986; Lamb, 1982; Pedersen, 1980). The quality of marital relationships and their influences on children's development both within the home and within the school have been recently examined. Belsky (1979) showed that measures of child development were related to parent-child and husband-wife relational systems. Harmonious spousal dyad relations seem to promote parental, and especially paternal, involvement in the family, which aids the development of child competence (Pittman & Ortner, 1988). Spousal harmony was found to motivate fathers to interact with their infants via high levels of stimulation and physical contact during play. This paternal behavior fostered infant competence in exploratory skills and vigorous motion in play. Other studies have reported influences of marital satisfaction on the child's school achievement and behavior at school and home (Bredehoft & Hey, 1985; Connell & Hardi, 1987).

As cohesive family members reinforce children's mastery efforts, gratification and self-motivation develop (Amato & Ochiltree, 1986; Cooper, et al., 1983), and the quality of self-esteem increases (Bredehoft & Hey, 1985; Pelham & Swann, 1989). The development of social competency and self-esteem in boys has been found to be associated with paternal warmth and father-son relationships (Coopersmith, 1967). Radin (1981) studied the relationship of the warmth

of the father-child relation to the child's academic performance. Paternal nurturance was more closely associated with the cognitive competence of boys than girls. Additional research is needed to clarify the father's role in the child's cognitive growth. Research on paternal presence and children's competence has shown that fathers are significant in giving quality experiences, serving as salient role models and providing nurturance. Opportunities for children to observe and imitate their fathers help to develop overall competence, if fathers are competent and accessible, and provide a nurturant relationship (Biller, 1973).

Hartup (1979) has urged researchers to recognize and study father-child relationships within the context of child and family interaction. Locke (1951) discussed factors within the marital dyad and family triad that affect marital adjustment. Sears, Maccoby, and Levin, (1957) found that the mother's attitude is related to her esteem for her husband, to her satisfaction with her life in the present situation and in her ability to feel and to express warmth toward her children. Bowlby (1951) stated that fathers provide emotional and economic support to the mother and this enhances the mother-infant relationship, as well as the child's development even with limited opportunities for direct father-child interactions. These "second-order effects" (Bronfenbrenner, 1974) within the family triad allow the father to provide and benefit from

emotional support given by and to his wife. These influences and interrelations may be affected by stress, conflict and change (Amato, 1986; Amato et al., 1986; Barry, 1970).

The main goal of this study was to investigate the relation of father availability and father's marital satisfaction to the child' self-perceptions of adequacy, competency and global self-worth, and to the teacher's perception of the child's competence. The major hypothesis was that there would be significant positive correlations between the child's perceived self-adequacy and teacher's rating of the child's competence, and between these measures and both paternal availability and paternal marital satisfaction.

Method

Subjects

A pilot study (see Appendix D) was conducted in the Jenks (Oklahoma) School System, as a preliminary test of the research methodology. By the time the pilot study was completed, these schools were closed for the summer. Therefore, St. Bernard of Clairvaux Catholic Church was contacted, and permission was obtained for the parishioners to participate in the research. Selection of this church was based on its proximity to Jenks East Campus and large congregation. The pastor, Fr. James D. White, provided verbal support for the research project by announcing it from the pulpit at all Sunday masses.

The parish directory contained the names of 704 families, of which 115 were two-parent families with a child born in 1977 or 1978. These years were selected, based on the pilot study with third grade children, aged nine and ten years, so as to yield families with a nine-or ten-year-old child at the time the data were collected in 1987. The children ranged in age from older eight-year-olds to early ten-year-olds, and were in the second, third, and fourth grades at school.

Of the total 115 families, 76 did not participate for the following reasons: 41 declined; 8 had moved away or were in the process of moving; 3 were not called because the researcher already had the necessary number of participants; 3 had participated in the pilot study; 11 could not be reached by phone; 3 could not be scheduled because of vacation conflict; 3 had family members out of state at the time: 2 had children who were not at the appropriate age; one had a recent death in the family; and one family did not speak English.

The Final Sample. A total of 39 families agreed to participate. Two families were eliminated from the study because in one case the father was unemployed and in the other there was a death in the family, after the study began. Of the 37 families that remained, four had two children in the target years. One had two daughters, one had two sons and two families each had a daughter and a son. Thus, there were 37 families with a total of 20

daughters and 21 sons born in the target years. Because two families had both a son and a daughter, there were 19 families with daughters and 20 families with sons.

Demographic Characteristics of the Families. Of the 19 families with daughters, one had one child, four had two children, seven had three children, six had four children, and one family had five children. The age range of the fathers was from 33 to 51 years, with a mean of 41 years; the mothers ranged in age from 36 to 46 years, with a mean age of 40 years. Of the 20 families with sons, three had one child, five had two children, seven had three children. and five families had four children. The fathers ranged in age from 34 to 48 years, with a mean age of 41: mothers ages ranged from 34 to 47 years, with a mean of 40 years.

All families were English speaking of European backgrounds. Tulsa was the birthplace of 11 of the children: length of residency in Tulsa varied from 6 months to 16 years. All children attended school in the general vicinity of the Jenks School system; all except two attended public school and these two attended a private school. The children were considered to be academically average.

The church and schools are in the same general locale, and one in which the families were typically well-to-do, upper-middle class. Occupations of the parents varied. For the 20 families with sons, 12 mothers were not employed outside the home, and the mothers who did work had

traditional female jobs. For the 19 families with daughters, eight mothers did not work outside the home. though one mother worked parttime. The mothers who did work had various jobs, ranging from the traditional female type to 2 pediatricians and one owner of a cosmetic company. All husbands had high-level professional occupations, including one father who was an intern in medical school.

The length of marriage of the parents varied from seven to 27 years with a mean of 17 years. Among the parents of sons in the study. four mothers had completed high school. nine had some college, five had a college degree, and two had attended graduate school. Six fathers had some college, eight completed college and six attended graduate school. With the daughters, three mothers had completed high school. three had some college education, seven had college degrees, and six attended graduate school. Three fathers had college education, six completed and ten attended graduate school.

The Teacher Sample. In addition to the families, there were 36 teachers who participated in the research. All taught self-contained classes and were from three different school systems: 23 were from the Jenks School system (19 from the East Campus, three from the West Campus. and one from the Central Campus), 11 were from Darnaby School, in the Union (Tulsa. Oklahoma) School system, and two were from a private school. Holland Hall, in Tulsa.

Instruments

Demographic Data. The questionnaire used in the pilot study (see Appendix B) was modified for the final research, resulting in a 12-item instrument. The items relating to educational level and religious preference followed the format of PREPARE (Olson, Fournier, & Druckman, 1982).

Dyadic Adjustment Scale (DAS). The 32-item DAS, (Spanier, 1976) was used to measure the couple's evaluation of the quality of their marital adjustment. The DAS consists of four subscales: Dyadic Consensus, agreement on matters of importance; Affectional Expression, satisfaction with expression of affection and sex; Dyadic Satisfaction, the degree of satisfaction with the relationship; and Dyadic Cohesion, mutuality of interests and activities. The DAS has been used extensively to measure adjustment in a dyadic relationship (Spanier & Thompson, 1982). Validity has been demonstrated, as compared with other measures of marital adjustment (Schumm et al., 1986). The DAS is presented in Appendix B.

Family Use of Time in the Home. An initial version of this scale was developed from a modification of an 11-States NE 113 Project: Interstate Urban-Rural Comparison of Families' Time Use (1981), and then used in the pilot study. Based on feedback from the parents, a revision was prepared for use in the final study, resulting in a shorter and more easily understood form. The scale consists of eight major categories designed to assess time use in 15

activities. Three categories (Eating, Leisure/Recreational, and Care/Help of Other Family Members) were used as an index of a family member's availability. Participants recorded their use of time in the home by estimating the time spent in each activity during a week. Estimates were recorded in tenths of an hour (six-minute units). The Family Use of Time in the Home instrument is included in Appendix B.

Self-Perception Profile for Children. The child and teacher scales were the same as in the pilot study and were administered according to directions in the manual (Harter, 1985). The child scale assesses the child's self-perceptions in various domains of the child's life. The teacher's perceptions of the child are assessed by means of the teacher scale.

The child scale measures five specific areas: Scholastic Competence, Social Acceptance, Athletic Competence, Physical Appearance, and Behavioral Conduct; it also provides a measure of Global Self-Worth. The Harter instrument was standardized on boys and girls in grades three through eight, from lower-middle to upper-middle-class families who were 90% Caucasian. The six subscales have internal consistency reliabilites (based on Cronbach's Alpha) of .82 for Scholastic Competence..75 for Social Acceptance, .81 for Athletic Competence, .76 for Physical Appearance, .73 for Behavioral Conduct, and .78 for Global Self-Worth, for the third-grade children.

The teacher scale parallels the self-perception profile for children. Teachers rate the child's actual behavior in each area, excluding global self-worth. Three items per subscale have been found to yield reliable measures, resulting in a 15-item rating scale listed in the same order as on the children's form. Both scales are presented in Appendix B.

Procedure

Several families were contacted at a time to allow scheduling and data collection to occur within a reasonable time span. A letter was first sent to the family and this was followed by a telephone call to explain the project and make appointments for interviews. Parents and children were interviewed in their homes at the same time in all but two cases. With those two families, the researcher returned the same evening to interview the fathers. After the researcher explained the study and procedure, the three family members were separated but remained within eye contact of the researcher. No one was allowed to share answers or discuss questions with other family members.

Parents independently first completed the demographic questionnaire and then completed the Dyadic Adjustment Scale. While the parents completed the DAS, the researcher orally administered the Harter Self-Perception Profile to the children. The name of the child's classroom teacher was obtained from the demographic information that parents provided. Teachers were contacted by telephone, given an

explanation of the research and then were mailed the Teacher Scale from the Harter instrument. Most of the data were collected during July and August while school was out but a few teachers were contacted in late August when they returned to their classrooms for the upcoming fall school year. Each teacher typically evaluated one child; however. three evaluated two children each, and one evaluated three children. Teachers completed the scale and mailed it back to the researchers.

One second grade teacher from the Jenks East. School system objected to the study and notified the assistant principal. who had authorized the pilot study. The assistant principal asked the researchers to discuss the project with the superintendent of the school system. The researchers visited with the superintendent of Jenks School system, who later provided formal approval for teacher participation. A school memo to all second through fourth grade teachers was included with the teacher scale mailed to the teachers (Correspondence is presented in Appendix C).

The Family Use of Time in the Home instrument was completed by each family member without consulting other family members. A sheet containing definitions of household tasks was given to each participant for reference (See Appendix B). While observing the parents. the researcher orally read each task and assisted the children in adding the accumulated time for each activity within the

categories. The children's spontaneous comments were also recorded and are presented in Appendix G.

Results

The SAS (1988) was used for the analysis of all but demographic data. In the case of missing data, the procedure for computing missing values was: 1). Count the number of missing values; 2). If less than half the values are missing compute the mean of the non-missing values; 3). Multiply the mean by the number of variables in the scale; 4). Round the resulting value to the nearest integer; 5). If half or more of the values for a scale are misssing the value for the scale is set to missing.

The demographic data are summarized and reported in the description of the subjects, in the Method section. Other results will be presented for each instrument separately and then in combination. The DAS results will be presented first, followed by those for Family Use of Time in the Home, and then the findings obtained with children and teachers on the Self-Perception Profile.

Dyadic Adjustment Scale

The means and standard deviations of the DAS scores for both husbands and wives are presented in Table 1. Total dyadic adjustment scores,

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Insert Table 1 about here

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dyadic adjustment scores, and scores for each subscale are

presented separately. Mean total DAS scores for mothers (113.27) were about the same as for fathers (110.00), and similar to that for married couples in the normative data (114.8). Fathers' total DAS scores were highly correlated ($p < .0001$) with their scores on each of the four subscales: Dyadic Consensus ($r = .89$), Affectional Expression ($r = .71$), Dyadic Satisfaction ($r = .87$), and Dyadic Cohesion ($r = .66$). Very similar correlations ($p < .0001$) were obtained for mothers: Dyadic Consensus ($r = .87$), Affectional Expression ($r = .79$), Dyadic Satisfaction ($r = .89$), and Dyadic Cohesion ($r = .62$).

The scores for husbands and wives were significantly correlated with each other on all subscales except two. These were husband's Dyadic Consensus and wife's Dyadic Cohesion, and husband's Dyadic Cohesion and wife's Affectional Expression. The correlation matrix is presented in Table 2.

Insert Table 2 about here

When DAS scores were analyzed in terms of the sex and grade of the child, mothers of boys had significantly higher Dyadic Satisfaction scores, $F(1, 36) = 7.81$, $p = .0088$, and Total Dyadic Adjustment scores, $F(1, 36) = 5.46$, $p = .0261$, than mothers of girls. The same tendency, though nonsignificant, was found for fathers. The DAS scores showed no significant effects of the child's grade level

for either parent. However, there was one Sex x Grade interaction in the fathers' DAS scores, Dyadic Cohesion, F (2, 35) = 5.41, p = .0099, which was significant and one Sex of the Child interaction with father's Affectional Expression F (2, 34) = 3.93, p = .0571, which was also significant. Both of these interactions were due to fathers of boys at grades 2 and 4 having higher scores than fathers of girls; while at grade 3, fathers of girls had higher scores than fathers of boys.

Family Use of Time in the Home

Means and standard deviations are presented for each family member and each activity in Table 3.

Insert Table 3 about here

As may be seen in Table 3, fathers spent more time than other family members in Maintenance and Financial Activities; mothers spent more time in all remaining activities, except Leisure/Recreational activities, where children spent the most time (M = 41.98, hours/week).

Three items (Eating, Leisure/Recreational, and Care/Help of other Family Members) were used as an indicator of availability. Mothers and fathers were comparable on the first two of these items; however, mothers spent much more time (M = 13.15 hours/wk) than fathers (M = 5.46 hours/wk) helping other family members.

Self-Perception Profile for Children

Children's Data. The means and standard deviations of the children's scores on each of the five subscales as well as the overall measure of Global Self-Worth are presented in Table 4.

Insert Table 4 about here

With 4.0 the maximum possible score on any subscale, it may be seen in Table 4 that the children's means were generally high. As compared to Harter's (1985) normative data on third and fourth grade children. the children in the present study had higher scores on Scholastic Competence, Social Acceptance, Physical Appearance, and Global Self-Worth. Behavioral Conduct was similar to the norms. as was Athletic Competence (scores for boys were a bit lower than the norms for boys).

The children's subscale scores were significantly correlated with each other in all but four cases. Table 5 presents the correlation matrix. As may be seen in Table 5.

Insert Table 5 about here

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three of the four nonsignificant correlations involved Physical Appearance.

Teacher's Data. The teachers means and standard oeviations on the five subscales are presented in Table 6.

Insert Table 6 about here

Although the children's scores were generally high, the teachers' scores were even higher, indicating that the teachers' perceptions of the children were higher than the children's own self-perceptions.

However, unlike the results for children, there was little tendency for scores on the subscales to correlate with each other. The correlation matrix is presented in Table 7.

Insert Table 7 about here

Surprisingly, there was no significant relationship between the teachers' and children's scores on the Self-Perception Profile, for any of the five variables, as may be seen in the correlation matrix, presented in Table 8.

Insert Table 8 about here

Relations Among Measures

DAS and Availability. With availability defined as the sum of items 4-6 in Table 3, no significant correlations were obtained between father availability and father's DAS scores. However, the correlation between father availability and father's Dyadic Satisfaction approached

significance, (r = .30, p = .0763). Fathers were separated by means of a median split into two groups based on availability; an availability of 28 hours or more per week was classified as High Availability and anything less than 28 hours as Low Availability. As may be seen in Table 9, fathers in the High Availability group had

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Insert Table 9 about here

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uniformily higher DAS scores than fathers in the Low Availability group. However, when analyzed by means of analyses of variance, none of these differences reached statistical significance. Differences approached significance in the case of Dyadic Satisfaction, $F(1, 34)$ = 3.34, r = .0763 and Affectional Expression. $F(1, 34)$ = 3.03, r = .0910.

DAS and Children's Self-Perceptions. There were several significant correlations between mother's DAS scores and the child's Harter scores. The child's perceived Scholastic Competence correlated significantly with mother's Dyadic Consensus (r = .30, p = .0534) and mother's Total DAS (r = .32, p = .0397). A trend toward significance was found also for Scholastic Competence to correlate with mother's Dyadic Satisfaction (r = .27, p = .0896).

Physical Appearance scores correlated significantly with mothers Dyadic Consensus (r = .47, p = .0019), Affectional Expression (r = .34, p = .03), and Total DAS (r

= 42, p = .0066). A nonsignificant correlation was also found between Physical Appearance and Dyadic Satisfaction (r = 30, and p = .0599).

There were few correlations, on the other hand, between father's DAS scores and the child's Harter scores. Physical Appearance was significantly correlated with father's Dyadic Consensus (r = .38, p = .0153) and Total DAS (r = .31, p = .0539). Global Self-Worth was significantly correlated with father's Dyadic Consenses (r = .32, p = .0472). Appendix G contains the correlation matrix for all DAS subscales and Harter Self-Perception Profile subscales, separately for mothers and fathers.

Availability and Children's Self-Perceptions. Children of the more available fathers had higher mean scores on all Harter subscales except Behavorial Conduct, than children whose fathers were rated low in availability; however, these differences were not significant. Means and standard deviations are presented in Appendix G.

None of the three items used to measure father availability correlated significantly with subscale scores of the Harter instrument. However there were several correlations between measures of mother availability and the child's Harter scores. Mother's use of Leisure time correlated with both Athletic Competence (r = .40, p = .0091) and Physical Appearance (r = .35, p = .0231). Children's use of Leisure time also correlated with their self-perceptions of Physical Appearance (r = .36, p =

.0199).

Discussion

It is important to remember that the participants in this study were two-parent families in which there was a strong commitment to the family. Both fathers and mothers made time available to be with the family and scheduled family time on weekends and holidays. The children had higher than average self-perceptions and the teachers' perceptions were higher than children's own self-perceptions.

In terms of marital satisfaction, both fathers and mothers felt that they had satisfying marriages. Their levels of total dyadic satisfaction were similar to each other, and to the norms. Parents, especially mothers, of boys had higher levels of satisfaction than parents of girls.

Availability proved to be related to DAS scores, with fathers who were more available showing slightly higher levels of marital satisfaction. This indicates, not surprisingly, that fathers who are happy with their marriage spend more time with the family. Both parents in this sample may have spent more than would have been expected in the general population. For example, these families often owned second homes at lake resorts, where they spent weekends together, which would have increased the total family availability.

Fathers who were more available had children whose

self-perceptions were higher than those of other children. If the children perceived their fathers as caring, this could have had a positive effect on their self-perceptions and performances. Because these fathers were financially able to provide the family with the resources for a comfortable and enjoyable life, family members may have perceived these comforts as evidence of father's caring. Thus, these fathers might not have had to be as available physically as other fathers to show caring and thereby influence perceptions and activities.

Mothers often had fulltime, out of home jobs or other activities, but nevertheless spent much more time helping other family members than fathers. Mothers also had a much greater influence on the child's self-perceptions. Children's self -perceptions were significantly related to mother's availability and mother's scores on several DAS subscales. If fathers had been as available as mothers, then fathers might have had a greater impact on children's self-perceptions.

Children's self-perceptions were not consistent with the teacher's perceptions of the children on the Harter instrument. Because this was a sample of affluent families who were very involved in their children's education, the teachers may not have felt comfortable evaluating the children for fear that confidentialtly would be broken. The procedure of selecting the children through the church directory resulted in a need for a specific teacher to

evaluate only one or two children, and this may have influenced the teachers' responses also. Asking the teacher to evaluate all of the students in her class might have made her feel more comfortable about responding to the questions on the Harter instrument. Teacher's perceptions may have been influenced by the child's social acceptance and physical appearance. That is, children may be seen as especially good students when they are well-groomed, physically attractive, and well-accepted by their peers. Children's physical appearance was correlated with parents' marital satisfaction as well.

This study hypothesized that paternal availability would directly affect children's self-perceptions of competency and adequacy, but this was not found to be the case. Mothers appear to be the major direct influence in children's self-perceptions. Fathers may, however, influence mothers' marital satisfaction, and indirectly affect the children's self-perceptions, as a "second order effect" (Bronfenbrenner, 1974).

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Table 1

Dyadic Adjustment Scale (DAS) Scores of Husbands and Wives on each Subscale and Total DAS

Subscale		Husbands (N=36)	Wives (N=37)
Dyadic Consensus	M	46.33	49.49
	SD	6.56	6.09
Affectional Expression	M	8.86	9.30
	SD	2.11	1.98
Dyadic Satisfaction	M	40.25	39.97
	SD	4.63	4.69
Dyadic Cohesion	M	14.56	14.51
	SD	3.44	3.13
Total DAS Scores	M	110.00	113.27
	SD	13.69	12.97

Note: The higher the score, the higher the level of dyadic adjustment for each subscale and total DAS. M = Mean; SD = Standard Deviation.

Table 2

Intercorrelations Among Subscale Scores of Husbands and Wives on the DAS

Subscale	Husbands' Scores		Wives' Scores		
	DC	AE	DS	DCH	TOTDAS
Dyadic Consensus (DC)	0.5405 .0007 36	0.4046 .0159 35	0.5223 .0011 36	0.3280 .0508 36	0.5672 .0003 36
Affectional Expression (AE)	0.4265 .0106 35	0.5104 .0020 34	0.5331 .0010 35	0.4264 .0110 35	0.5285 .0011 35
Dyadic Satisfaction (DS)	0.5411 .0007 36	0.4277 .0104 35	0.7397 .0001 36	0.4686 .0039 36	0.6723 .0001 36
Dyadic Cohesion (DCH)	0.4646 .0043 36	0.3323 .0511 35	0.5133 .0014 36	0.3304 .0490 36	0.5377 .0007 36
Total DAS	0.6010 .0001 36	0.4930 .0026 35	0.7089 .0001 36	0.4601 .0047 36	0.7033 .0001 36

Note: The first row of numbers represents Pearson Correlation Coefficients, the second row represents the Prob > [R] Under HO:RHO=0, and the third row represents the Number of Observations.

Table 3

Mean Hours per Week Spent in Home Activities by Family Members

Activity		Father (N= 39)	Mother (N=39)	Child (N=41)
1a. Cooking	M=	2.94	17.71	1.3
etc	SD=	2.72	11.66	1.88
b. Housecleaning	M=	1.43	10.22	2.49
	SD=	1.56	7.53	3.54
c. Maintenance of	M=	6.63	3.18	1.77
Home, etc.	SD=	4.63	4.00	3.37
d. Care of	M=	.71	7.90	1.01
clothing, etc	SD=	1.71	7.62	1.49
e. Financial	M=	3.80	1.52	.02
Activities	SD=	5.53	1.30	.10
2. Personal	M=	7.59	8.06	2.77
care (bathing, etc)	SD=	5.67	3.05	1.90
3. Sleeping	M=	49.92	49.46	71.88
	SD=	12.93	8.87	7.67
4. Eating	M=	9.40	8.27	5.86
	SD=	8.03	3.77	2.94
5. Leisure/	M=	14.88	12.15	41.98
Recreational	SD=	11.62	7.86	25.81
6. Care/Help	M=	5.46	13.15	2.27
of other Members	SD=	4.47	14.04	4.48
7. Work/School	M=	4.12	5.05	1.59
	SD=	6.38	7.19	2.80

Table 4

The Children's Performance on the Harter Self-Perception Profile

(N=41)	M	SD
Scholastic Competence	3.08	0.65
Social Acceptance	3.09	0.55
Athletic Competence	2.90	0.64
Physical Appearance	3.25	0.52
Behavioral Conduct	3.15	0.56
Global Self-Worth	3.48	0.48

Table 5

Intercorrelations Among Children's Subscale Scores on the Harter Self-Perception Profile

(N=41)	SC	SA	AC	PA	BC	GSW
Scholastic Competence(SC)	1.000 .000	0.538 0.000	0.425 0.005	0.431 0.004	0.488 0.001	0.549 0.000
Social Acceptance(SA)	0.538 .0003	1.000 0.000	0.446 0.003	0.241 0.128	0.350 0.024	0.278 0.078
Athletic Competence(AC)	0.427 .005	0.446 0.003	1.000 0.000	0.240 0.130	0.348 0.025	0.346 0.026
Physical Appearance(PA)	0.431 .004	0.241 0.128	0.240 0.130	1.000 0.000	0.022 0.888	0.583 0.000
Behavioral Conduct(BC)	0.488 .001	0.350 0.244	0.348 0.025	0.022 0.888	1.000 0.000	0.447 0.003
Global Self-Worth(GSW)	.549 .0002	0.278 0.078	0.346 0.026	0.583 0.000	0.447 0.003	1.000 0.000

Note: The first row of numbers represents Pearson Correlation Coefficients, and the second row represents the Prob > [R] Under HO:RHO=0.

Table 6

The Teachers' Scores on the Harter Self-Perception Profile

Subscale	N	M	SD
Scholastic Competence	33	3.63	0.49
Social Acceptance	33	3.48	0.69
Athletic Competence	27	3.30	0.71
Physical Appearance	33	3.84	0.34
Behavioral Conduct	33	3.58	0.77

Table 7

Intercorrelations Among Teachers' Subscale Scores on the Harter Self-Perception Profile

Subscale	SC	SA	AC	PA	BC
Scholastic Competence (SC)	1.000 .000	0.501 .003	0.267 .178	0.452 .008	0.175 .331
Social Acceptance(SA)	0.501 .003	1.000 .000	0.317 .106	0.384 .027	0.343 .050
Athletic Competence(AC)	0.267 .178	0.318 .106	1.000 .000	0.332 .091	-0.110 .586
Physical Appearance(PA)	0.452 .008	0.384 .027	0.332 .091	1.000 .000	0.021 .905
Behavioral Conduct(BC)	0.175 .331	0.343 .050	-0.109 .586	0.021 .905	1.000 .000

Note: The first row of numbers represents Perason Correlation Coefficients, the second row represents the Prob > [R] Under HO:RHO=0. and the Number of Observations are: 27 for AC, and 33 for all other subscales.

Table 8

Relationship between Scores of Teachers and Children on the Harter Self-Perception Profile

Subscale	Teacher Scores			Child Scores	
	SC	SA	AC	PA	BC
Scholastic Competence(SC)	0.260 .144	-0.831 .646	-0.008 .966	0.090 .615	0.178 .321
Social Acceptance(SA)	-0.018 .919	-0.134 .454	0.130 .468	0.012 .948	0.054 .767
Athletic Competence(AC)	-0.157 .435	-0.179 .371	0.128 .523	-0.002 .993	-0.022 .912
Physical Appearance(PA)	-0.199 .268	-0.214 .242	-0.174 .333	-0.366 .830	-0.170 .343
Behavioral Conduct(BC)	0.178 .320	-0.024 .893	-0.099 .583	-0.087 .629	0.115 .524

Note: The first row of numbers represents Pearson Correlation Coefficients, the second row represents the Prob > [R] Under HO:RHO=0. All child and teacher scores are based on N=33, except teacher's Athletic Competence scores, where N=27.

Table 9

Fathers' DAS Scores in Relation to Father Availability

Subscale		Total Fathers (N=40)	Availability High (N=20)	Availability Low (N=20)
Dyadic	M	46.75	47.55	45.95
Consensus	SD	5.64	4.57	6.57
Affectional	M	9.05	9.65	8.42
Expression	SD	1.93	1.73	1.98
Dyadic	M	40.70	42.10	39.30
Satisfaction	SD	4.27	3.08	4.88
Dyadic Cohesion	M	14.65	15.05	14.25
	SD	3.35	3.58	3.16
Total DAS	M	111.27	114.45	108.10
	SD	12.32	8.82	14.58

Note: For Affectional Expression, the total number of fathers was 39, 20 high and 19 low in availability.

APPENDIX A

REVIEW OF LITERATUPE

Review of Literature

In today's society, families are busy with many individual and family activities. Therefore, the amount of time spent doing activities outside and within the home becomes a sensitive and important factor in the child's development. Family members influence each other's perceptions and relationships. The level of satisfaction in a marital relationship influences parent-child relationships and the availability of parents to their children, and this availability of parents in the home influences children's self-perceptions. This review of literature will focus on parental (mainly paternal) availability and it's relationship to marital satisfaction and children's self-perceptions.

Marital Adjustment

A definition of marital adjustment encompasses an individual's perceived satisfaction of their dyadic relationship (Creamer & Campbell, 1988). Components of marital adjustment include the importance placed on spousal agreement on important matters. being satisfied with the relationship, and perceptions of affectional expression (Gabbard, Menninger, & Coyne, 1987). Within the stages of a family life cycle, the number of years a couple has been married, number and age of their children, and the age of the parents are examples of various family life variables

that can have direct effects on marital adjustment (Steinberg & Silverberg, 1987). Indirect effects also influence marital relationships. Locke (1951) argued that the indirect effects within a family that can affect marital adjustment. For the wife, Sears (1957) has shown that a mother's attitude is related to her esteem for her husband. to her satisfaction with her life in the present situation and in the ability to feel and to express warmth toward her children. Bowlby (1951,1969) states that fathers provide emotional and economic support to the mother and this enhances the mother-infant relationship, and so may affect the child's development despite limited opportunities for direct interaction between father and child. These "second-order effects" (Bronfenbrenner, 1974) within the family triad allow the father to benefit from emotional support given by his wife and thus increase the awareness of the varied sides between spousal and parent-child relationships. These influences and interrelations are affected by stress, conflict, and change (Amato, 1986; Amato, & Ochiltree, 1986; Barry, 1970). Within the spousal relationships, perceived marital role expectations affect family structure and family integrations which affect family attitudes and expectations (Coleman & Ganong, 1984). "...the husband-wife and parent-child systems are not independent, but rather reside within a more inclusive ecological unit-the family system" (Belsky, 1979, p. 7). Family cohesiveness was shown to

reinforce children's mastery effort, gratification and self-motivation (Cooper, Holman & Braithwaite, 1983) as well as increasing the quality of self-esteem (Bredehoft & Hey, 1985)."Paternal rediscovery" (Lamb, 1982) show fathers as significant in giving quality experiences, serving as salient role models, and providing nurturance to children. The father-child relationship affects the father's relationship with his wife which affects the wife's relationship with her husband and her child (Rollins & Galligan, 1978).

Amato, Ochiltree and Gay, (1986) also examined family resources such as family income, parental occupational status, and parental aspirations and expectations in relation to children's competence in reading, self-esteem, everyday skills and social competence. Results showed that some areas of children's competence are strongly related to aspects of family structure, such as parental income, education and occupations. Father's influence on children's self-esteem were also examined in this study.

Dyadic Adjustment Scale (DAS). The Dyadic Adjustment Scale (DAS) provides an overall measure of dyadic adjustment. Spanier (1976) states " dyadic adjustment is a process of movement along a continuum which can be evaluated in terms of proximity to good or poor adjustment" (p. 17). This scale assess the quality of marriage with the use of four components of dyadic adjustment which can be used as subscales (dyadic satisfaction, dyadic cohesion,

dyadic consensus and affectional expression). The reliabilities for each subscale are: Dyadic Consensus, .90: Dyadic Satisfaction. .94; Dyadic Cohesion, .86: Affectional Expression, .73; Dyadic Adjustment Scale, .96.

Children's Competence

White (1959) defined competency as a motivational concept with the feeling of efficacy as an urge towards competence. He also studied "sense of competence" (White, 1960. p. 103). which was a cumulation of one's efficacies and inefficacies with people and physical surroundings. While White stated the importance of a sense of social and cognitive competence, Rosenberg & Sutton-Smith (1979) viewed the development of self-concept from experiences, with many basic changes occurring in middle childhood through adolescence, and continuing throughout life. Family experiences are predictive of the development of social competency (Pettit, Dodge and Brown. 1988).

Young children may be aware of their abilities in specific skill areas, but that awareness may not affect their judgement in their overall competence. As children get older, perceived competence may be caused by general changes in cognitive processing abilities and widespread changes in the children's environment. (Stipek & MacIver, 1989). Parental influence and their perceptions of their children's competence influence children's developing self-perceptions of academic competence (Phillips, 1987). Veroff (1959) stresses the effect parental influences have

on a child's stage of self-esteem. Coopersmith (1967) states antecedents of self-esteem with three conditions: parental acceptance of their children, defined limitations enforced, and respect for the children's unique desires and actions attained within the defined limitations. As cohesive family members reinforce children's mastery efforts, gratification and self-motivation develop (Amato and Ochiltree, 1986; Cooper, Holman, & Braithwaite, 1983), and the quality of self-esteem increases (Bredehoft and Hey, 1985).

The research of Gottman, et al (1975) included the teacher's perceptions of the child. Teacher's ratings of their perceptions of boys who were popular had fathers and mothers who actively participated in their children's activities and elicit laughter during play, mothers who were verbally stimulated and fathers who did not issue commands to their children, and were physically playful. Ratings of popular girls had fathers who did not issue commands. had fathers that physically played with their children and made their children laugh while playing and had mothers who issued commands to their children. These teacher ranking of popularity also related to a harmonious interaction with peers. Significance was shown in the different styles of fathers and mothers, and how the differences related to popularity rating and peer interactions patterns of boys and girls. For boys verbally active mothers correlated with peer popularity. Maternal,

and not paternal, issuing of command was positively associated with popularity.

Harter's Self-Perception Profile. Susan Harter combined teacher observations of children to the children's perceptions of their self-adequacy and competency in her 1985 manual. Her studies of self concepts of children in various developmental stages, (1985, 1986, 1988) demonstrated the importance of assessing the possible influences on children's perceptions. Susan Harter's Manual for Self-Perception Profile for Children (1985) investigates children's perceptions of themselves across various domains of their lives which reflect the effect of family, self and society upon children's self-concept. Six separate subscales measure five specific domains, with one-third of the six subscales directly involving competence and the remaining subscales referring to various forms of self adequacy. This self adequacy does not necessarily involve competence in the form of actual skills. Global Self-Worth is a separate subscale directly tapping a child's global perception of their worth as a person. The reliabilities of each subscale are: Scholastic Competence, .82; Social Acceptance, .75; Athletic Competence, .81; Physical Appearance, .76; Behavorial Conduct, .73; Global Self-Worth, .78.

Use of Time in the Home and Availability

The availability of parents to the child in the home is related to the general issue of allocation and use of time

in the home. The allocation of responsibility and time for housework, and perceived control and power in marriage, affect marital satisfaction (Madden, 1987), and family interaction. Research on the allocation of time (Becker, 1965) and it's association with household production gained new importance as technologies shortened housework, eased physical labor of tasks, and provided alternative activities for the family. The effects of leisure time, less household tasks, and variety of the home activities upon marital satisfaction and family life have been examined (Holman & Jacquart, 1988; Rexroat & Shehan, 1987; Scanzoni, 1983). Leisure time was an important variable as it related to marital satisfaction (Smith, Snyder, Trull, & Monsma, 1988). Though the participants were unmarried to each other, some results in discretionary time and patterns of leisure activity showed that perception of marital satisfaction was related to joint spousal leisure activities and to affectional behaviors.

Brody, Pellegrini, and Sigel (1986) studied mother-child and father-child interactions which presents the question as to what impact father availability and marital satisfaction may have on children. Some evidence suggested the necessity to integrate marital affects on fathering (Grossman, Pollack, & Golding, 1988). While various activities in the home affect marital satisfaction, paternal activities also affect the children. Research has investigated the role of fathers in light of current

societal demands including the study of father's participation in child care tasks and household chores. These studies created new insight into the influence parents have with each other and their children (Barnett and Baruch, 1987; Coleman, 1988; Yogev & Brett, 1985). The middle childhood years were researched by Gottman, Gonso and Rasmussen (1975) with third and fourth graders from middle-and low-income schools. Social interaction and social competence and its relationship to friendships were studied with results showing a significance in social class and grade level interaction among children in middle income schools with verbal reinforcements accounting for most of the variances in the relationships of reinforcements given to friendships in middle income schools. A predecessor to this critical stage was a study by MacDonald and Parke (1984) on preschool children which described the interrelationships between father and mother play interaction and peer competence which are common to successful social interaction in later school age peer settings. The two parent families were middle class and well educated. Mare and Tzong (1989) addressed the impact of the various ages of fathers on their relationships with their sons. Fathers spent more time interacting alone and performed more child-care tasks when the child was male. Investigations into men's involvement in household roles, chores, and activities are limited. Research that crosses disciplines and concepts are needed (Hanson, Bozett &

Fredrick, 1985; Lewis & O'Brien, 1987).

Use of Time in the Home. The use of time was systematically studied with detailed data collected daily from research conducted by U.S. Department of Agriculture Northeast Regional Project 113 (1978). Definitions of activities of time used by the family were adapted to the present study, and among the list was recreational/leisure time. Unique to the present study presented here is a concept of fathers as being available in the home. The amount of time fathers interact, including time without the mothers being home, are effected by the child's age and sex of the child.

A definition of availability is a presence in the home, doing activities personally chosen that create an environment of opportunity for children to approach, interact or be influenced by the fathers. The activities selected for examination are: eating, leisure/recreational; and care/help of other family members.

The Present Study

The aim of the present study is to investigate the relation investigate the relation of father availability and father's marital satisfaction to the child's self-perceptions of adequacy, competency, and global self-worth, and to the teacher's perception of the child's competence.

The thesis study presented here continues the investigation with perceptions of competence as viewed by

the children and teachers. Nonpareil to other research is the variable used in this thesis study which examines the paternal affects, namely availability, and marital satisfaction to children's self perceptions during the middle childhood years (ages eight, nine, and ten) when they fluctuate their personal beliefs between their parents and their peers. Unique to research is the social class of the parents involved, which are upper class, erudite and the fathers have prestigious occupations as do many of the mothers. Dramatic changes have occurred in the role of fatherhood since the beginning of the 1980's. Further work is needed to fully understand the role of father, especially fathers with school age children, and father effects on te child's self concepts and global development.

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APPENDIX B

INSTRUMENTS

INSTRUMENTS

Explanatory Note

_____Date of Interview

_____Time of Interview

Name of Child_____Age_____

Birth Date_____ Birth Place:_____

Address:_____Phone:_____

Years at current address:_____

Mother:

Birth Date:_____

Current Occupation:_____

Approximate Income:_____

Years Married:_____

Previous Marital Status:_____

Education Level:_____

Religion:_____

Ethnic Background:_____

Father:

Birth Date:_____

Current Occupation:_____

Approximate Income:_____

Years Married:_____

Previous Marital Status:_____

Educational Level:_____

Religion:_____

Ethnic Background:_____

Number of Child's Siblings:_____

Age of Siblings:_____

Address:_____ _____Code No.

Phone No._____ _____Date of interview

Years at current address_____ _____Time of interview

Name of Child_____Child's Age_____

Child's Birth Date:_____Child's Birth Place_____

Sex and Ages of Child's Siblings_____

_____

Mother's Name_____

Birth Date_____

Current Occupation_____

Year's Married_____

If appliciable, state previous marital status_____

Education Level_____

Religion_____

Ethnic Background_____

Address:_____ _____Code No.

Phone No._____ _____Date of interview

Years at current address_____ _____Time of interview

Name of Child_____Child's Age_____

Child's Birth Date:_____Child's Birth Place_____

Sex and Ages of Child's Siblings_____

_____

Father's Name _____

Birth Date_____

Current Occupation_____

Year's Married_____

If appliciable, state previous marital status_____

Education Level_____

Religion_____

Ethnic Background_____

Code No._____

Date of Interview_____

Length of residence at current address_____

Child's Birth Date_____

Child's Birth Place_____

Name of Child's School and Grade Last Attended_____

_____

Name of Child's Classroom Teacher This Past School Year_____

_____

If Your Child Attended Sunday School, Please Indicate the Teacher's Names, Grades Attended and the Church, if not St. Bernard's

_____

_____

_____

Father's Birth Date._____

Father's Current Occupation_____

Father's Education Level_____

Father's Religion_____

_____

Father's Ethnic Background_____

_____

Mother's Birth Date_____

Mother's Current Occupation_____

Mother's Education Level_____

Mother's Religion_____

_____

Mother's Ethnic Background_____

_____

Years Married_____

DYADIC ADJUSTMENT SCALE

Most people have disagreements in their relationships. Please indicate below the approximate extent of agreement or disagreement between you and your partner for each item on the following list.

	Always Agree	Almost Always Agree	Occa-sionally Disagree	Fre-quently Disagree	Almost Always Disagree	Always Disagree
1. Handling family finances						
2. Matters of recreation						
3. Religious matters						
4. Demonstrations of affection						
5. Friends						
6. Sex relations						
7. Conventionality (correct or proper behavior)						
8. Philosophy of life						
9. Ways of dealing with parents or in-laws						
10. Aims, goals, and things believed important						
11. Amount of time spent together						
12. Making major decisions						
13. Household tasks						
14. Leisure time interests and activities						
15. Career decisions						

	All the time	Most of the time	More often than not	Occa-sion ally	Rarely	Never
16. How often do you discuss or have you considered divorce, separation, or terminating your relationship?						
17. How often do you or your mate leave the house after a fight?						
18. In general, how often do you think that things between you and your partner are going well?						
19. Do you confide in your mate?						
20. Do you ever regret that you married?						
21. How often do you and your partner quarrel?						
22. How often do you and your mate get on each other's nerves?						

	Every day	Almost every day	Occa-sion ally	Rarely	Never
23. Do you kiss your mate?					
24. Do you and your mate engage in outside interests together?					

How often would you say the following events occur between you and your mate?

	Never	Less than once a month	Once or twice a month	Once or twice a week	Once a day	More often
25. Have a stiumlating exchange of ideas?						
26. Laugh together						
27. Calmly discuss something?						
28. Work together on a project?						

There are some things about which couples sometimes agree and sometime disagree. Indicate if either item below caused differences of opinions or were problems in your relationship during the past few weeks. (Check yes or no).

	Yes	No	
29.	_____	_____	Being too tired for sex.
30.	_____	_____	Not showing love.

31. The dots on the following line represent different degrees of happiness in your relationship. The middle point, "happy", represents the degree of happiness of most relationships. Please circle the dot which best describes the degree of happiness, all things considered, of your relationship.

0	1	2	3	4	5	6
Extremely Unhappy	Fairly Unhappy	A little Unhappy	Happy	Very Happy	Extremely Happy	Perfect

32. Which of the following statements best describes how you feel about the future of your relationship?

_____ I want desperately for my relationship to succeed, and would go to almost any length to see that it does.

_____ I want very much for my relationship to succeed, and will do all I can to see that it does.

_____ I want very much for my relationship to succeed, and will do my fair share to see that it does.

_____ It would be nice if my relationship succeeded, but I can't do much more than doing now to help it succeed.

_____ It would be nice if it succeeded, but I refuse to do any more than I am doing now to keep the relationship going.

_____ My relationship can never succeed, and there is no more that I can do to keep the relationship going.

RELABILITY ESTIMATES FOR THE DYADIC ADJUSTMENT

SCALE AND ITS COMPONENT SUBSCALES

Scale	Reliability	No. of Items
Dyadic Consensus Subscale	.90	13
Dyadic Satisfaction Subscale	.94	10
Dyadic CohesionSubscale	.86	5
Affectional Expression Subscale	.73	4
DYADIC ADJUSTMENT SCALE	.96	32

Cronbach's coefficient alpha is used as the reliability estimate.

(Spanier, 1976 p. 24).

SUMMARY SCORES AND STANDARD DEVIATIONS FOR THE DYADIC ADJUSTMENT SCALE AND ITS SUBSCALES, BY MARITAL STATUS

	Married	
	Mean	SD
Dyadic Consensus Subscale	57.9	8.5
Dyadic Satisfaction Subscale	40.5	7.2
Dyadic Cohesion Subscale	13.4	4.2
Affectional Expression Subscale	9:0	2.3
DYADIC ADJUSTMENT SCALE	114.8	17.8
	N= 218	

	Divorced	
	Mean	SD
Dyadic Consensus Subscale	41.1	11.1
Dyadic Satisfaction Subscale	22.2	10.3
Dyadic Cohesion Subscale	8.0	4.9
Affectional Expression Subscale	5.1	2.8
DYADIC ADJUSTMENT SCALE	70.7	23.8
	N= 94	

	Total	
	Mean	SD
Dyadic Consensus Subscale	52.8	12.1
Dyadic Satisfaction Subscale	35.0	11.8
Dyadic Cohesion Subscale	11.8	5.1
Affectional Expression Subscale	7.8	3.0
DYADIC ADJUSTMENT SCALE	101.5	28.3
	N= 312	

(Spanier, 1976 P. 23)

Use of Time at Home (average hours per week)

Home Activities Household maintenance		Mother	Father	Child
food preparation, dishwashing, housecleaning, maintenance of home, yard, car, pets, and care and construction of clothing and household linens, financial activities (paying bills, etc.).	Total:			
	alone			
	with spouse			
	with child(not spouse)			
	with family(spouse & child)			
Personal maintenance (self) personal care (sleeping, bathing, dressing, grooming).	Total:			
	alone			
	with spouse			
	with child(not spouse)			
	with family(spouse & child)			
Eating meals and snacks	Total:			
	alone			
	with spouse			
	with child(not spouse)			
	with family(spouse & child)			

		Mother	Father	Child
Leisure/recreational social & recreational activities for personal enjoyment	Total:			
	alone			
	with spouse			
	with child(not spouse)			
	with family(spouse & child)			
Care/help of other family members physical, nonphysical care and help	Total:			
	alone			
	with spouse			
	with child(not spouse)			
	with family(spouse & child)			
Work/school related (self) work or study done at home to meet school/work responsibilities	Total:			
	alone			
	with spouse			
	with child(not spouse)			
	with family(spouse & child)			
Other telephoning	Total:			
	alone			
	with spouse			
	with child(not spouse)			
	with family(spouse & child)			

DEFINITION OF TIME-USE ACTIVITIES OF FAMILY MEMBERS

Home Activities

Household Maintenance

Food preparation: All tasks relating to the preparation of food for meals, snacks, and future use. Include time spent setting the table and serving the food and other activities related to family meals such as preparing a baby's formula, barbecuing, canning or freezing food, outdoor cooking, making and serving refreshments.

Dishwashing: Washing and drying dishes, loading and unloading dishwasher or dish drainer, aftermeal cleanup of table, leftovers, and refuse, putting leftovers away after meal, putting away kitchen equipment.

Housecleaning: Any regular or periodic cleaning of house and appliances, including such tasks as mopping, vacuuming, sweeping, dusting, waxing, shampooing rug, washing windows or walls, cleaning the oven, defrosting and cleaning the refrigerator or freezer, making or changing beds, putting rooms in order.

Maintenance of Home, Yard, Car, and Pets: Any repair and upkeep of home, appliances, and furnishings such as painting, wallpapering, redecorating, carpentry, rearranging furniture, repairing equipment, plumbing, or furniture, caring for or putting up storm windows or screens, taking out garbage and trash, care of house plants, flower arranging. Daily and periodic care of outside areas such as yard, garden, tennis court, sidewalks, driveways, patios, outside porches, garage, tool shed, swimming pool. Maintenance and care of family motor vehicles (car, truck, van, motorcycle, boat) such as washing, waxing, changing oil, rotating tires and other maintenance and repair work. Feeding and care of house pets.

Care and Construction of Clothing and Household Linens: Washing clothes, including collecting and preparing soiled items for washing, loading and unloading washer or dryer, hanging up items and removing from the line, folding items. Hand washing. Ironing and pressing. Putting away cleaned items and equipment. Seasonal storage of clothing and textiles. Waterproofing leather or fabrics, dyeing fabric, jewelry cleaning, polishing shoes.

Making clothing and household accessories(draperies, slipcovers, napkins,etc.), and alterations or mending. Include such activities as sewing by hand and machine, knitting, crocheting, macrame, embroidering, jewelry making, quilting, weaving.

Financial Activities: Personal or financial recordkeeping, checking bank statements, paying bills and recording receipts and expenses, figuring income taxes.

Personal Maintenance (self)

Sleeping, bathing, getting dressed, other grooming and personal care, and other personal services such as relaxing, loafing, resting, meditation or praying.

Eating

Eating any meal or snack, alone, with family or friends at home.

Leisure/recreational

Acitivties for one's personal enjoyment. Include reading (other than required for study or work), watching TV, listening to radio, stereo, etc., participating in a hobby or craft, exercising, talking with friends or relatives, either in person or by telephone, entertaining at home, playing games, musical instruments, etc.

Care/help of other Family Members

All activities related to physical care of family members other than self such as bathing, feeding dressing, and other personal care, first aid or bedside care, supervising child brushing teeth or getting dressed. All activities related to the social and educational development of family members such as playing with children, giving them attention,teaching, talking, helping children with homework, reading aloud to family members.

Work/school Related (self)

Work or reading done at home relating to job or classes, typing a paper, writing school work, work brought home to meet responsibilities.

Other

Any home activity not classified elsewhere. Telephoning.

USE OF TIME AT HOME

Home Activities

Using the last 2 to 3 weeks at home as a basis, try to estimate the average number of hours per week that you engaged in the following activities. If other family members performed these activities also, please indicate the amount of time they spent.

	Dad	Mom	Child
1. Household Maintenance			
a) Cooking and cleaning up			
b) Housecleaning			
c) Maintenance of home, yard car, and pets			
d) Care and construction of clothing and household linens			
e) Financial activities			
2. Personal maintenance			
a) Personal care(bathing dressing, grooming)			
3. Sleeping			
4. Eating			
5. Leisure/Recreational			
a) Social and recreational activities for personal enjoyment			
b) Other			
6. Care/Help of other family members			
a) Physical, nonphysical care and help			
b) Other			

Date:_____ Code:_____

USE OF TIME AT HOME

Home Activities

	Dad	Mom	Child
7. Work/School related (self)			
a) Work or study done at home to meet school/ work responsibilities			
b) Other			
8. Other			

What I Am Like

Name _____ Age _____ Birthday _____ (Month Day) Group _____

Boy or Girl (circle which)

SAMPLE SENTENCE

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
(a)	☐	☐	Some kids would rather play outdoors in their spare time	**BUT**	Other kids would rather watch T V.	☐	☐
1.	☐	☐	Some kids feel that they are very *good* at their school work	**BUT**	Other kids *worry* about whether they can do the school work assigned to them.	☐	☐
2.	☐	☐	Some kids find it *hard* to make friends	**BUT**	Other kids find it's pretty *easy* to make friends	☐	☐
3.	☐	☐	Some kids do very *well* at all kinds of sports	**BUT**	Other kids *don't* feel that they are very good when it comes to sports	☐	☐
4.	☐	☐	Some kids are *happy* with the way they look	**BUT**	Other kids are *not* happy with the way they look.	☐	☐
5.	☐	☐	Some kids often do *not* like the way they *behave*	**BUT**	Other kids usually *like* the way they behave	☐	☐
6.	☐	☐	Some kids are often *unhappy* with themselves	**BUT**	Other kids are pretty *pleased* with themselves.	☐	☐
7.	☐	☐	Some kids feel like they are *just as smart* as as other kids their age	**BUT**	Other kids aren't so sure and *wonder* if they are as smart	☐	☐
8.	☐	☐	Some kids have *alot* of friends	**BUT**	Other kids *don't* have very many friends.	☐	☐

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
9.	☐	☐	Some kids wish they could be alot better at sports	**BUT**	Other kids feel they are good enough at sports	☐	☐
10.	☐	☐	Some kids are *happy* with their height and weight	**BUT**	Other kids wish their height or weight were *different.*	☐	☐
11.	☐	☐	Some kids usually do the *right* thing	**BUT**	Other kids often *don't* do the right thing.	☐	☐
12.	☐	☐	Some kids *don't* like the way they are leading their life	**BUT**	Other kids *do* like the way they are leading their life.	☐	☐
13.	☐	☐	Some kids are pretty *slow* in finishing their school work	**BUT**	Other kids can do their school work *quickly*	☐	☐
14.	☐	☐	Some kids would like to have alot more friends	**BUT**	Other kids have as many friends as they want	☐	☐
15.	☐	☐	Some kids think they could do well at just about any new sports activity they haven't tried before	**BUT**	Other kids are afraid they might *not* do well at sports they haven't ever tried.	☐	☐
16.	☐	☐	Some kids wish their body was *different*	**BUT**	Other kids *like* their body the way it is.	☐	☐
17.	☐	☐	Some kids usually *act* the way they know they are *supposed* to	**BUT**	Other kids often *don't* act the way they are supposed to.	☐	☐
18.	☐	☐	Some kids are *happy* with themselves as a person	**BUT**	Other kids are often *not* happy with themselves.	☐	☐
19.	☐	☐	Some kids often *forget* what they learn	**BUT**	Other kids can remember things *easily.*	☐	☐
20.	☐	☐	Some kids are always doing things with *alot* of kids	**BUT**	Other kids usually do things *by themselves.*	☐	☐

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
21.	☐	☐	Some kids feel that they are *better* than others their age at sports	**BUT**	Other kids *don't* feel they can play as well.	☐	☐
22.	☐	☐	Some kids wish their physical appearance (how they look) was *different*	**BUT**	Other kids *like* their physical appearance the way it is.	☐	☐
23.	☐	☐	Some kids usually get in *trouble* because of things they do	**BUT**	Other kids usually *don't* do things that get them in trouble.	☐	☐
24.	☐	☐	Some kids *like* the kind of *person* they are	**BUT**	Other kids often wish they were someone else	☐	☐
25	☐	☐	Some kids do *very well* at their classwork	**BUT**	Other kids *don't* do very well at their classwork	☐	☐
26.	☐	☐	Some kids wish that more people their age liked them	**BUT**	Other kids feel that most people their age *do* like them	☐	☐
27.	☐	☐	In games and sports some kids usually *watch* instead of play	**BUT**	Other kids usually *play* rather than just watch.	☐	☐
28.	☐	☐	Some kids wish something about their face or hair looked *different*	**BUT**	Other kids *like* their face and hair the way they are.	☐	☐
29.	☐	☐	Some kids do things they know they *shouldn't* do	**BUT**	Other kids *hardly ever* do things they know they shouldn't do.	☐	☐
30.	☐	☐	Some kids are very *happy* being the way they are	**BUT**	Other kids wish they were *different*	☐	☐
31.	☐	☐	Some kids have *trouble* figuring out the answers in school	**BUT**	Other kids almost *always* can figure out the answers	☐	☐
32.	☐	☐	Some kids are *popular* with others their age	**BUT**	Other kids are *not* very popular	☐	☐

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
33	☐	☐	Some kids *don't* do well at new outdoor games	**BUT**	Other kids are *good* at new games right away	☐	☐
34.	☐	☐	Some kids think that they are good looking	**BUT**	Other kids think that they are not very good looking	☐	☐
35	☐	☐	Some kids behave themselves very well	**BUT**	Other kids often find it hard to behave themselves	☐	☐
36.	☐	☐	Some kids *are* not very happy with the way they do alot of things	**BUT**	Other kids think the way they do things is *fine*	☐	☐

TEACHER'S RATING SCALE OF CHILD'S ACTUAL BEHAVIOR

(Parallels the self perception profile for children)

Child's name _____ Class/grade/group _____ Rater _____

For each child, please indicate what you feel to be his/her actual competence on each question, in your opinion First decide what kind of child he or she is like, the one described on the left or right, and then indicate whether this is just sort of true or really true for that individual Thus, for each item, check *one* of four boxes

	Really True	Sort of True				Sort of True	Really True
1.	☐	☐	This child is really good at his/her school work	OR	This child can't do the school work assigned	☐	☐
2.	☐	☐	This child finds it hard to make friends	OR	For this child it's pretty easy	☐	☐
3.	☐	☐	This child does really well at all kinds of sports	OR	This child isn't very good when it comes to sports	☐	☐
4.	☐	☐	This child is good-looking	OR	This child is not very good-looking	☐	☐
5.	☐	☐	This child is usually well-behaved	OR	This child is often not well behaved	☐	☐
6.	☐	☐	This child often forgets what s/he learns	OR	This child can remember things easily	☐	☐
7.	☐	☐	This child has alot of friends	OR	This child doesn't have many friends	☐	☐
8.	☐	☐	This child is better than others his/her age at sports	OR	This child can't play as well	☐	☐
9.	☐	☐	This child has a nice physical appearance	OR	This child doesn't have such a nice physical appearance	☐	☐
10.	☐	☐	This child usually acts appropriately	OR	This child would be better if s/he acted differently	☐	☐
11.	☐	☐	This child has trouble figuring out the answers in school	OR	This child almost always can figure out the answers	☐	☐
12.	☐	☐	This child is popular with others his/her age	OR	This child is not very popular	☐	☐
13.	☐	☐	This child doesn't do well at new outdoor games	OR	This child is good at new games right away	☐	☐
14.	☐	☐	This child isn't very good looking	OR	This child is pretty good-looking	☐	☐
15.	☐	☐	This child often gets in trouble because of things he/she does	OR	This child usually doesn't do things that get him/her in trouble	☐	☐

Table 2. Subscale Reliabilities for the four Samples

	Scholastic Competence	Social Acceptance	Athletic Competence	Physical Appearance	Behavioral Conduct	Global Self-Worth
Sample A	.80	80	.84	.81	.75	.84
Sample B	.85	.80	.86	.82	.77	.80
Sample C	.82	.75	81	.76	.73	.78
Sample D	80	.75	.80	.80	.71	.78

Table 3. Subscale Means for Each Sample by Grade and Gender.

	Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Scholastic												
A	—	—	—	—	—	—	2 94	2 94	2 80	2 78	—	—
B	—	—	—	—	—	—	2 88	3 10	2 93	2 85	2 69	2 77
C	2 80	2 87	2 74	2 76	2 83	2 78	2 80	2 99	—	—	—	—
D	2 77	2 63	2 95	2 61	2 75	2 91	—	—	—	—	—	—
Social												
A	—	—	—	—	—	—	2 98	3 06	2 96	3 00	—	—
B	—	—	—	—	—	—	2 87	2 95	3 09	2 96	3 14	3 05
C	2 80	2 87	2 84	2 97	2 80	2 88	2 86	2 98	—	—	—	—
D	2 71	2 65	2 56	2 86	2 86	3 00	—	—	—	—	—	—
Athletic												
A	—	—	—	—	—	—	2 80	3 15	2 54	3 11	—	—
B	—	—	—	—	—	—	2 58	3 14	2 56	3 15	2 56	3 18
C	2 84	3 21	2 84	3 13	2 62	3 15	2 40	2 95	—	—	—	—
D	2 47	2 86	2 63	2 87	2 52	3 05	—	—	—	—	—	—
Appearance												
A	—	—	—	—	—	—	2 68	2 98	2 50	2 93	—	—
B	—	—	—	—	—	—	2 58	3 10	2 49	2 93	2 62	2 86
C	2 99	3 16	2 86	3 13	2 62	3 15	2 40	2 95	—	—	—	—
D	2 78	2 72	2 95	2 75	2 70	2 99	—	—	—	—	—	—
Conduct												
A	—	—	—	—	—	—	3 06	2 92	2 96	2 83	—	—
B	—	—	—	—	—	—	3 07	2 98	3 14	2.82	2 96	2 88
C	3 16	3 14	3 11	2 75	3 32	2 84	3 34	2 65	—	—	—	—
D	2 80	2 86	3 06	2 76	3 02	2 82	—	—	—	—	—	—
Self Worth												
A	—	—	—	—	—	—	3 10	3 20	2 97	3 20	—	—
B	—	—	—	—	—	—	3 01	3 20	3 00	3 24	2 91	2 99
C	3 01	3 14	3 13	2 89	3 04	3 14	3 08	2 97	—	—	—	—
D	2 76	2 82	3 13	2 80	2 66	3 24	—	—	—	—	—	—

Table 4. Subscale Standard Deviations for Each Sample by Grade and Gender.

	Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Scholastic												
A	—	—	—	—	—	—	64	62	61	.55	—	—
B	—	—	—	—	—	—	.75	.65	.54	.61	68	.72
C	.86	80	69	.74	58	69	.64	60	—	—	—	—
D	.70	73	76	56	65	63	—	—	—	—	—	—
Social												
A	—	—	—	—	—	—	.69	63	57	.61	—	—
B	—	—	—	—	—	—	79	76	.60	.61	.63	.64
C	84	73	92	.77	77	71	.71	50	—	—	—	—
D	60	61	.78	.78	66	47	—	—	—	—	—	—
Athletic												
A	—	—	—	—	—	—	69	61	.70	.62	—	—
B	—	—	—	—	—	—	.81	.74	.72	.61	.74	.59
C	79	54	.69	.75	85	72	.74	61	—	—	—	—
D	.64	69	.70	88	72	69	—	—	—	—	—	—
Appearance												
A	—	—	—	—	—	—	.75	.68	.68	.62	—	—
B	—	—	—	—	—	—	.79	.72	69	.64	69	64
C	94	67	.78	79	83	72	.65	56	—	—	—	—
D	66	77	.64	68	77	58	—	—	—	—	—	—
Conduct												
A	—	—	—	—	—	—	.56	60	.62	.51	—	—
B	—	—	—	—	—	—	.65	63	51	.64	.55	.59
C	58	63	67	46	53	56	.57	43	—	—	—	—
D	.54	72	.61	63	34	48	—	—	—	—	—	—
Self-Worth												
A	—	—	—	—	—	—	.65	.61	.62	.52	—	—
B	—	—	—	—	—	—	.68	.67	.55	.52	.64	.63
C	85	.70	.73	.80	72	.69	.58	.60	—	—	—	—
D	.56	76	.56	.68	71	44	—	—	—	—	—	—

APPENDIX C

CORRESPONDENCE

Review of Graduate Student Projects Involving Human Subjects
College of Home Economics
Oklahoma State University

Date April 3, 1987

Student Name _____ Dr. _____ Major Advisor

Guidelines

1. To be submitted previous to any proposed research in which human subjects participate are surveyed or contacted in any way.
2. A copy of the proposal and a copy of the Statement to Subjects informing them of the research procedure and "consent to participate" are to accompany this form. (Proposal will be returned.)
3. Two copies of form to be completed and submitted to Associate Dean for Research. After final review approval, one copy will be distributed to the department, for placement in the student's file, and one retained in Research Office.

I. Title of project: _____

_____

II. If part of an ongoing faculty research project, indicate project title and director:

_____

_____

III. Statement of submitter:

A. Way(s) in which human subjects will be involved _____

_____

_____

_____

B. Subjects could be at "risk" _____ or

Subjects not judged to be "at risk" _____

C. Explanation of answer under B _____

_____

_____

Note: Submitter is responsible for filing a review form if project plans change in any way that might affect final decision.

IV. Recommendation of reviewers (one reviewer to be a graduate faculty member appointed by major advisor who is not a member of the student's committee; second, the department head).

		Approve	Disapprove
_____		____	____
Signature, Faculty Reviewer	Date		
_____		____	____
Signature, Department Head	Date		

If either disapproves, or has further questions, the following recommendation is made: _____

_____

_____

Submit to Associate Dean for Research Office at this point. Final review approval as follows:

_____ Subjects not considered to be "at risk."

_____ Subjects considered to be "at risk." Recommendation:

_____
Associate Dean for Research

_____
Date

6/11/86

3720 East 43rd Street
Tulsa, OK 74135

February 20, 1988

Ms Linda Shuttlesworth
Assistant Principal
Jenks Public Schools
1st and B Streets
Jenks, OK 74037

Dear Ms Shuttlesworth:

This is to follow up our telephone conversation of Wednesday, February 18th, in which I called to request permission to work with a group of third-grade children and their parents. This would be a research project for my Master's thesis in the Department of Family Relations and Child Development at Oklahoma State University. This project has already been reviewed and approved by my thesis advisory committee.

I am enclosing a two-page proposal that explains the purpose of the project, and what would be expected of the children, teachers, and parents. I have also enclosed a sample of the actual materials that would be used with the children and teachers. In addition, the parents would complete two items at home. One of these is the time use form that the children will complete; the other is the dyadic adjustment scale. I would be happy to show you a copy of the latter instrument, if you like. The standard instructions for each of these instruments would be used.

I will call you in about a week to see if you need to meet with me personally and/or with my advisor, Professor John C. McCullers. I would be happy to meet with you or other school officials to discuss the research. If you need any further information or materials, please let me know. My home telephone number is 745-2240 and at work it is 494-6686 (mornings). Dr. McCullers can be reached at his office at OSU by calling 405-624-5061.

I look forward to the possibility of working with you and the Jenks Public Schools. Thank you for your consideration of this request.

Sincerely,

Rita A. Kukura

copy to:
Dr. McCullers

OKLAHOMA STATE UNIVERSITY

Department of Family Relations and Child Development

PROPOSAL FOR RESEARCH IN THE PUBLIC SCHOOLS

Purpose and Description of Study:

Children and their performance within the school system may be affected by the child's own self perceptions, and the activities of their families. This research project will investigate the relations of family use of time at home and marital satisfaction to the child's self-perception and to the teacher's perception of the child.

Number and description of children required:

None

Time required of each child:

N.A.

Time required of classroom teacher:

Approximately 10-15 minutes per child to note the child's behavior. This could be done at the teacher's convenience.

Information needed from school records:

None

Equipment and material to be used:

No special equipment.
Harter's Teacher Rating Scale of Child's Actual Behavior will be used to rate the child in 5 specific domains: scholastic competence, social acceptance, athletic competence, physical appearance, behavorial conduct and global self-worth.

Facilities needed:

None

Major investigator:
Dr. John C. McCullers
Oklahoma State University, 341 HEW (405) 624-5061
Stillwater, Ok 74078-0337
Research assistant:
Rita A. Kukura
3720 E. 43rd Street
Tulsa, Ok. 74135 (918) 745-0404

Starting date:

At the earliest available date

Finishing date:

Probably the same day.

Preferred days and times for collecting data:

As convenient.

Special conditions and restrictions:

None

Will there be a follow-up study?

No. The results of the study will be made available to the Jenks Public Schools, St. Bernard's Catholic Church, and interested families who participated.

Introduction to read to the children.

" A graduate student from Oklahoma State University is doing research with third grade children and their families and our school was selected for this research. The research is about what families do while they're home, and the perceptions boys and girls have of themselves.

I will give you a letter for your parents to read. Please be sure your parents read the letter. If you and your family want to be in the study, your parents need to sign the consent form (show the letter and consent form) and you will need to return the signed form to me ."

Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 624-5057

April 2, 1987

Dear Parents:

We are presently conducting research on the family's use of time at home, the extent to which mother and father agree with each other on various family matters, and the relation of these to the teacher's perception of the child and the child's own self-perceptions. At this time, we wish to see two-parent families and their third-grade child. Parents should be living together with the child, but need not be the natural parents. The child may be of either sex, and may have other brothers and sisters.

Our plan is to collect information from both parents in the home and from the teacher at school; information from the child will be collected both at home and at school. Information taken at home can usually be collected in about 30 minutes. The child information taken at school takes about 15 minutes, and can be obtained so as not to interfere with regular school work.

To ensure confidentiality, the names of parents and children will not appear on the data forms, or be made public in any way. Any family member would have the right to withdraw at any time. However, we do not foresee problems connected with participation, and expect all family members to find the study to be interesting and enjoyable. If you are a two-parent family living together, we hope that you will participate in this project.

The project is being sponsored by the Department of Family Relations and Child Development at Oklahoma State University, and has been reviewed and approved by school officials at Jenks East Campus. Ms Rita Kukura will attempt to telephone you within the next few days to determine your willingness to participate. At that time, she will answer any questions you may have and make arrangements to visit with you. The results of the study would be available to share with you at the completion of the project.

Please detach the parental consent form below, sign it, and return it to the classroom teacher. If you should have any questions before or after Ms Kukura calls, please feel free to telephone her at 745-2240, or Dr. McCullers at (405) 624-5061. We thank you for your cooperation.

Very truly yours,

John C. McCullers
Project Director

Rita A. Kukura
Researcher

PARENTAL CONSENT FORM

We would like to participate in the family project described in the letter from Dr. McCullers and Ms Kukura. I give permission for my child, _____ , to participate in the project, and we consent to being participants ourselves. I acknowledge that we have received information about the research, and understand that we are free to contact the researchers or withdraw from the research at any time.

I would be interested in receiving the results of the study when the research is completed. Yes _____ No _____

Name: _____

Signature: _____

Date: _____

Thank you for responding to the research project!
Please write your name, address and phone number in the spaces provided. I will then call you to discuss the study, your participation and answer questions.

Name of both parents_____

Name of child_____

Address_____

Phone number_____

Most convenient time to call_____

Thank you very much!!

Rita A. Kukura

Rita A. Kukura

April 22, 1987

Last week a letter and consent form was given to your child requesting family participation in a project sponsored by Oklahoma State University which was approved by Jenks East school officials. We would very much like to have your family participate in this project, but we have not received your consent form yet.

If you would like to participate, then please sign and return the consent form so I can start the project. Please add your telephone number to the consent form so I can arrange a time to work with you and your family.

PARENTAL CONSENT FORM

We would like to participate in the family project described in the letter from Dr. McCullers and Ms Kukura. I give permission for my child, _____, to participate in the project, and we consent to being participants ourselves. I acknowledge that we have received information about the research, and understand that we are free to contact the researchers or withdraw from the research at any time.

I would be interested in receiving the results of the study when the research is completed. Yes _____ No _____

Name: _____

Signature: _____

Date: _____

Telephone number: _____

If you are not certain about participating or if you have any questions about the project I would be happy to try to answer them. Please indicate your name, address, and phone number below so I an answer your questions.

Name of both parents _____

Address _____

Phone number _____

Name of child _____

If you already know you will not be able to participate please write your name below so I know you made your decision and I will not trouble you further.

Name of parents _____

Name of child _____

Thank you very much.

Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 624-5057

August 4,1987

I am writing to request your cooperation and participation in a research project. I am a teacher and mother of two children and this project is my thesis for the Master's degree in Family Relations and Child Development at Oklahoma State University. My aim is to study the family's use of time at home, the extent to which mother and father agree with each other on various family matters, and how these relate to the child's self-perception.

This project has been reviewed and approved by the Department of Family Relations and Child Development at Oklahoma State University, and by school officials at Jenks East Campus, where some of the work was done. In addition, the project has been approved by your church, where I obtained your name and address.

The plan is to interview both parents and their nine- or ten-year-old child in the home. The interview will be scheduled at your convenience, and usually takes about 30 to 45 minutes. To ensure confidentiality, names will not appear on the data forms, or be made public in any way. Any participant has the right to withdraw at any time. However, I do not expect that to happen; all family members should find the study to be interesting and enjoyable. The results of the study will be made available at the completion of the project.

I look forward to working with your family. I will attempt to call you within the next few days to determine your willingness to participate. At that time, I'll try to answer any questions you may have and make arrangements to visit with you.

Sincerely,

Rita A. Kukura

Oklahoma State University /

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 624-5057

September 4, 1987

Dr. Gene Buinger, Superintendent
Jenks Public Schools
Administrative Offices
First & B Streets
Jenks, OK 74037

Dear Dr. Buinger:

It was a pleasure to meet you and talk with you on Tuesday, September 1st. This is to follow up the conversation we had in your office at that time. I wish to thank you for visiting with Mrs. Kukura and me about her thesis research project, and again I apologize for not having presented this project to your office in the proper way initially, and for any headaches that this may have created for you or members of your staff.

To recap briefly, the aim of this project is to study the family's use of time at home, the extent to which mother and father agree with each other on various family matters, and how these relate to the child's self-perceptions and the teacher's perceptions of the child. The project was reviewed and approved by the Department of Family Relations and Child Development at Oklahoma State University for both research adequacy and human subjects considerations prior to contacting schools or families.

After discussing the project informally, a proposal was submitted to Ms. Shuttlesworth in late February. The project was approved within about a month and we began sending letters and parental consent forms to the parents at the beginning of April. Our letters were relayed to the parents via the children. Several families volunteered for the study but because we were not able to contact the parents directly we were not able to obtain an adequate sample. Copies of the initial letter and proposal, and various letters to the parents are enclosed.

Partly because of not being able to contact parents directly, and partly because it was getting late in the semester, we decided to try to conduct the research through the church. We contacted St. Bernard's and received approval to work with their members. The church assisted us in identifying and contacting appropriate families, and Father White was kind enough to endorse the study

from the pulpit, which greatly facilitated our gaining the cooperation and participation of the families we contacted. A copy of the letter and consent form we sent the parents is enclosed.

During the summer, we were able to interview a sufficient number of families (mother, father, and elementary school child), to reach our research goal. All that now remains to complete the project is to obtain an evaluation of the child by the teacher. Three copies of a new proposal are enclosed; a copy of the form to be completed by the teacher is attached to each.

We need evaluations from the 23 teachers of the Jenks Public Schools identified on the attached list. Most teachers would complete only a single form, evaluating one child. The evaluation form can normally be completed in 10 to 15 minutes. To ensure confidentiality, the name of the teacher need not appear on the form, and will not be made public in any way. Teachers' responses will not be shown to parents or children; however, parents have been shown the blank form and understand that teachers will be requested to complete it.

We would of course like to get the project moving again, and completed as soon as possible. I want to emphasize that all of our contacts with the Jenks Public Schools have been good ones. Everyone we have dealt with has been courteous, cooperative, and professionally responsible. We would be happy to meet with the research committee, and the teachers and principals involved. The results of the study will be made available to your office at the completion of the project to share with interested staff. If there is any further information that you may wish to have, please let me know.

Best wishes,

John C. McCullers

John C. McCullers, Ph.D.
Professor of Family Relations
and Child Development;
Professor of Psychology

Enclosures

copy to:
Mrs. Rita Kukura

Jenks Public Schools Teachers

Central Elementary

Rubey, Kathy	3rd grade	

West Elementary

Wolff, Rose	2nd grade	
Bauer, Rainelle	3rd grade	
Pittman, Janice	4th grade	

East Elementary

Coffelt, Nancy	2nd grade	
Cotton, Joan	2nd grade	
Knowlton, Donna	2nd grade	
Laster , Beth	2nd grade	(now Mrs. Schmidt, 4th grade)
Lundin, Karen	2nd grade	
Reynolds, Jan	2nd grade	
Strozier, Sandra	2nd grade	2 evaluation forms
Clark, Kelly	3rd grade	
Raper,Joyce	3rd grade	
Reece,Sandra	3rd grade	3 evaluation forms
Smith, Rosemary	3rd grade	
Starr, Joyce	3rd grade	
Webb, Brenda	3rd grade	
Barrow, Virginia	4th grade	
Brodsky, Meryl	4th grade	
Claussen, Joanne	4th grade	
DeVries, Andrea	4th grade	
Langston, Kathryn	4th grade	2 evaluation forms
Whitney, Mary Sue	4th grade	2 evaluation forms

OKLAHOMA STATE UNIVERSITY

Department of Family Relations and Child Development

PROPOSAL FOR RESEARCH IN THE PUBLIC SCHOOLS

Purpose and Description of Study:

Children and their performance within the school system may be affected by the child's own self perceptions, and the activities of their families. This research project will investigate the relations of family use of time at home and marital satisfaction to the child's self-perception and to the teacher's perception of the child.

Number and description of children required:

None

Time required of each child:

N.A.

Time required of classroom teacher:

Approximately 10-15 minutes per child to note the child's behavior. This could be done at the teacher's convenience.

Information needed from school records:

None

Equipment and material to be used:

No special equipment.
Harter's Teacher Rating Scale of Child's Actual Behavior will be used to rate the child in 5 specific domains: scholastic competence, social acceptance, athletic competence, physical appearance, behavorial conduct and global self-worth.

Facilities needed:

None

Major investigator:
Dr. John C. McCullers
Oklahoma State University, 341 HEW (405) 624-5061
Stillwater, Ok 74078-0337
Research assistant:
Rita A. Kukura
3720 E. 43rd Street
Tulsa, Ok. 74135 (918) 745-0404

Starting date:

At the earliest available date

Finishing date:

Probably the same day.

Preferred days and times for collecting data:

As convenient.

Special conditions and restrictions:

None

Will there be a follow-up study?

No. The results of the study will be made available to the Jenks Public Schools, St. Bernard's Catholic Church, and interested families who participated.

MEMORANDUM
September 18, 1987

TO: Jerry Hill
FROM: Cathy Burden
CONCERNING: Research Proposal

I have reviewed the Kukura research proposal in light of the research guidelines Dr. Buinger and I utilized last year.

I suggest that the following concerns be satisfied before approving the research:

1. Nineteen Jenks elementary teachers are requested to participate. Though no extreme demands will be required of their time, their participation must clearly be voluntary.
2. In order to maximize the sample, the researcher will undoubtedly need to contact the four teachers no longer under contract with Jenks. The researcher must be responsible for communicating with them and requesting their participation. The district must be willing to provide their forwarding addresses.
3. A self-addressed, stamped envelope should be provided to the teachers to return their questionnaires anonymously. This helps ensure that the participants feel free to participate on their own time with no financial expense required of them or the district.
4. The proposal does not include the safeguards noted in Dr. McCullers' letter:
   a. the name of the teacher will not appear on any form
   b. the names of participants will not be made public
   c. teachers' responses will not be shown to parents or children

These items must be guaranteed by the researcher herself.
5. Signed parental releases must be on file with the researcher for each child.
6. The proposal does not describe the statistical treatment anticipated for this data.

Generally, if the preceding points are satisfactorily addressed by the researcher, I see no problems with approving the research project in Jenks Public Schools.

Jenks Public Schools

First and B Streets • Jenks, Oklahoma 74037 • (918) 299-4411

October 6, 1987

Jenks Staff Members,

Earlier this school year, a research project, being undertaken by Rita Kukura, was brought to my attention. Mrs. Kukura had, inadvertently, failed to seek the approval of the district in carrying out a research project for her master's degree from OSU, and the project was suspended pending a review by school administration.

I am happy inform you that the research project has now been reviewed by the administration and all of our concerns have been satisfactorily addressed. Your participation, as a teacher, is voluntary and your responses will be **anonymous.** We have evidence that signed parental release forms are on file for each of the children that you are being asked to rate on the questionnaire.

Based upon these assurances, the project has been approved by my office and I would encourage faculty members to participate.

If you have questions concerning this project, please feel free to contact me.

Sincerely,

Gene Buinger

Gene Buinger
Superintendent of Schools

GB/sg

MEMORANDUM
October 7, 1987

TO: Gene Buinger
FROM: Cathy Burden
CONCERNING: Kukura Research Proposal

The packet prepared by Ms. Kukura satisfies the concerns noted 9-18-87. Her letter to teachers stresses their voluntary participation and ensures confidentiality. The stamped envelopes and signed release forms should make the teachers even more cooperative about participating.

In my opinion, this proposal has satisfactorily met the research guidelines.

The following teachers have left the district. These are their last known addresses:

Raper, Joyce	P.O. Box 3514 Tulsa, Oklahoma 74101
Barrow, Virginia	3637 E. 67 St. Tulsa, Oklahoma 74135
Brodsky, Meryl	5917 S. Indianapolis Tulsa, Oklahoma 74135
Claussen, Joanne	9719 S. Joplin Ave. Tulsa, Oklahoma 74137
DeVries, Andrea	9728 S. Darlington Tulsa, Oklahoma 74137

Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 624-5057

October 15, 1987

Dear

We are writing to request your cooperation and participation in a research project to study the family's use of time at home, the extent to which mother and father agree with each other on various family matters, and how these relate to the child's self-perception.

This is Mrs. Kukura's thesis research project for the Master's degree in Family Relations and Child Development at Oklahoma State University. It has been reviewed and approved by her thesis committee, by the Department of Family Relations and Child Development, and the College of Home Economics human subjects committee at Oklahoma State University, by Father James D. White of St. Bernard's Parish, the Catholic church where we recruited our families, and by Dr. Buinger, Superintendent, and the research committee of Jenks Public Schools. Finally, the families themselves have all approved the project and have provided us with signed consent forms.

We have now completed our interview of the families, both parents and one child who was in the second, third, or fourth grade last year. As indicated above, we have collected the child's self perceptions. Our reason for contacting teachers is mainly to get a more objective assessment of the child than we would expect to get from parents, or the children themselves.

A one-page form is enclosed for you to rate a child that you taught last year. This form was taken from a standardized test instrument, Dr. Susan Harter's Manual for the Self Perception Profile for Children, and it can usually be completed in about five minutes. We request that you rate the child named on the form and return the completed form in the stamped, addressed envelope provided.

Your participation is of course voluntary, but because it is so important to the successful completion of our study, we hope that you will assist us by completing the rating form. We wish to assure you that your response will be kept confidential. The parents have seen the blank form and understand that we will be requesting this information from teachers. However, the teacher's response will not be shared with the parents or the child. To further ensure confidentiality, teachers' names will not appear on any of our data forms, or be made public in any way. There is no place on the form for your name and we ask that you not sign or place your name on the form.

Some teachers were contacted in August but when we found out that we did not have formal approval by the Jenks Public Schools, the project was halted and the completed teachers' forms were returned. We now have formal approval, as indicated in the second paragraph above. Because of this confusion, Dr. Bunger has kindly offered to provide a memo indicating that the project has been approved by the Jenks Public Schools, and that you are free to participate. We would be happy to answer any questions that you may have about the project. Dr. McCullers' number at OSU is 405-624-5061 and Ms. Kukura's number in Tulsa is 745-0404. We thank you for your assistance. The results of the study will be made available at the completion of the project.

Sincerely,

John C. McCullers, Ph.D.
Faculty advisor

Rita A. Kukura
Investigator

enclosures (2)

APPENDIX D

PILOT STUDY

Pilot Study

The purpose of the pilot study was to resolve any unforeseen methodical problems, to test instruments and procedures for their effectiveness, to determine the feasibility of using third-grade children as subjects, and to obtain feedback about the research from actual families and teachers.

The selection of Jenks East Elementary School was based on the large enrollment of students which enabled the researcher to obtain an adequate sample size at one location. Participants were third-grade students, their classroom teachers, and their parents.

School procedures required the classroom teacher to be the one to introduce the research, present the materials to the children, and collect their responses. The children served as messengers to deliver materials, including the informed consent form, to the parents and return them to the teacher. This procedure resulted in an extremely small sample of parents and children. However, it appeared that the sample size would be adequate for the purposes of the pilot study.

Method

Subjects

Each of four self-contained third-grade classes had approximately 30 academically average children. The final

sample consisted of 11 children, 6 boys and 5 girls, recruited by means of individually addressed letters passed to parents from the teachers via the children. The letters are presented in Appendix C. The families were predominantly upper-middle class in terms of income and other family characteristics.

Within the eleven families, the parents' occupations included high-level, professional positions, such as judges, doctors, accountants and managers. Only one mother of the male children in the study was employed outside the home, while all mothers of female children worked outside the home except one.

The average age of the husbands was approximately 40 years, and wives were about one year younger, approximately 39 years on the average. Length of marriage ranged from 12 to 15 years. The religious affiliations of the families with male children varied among several protestant denominations: families with female children were either Baptist or Catholic. Family size varied from two to four children, and the age of the children in the study was evenly divided between nine and ten-year-olds. The children were born in various states, and the average length of residence of the families in the Tulsa area was approximately 4 to 5 years.

Instruments

Demographic Data. A questionnaire was designed by the researchers to obtain personal and family information

pertinent to the study. The items for two topics on the questionnaire, education and religious preference, were taken from Prepare, Premarital Personal and Relationship Evaluation (Prepare-Enrich, 1982). The initial version of the questionnaire developed for this study was first tested with two families whose children attended a school that was not included in the study. Parents answered the questions separately while in the same room. The questionnaire is presented in Appendix B.

Dyadic Adjustment Scale. Spanier's (1976) Dyadic Adjustment Scale (DAS) was used to measure marital adjustment and satisfaction. This instrument was completed by each parent independently. A copy of the DAS is presented in Appendix B.

Family Use of Time in the Home. A Use of Time at Home scale was adapted from a 1981 study (Northeast Regional Research Project NE 113. "An Interstate Urban/Rural Comparison of Families' Time Use") and used to measure time use in the home and availability of family members. After the initial version had been presented to the two preliminary families, it was revised in format and written instructions were provided for greater clarity before using it in the pilot study. Both forms are presented in Appendix B.

Self-Perception Profile for Children. This instrument (Harter, 1985) consists of two scales, one to measure the children's self-perceptions and one to measure teacher's

perceptions of the children.

Children's Scale. This 36-item scale was used to measure the children's domain-specific judgments of their perceived competence and adequacy. Three subscales involve self-perceptions of competence. two subscales involve perceptions of adequacy and one subscale measures global self-worth. The instrument has acceptable internal consistency reliabilites, based on Cronbach's Alpha. For Grade 3, these are .82 for scholastic competence, .75 for social acceptance, .73 for behavioral conduct, and .78 global self-worth. The internal consistency reliabilities for all six subscales for boys and girls and copies of the Harter instrument are presented in Appendix B.

Teacher Scale. This scale corresponds to the children's scale of the Harter instrument. The teacher rates the child in the same domains as the child scale, excep Global Self-Worth. The scale contains 15 items, three per domain in the same order as the children's form. The teacher's scale is presented in Appendix B.

Procedure

Recruitment of subjects for the pilot study was accomplished by first talking with and explaining the study to the assistant principal, followed by a letter of confirmation. The letter is presented in Appendix C. After the assistant principal discussed the project with all third grade teachers, four teachers volunteered to participate. These teachers briefly explained the project

to their classes by reading a prepared statement written by the researcher. Students took letters with attached consent forms home to their parents and returned them to their classroom teachers, who returned the forms to the researcher in envelopes prepared by the researcher. Students signed a special form when receiving or returning the letter an consent forms. A total of 120 students were given letters and forms to take home; only one or two were signed and returned. A second letter was sent home via the students and a total of 12 signed forms were returned to the teachers.

The Harter scale was given to the children during school hours, during recess time. An empty classroom was used for these sessions, with six children in each of the two sessions. Procedures followed those described in Harter's manual. After agreeing to participate, one family decided they were too busy to be interviewed, and withdrew from the study. Their child's Harter Scale data were eliminated from the sample, leaving 11 children and their parents in the study. The teacher scale was completed by the classroo teachers at their convenience, and completed forms were left in the school office for the researcher.

Home visits were arranged by telephone. The home interviews were completed after the school day. The parent and children were in view of the researcher at all times, and seated so as to prevent any family member from seeing another's responses. The directions and definitions for the

Use of Time instrument were read to the participants by the researcher. The researcher sat with and assisted the child to complete the time use survey while the parents independently responded to each instrument. Parents first completed the demographic questionnaire, then the DAS, and then the time use survey.

Results

Demographic Data

The demographic data are summarized and reported in the description of the subjects, in the Method section. Other results will be presented for each instrument separately and then in combination. The DAS results will be presented first, followed by those for Family Use of Time, and then the findings obtained with children and teachers on the Self-Perception Profile.

Dyadic Adjustment Scale

Means, standard deviations, and Pearson correlations of husband's and wive's scores were measured by using the True Epistat Manual (Gustafson, 1989) and the scores are presented in Table 1. As may be seen in Table 1, the scores

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Insert Table 1 about here

---

of mothers slightly higher than those of fathers on all subscales and on Total Dyadic Adjustment. Also, there were moderate or higher correlations between husbands and wives scores on each subscale and Total DAS.

Family Use of Time in the Home

Fathers participated in home activities but mothers spent more time with each task. During the time spent in the home. mothers were slightly more available than fathers in all areas but Leisure/Recreational. Table 2 presents mean hours per week of each family member.

Insert Table 2 about here

Self-Perception Profile for Children

Means and standard deviations for both the children and teachers' scores are presented in Table 3. For the

Insert Table 3 about here

children Global Self-Worth had the highest mean score, M = 3.53, and two subscales had the lowest mean, M = 3.04 for Scholastic Competence and Behavioral Conduct. With the teachers, Behavorial Conduct was the highest mean. M = 3.48, and Athletic Competence as the lowest mean. M = 3.15. As may be seen in Table 3, teacher perceptions of the children were generally high and higher than the children's own self-perceptions.

Discussion

All instruments seemed effective and it seemed feasible to go on with the study. Parents and teachers were able to understand and perform the tests. Data presented seemed useful and reasonable which led to the conclusion that there were no special or methodical problems or any need

for revisions. Based on parent and/or teacher input, certain changes were made before doing the main study. The Use of Time Instrument was cumbersome, so it was streamlined before being used in the main study.

References

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Table 1

Dyadic Adjustment Scale (DAS) Scores of Husbands and Wives on each Subscale and Total DAS

Subscale		Husbands (N=11)		Wives
Dyadic	M	45.32		50.65
Consensus	SD	6.53		8.76
	r		.61	
Affectional	M	8.03		8.94
Expression	SD	7.67		7.10
	r		.90	
Dyadic	M	38.81		40.51
Satisfaction	SD	5.79		5.73
	r		.81	
Dyadic	M	14.45		15.72
Cohesion	SD	2.34		2.19
	r		.66	
Total DAS	M	106.62		115.83
Scores	SD	15.46		16.69
	r		.84	

Table 2

Total Hours per week Spent in Home Activities by Family Members

Activity (N = 11)	Father	Mother	Child
1a. Cooking etc.	2	21	0
b. Housecleaning	1	14	0
c. Maintenance of home, etc.	6	5	0
d. Care of clothing, etc.	0	6	0
e. Financial activities	2	1	0
2. Personal care (bathing, etc.)	5	9	2
3. Sleeping	48	51	65
4. Eating	9	10	3
5. Leisure/Recreational	12	8	17
6. Care/Help of other Family Members	6	7	1
7. Work/School	2	4	0

Table 3

Children's and Teachers' Scores on the Harter Self-Perception Profile

Subscale	N = 11	Children	Teachers
Scholastic	M	3.04	3.39
Competence	SD	1.11	.80
Social	M	3.44	3.21
Acceptance	SD	.67	.64
Athletic	M	3.10	3.15
Competence	SD	.92	.20
Physical	M	3.26	3.39
Appearance	SD	.69	.60
Behavioral	M	3.04	3.48
Conduct	SD	1.10	.61
Global	M	3.53	
Self-Worth	SD	.49	

APPENDIX E

RAW DATA

DYADIC CONCENSUS

Rec #	FATHERS	MOTHERS
1	47	53
2	45.5	57.2
3	57	59
4	37	50
5	49	63
6	37	34
7	55	51
8	40	40
9	45	56
10	42	42
11	44	52

DYADIC COHESION

Rec #	FATHERS	MOTHERS
1	14	18
2	16	17
3	16	17
4	10	12
5	14	16
6	13	14
7	13	15
8	13	17
9	19	18
10	16	17
11	15	12

DYADIC SATISFACTION

Rec #	FATHERS	MOTHERS
1	36	34
2	44	45.6
3	47	45
4	28	35
5	43	47
6	32	30
7	42	44
8	38	37
9	43	46
10	40	40
11	34	42

TOTAL DAS

Rec #	FATHERS	MOTHERS
1	103	113
2	114.8	131.8
3	132	133
4	80	103
5	116	135.3
6	84	81
7	120	120
8	99	102
9	116	130
10	107	108
11	101	117

AFFECTIONAL EXPRESSION

Rec #	FATHERS	MOTHERS
1	6	8
2	9.3	12
3	12	12
4	5	6
5	10	9.3
6	2	3
7	10	10
8	8	8
9	9	10
10	9	9
11	8	11

DESCRIPTIVE STATISTICS

SAMPLE/VARIABLE	NUMBER	MEAN	MEDIAN	VARIANCE	STD DEV.
FATHERS	11	14.455	14.000	5.473	2.339
MOTHERS	11	15.727	17.000	4.818	2.195

DYADIC COHESION

DESCRIPTIVE STATISTICS

SAMPLE/VARIABLE	NUMBER	MEAN	MEDIAN	VARIANCE	STD DEV.
FATHERS	11	45.318	45.000	42.614	6.528
MOTHERS	11	50.655	52.000	76.713	8.759

DYADIC CONCENSUS

DESCRIPTIVE STATISTICS

SAMPLE/VARIABLE	NUMBER	MEAN	MEDIAN	VARIANCE	STD DEV.
FATHERS	11	38.818	40.000	33.564	5.793
MOTHERS	11	40.509	42.000	32.851	5.732

DYADIC SATISFACTION

DESCRIPTIVE STATISTICS

SAMPLE/VARIABLE	NUMBER	MEAN	MEDIAN	VARIANCE	STD DEV.
FATHERS	11	8.027	9.000	7.668	2.769
MOTHERS	11	8.936	9.300	7.105	2.665

AFFECTIONAL EXPRESSION

DESCRIPTIVE STATISTICS

SAMPLE/VARIABLE	NUMBER	MEAN	MEDIAN	VARIANCE	STD DEV.
FATHERS	11	106.62	107.00	238.92	15.457
MOTHERS	11	115.83	117.00	278.68	16.694

TOTAL DAS

CALCULATE PEARSON'S R

Enter Names of Samples you want to Compare:

Sample Name	Mean	Variance
FATHERS	14.455	5.473
MOTHERS	15.727	4.818

Correlation Coefficient, r = 0.611

Enter r Value under the null hypothesis: 0

t = 2.314 Two-tailed p = 0.046 df = 9

DYADIC COHESION

CALCULATE PEARSON'S R

Enter Names of Samples you want to Compare:

Sample Name	Mean	Variance
FATHERS	38.818	33.564
MOTHERS	40.509	32.851

Correlation Coefficient, r = 0.810

Enter r Value under the null hypothesis: 0

t = 4.146 Two-tailed p = 0.0024986 df = 9

DYADIC SATISFACTION

CALCULATE PEARSON'S R

Enter Names of Samples you want to Compare:

Sample Name	Mean	Variance
FATHERS	8.027	7.668
MOTHERS	8.936	7.105

Correlation Coefficient, r = 0.901

Enter r Value under the null hypothesis: 0

t = 6.239 Two-tailed p = 0.0001516 df = 9

AFFECTIONAL EXPRESSION

CALCULATE PEARSON'S R

Enter Names of Samples you want to Compare:

Sample Name	Mean	Variance
FATHERS	106.618	238.924
MOTHERS	115.827	278.680

Correlation Coefficient, r = 0.842

Enter r Value under the null hypothesis: 0

t = 4.686 Two-tailed p = 0.0011420 df = 9

TOTAL DAS

CALCULATE PEARSON'S R

Enter Names of Samples you want to Compare:

Sample Name	Mean	Variance
FATHERS	45.318	42.614
MOTHERS	50.655	76.713

Correlation Coefficient, r = 0.660

Enter r Value under the null hypothesis: 0

t = 2.635 Two-tailed p = 0.027 df = 9

DYADIC CONCENSUS

Mothers

1a	23 hrs
b	154 hrs
c	55 hrs.
d	66 hrs
e	11 hrs.
2	99 hrs.
3	561 hrs.
4	110 hrs
5	88 hrs. } Availability
6	77 hrs.
7	44 hrs.

Children

1a	0
b	0
c	0
d	0
e	0
2	22 hrs.
3	715 hrs.
4	33 hrs
5	187 hrs } Availability
6	11 hrs
7	0

Fathers

1a	22 hrs	
1b	11 hrs	
1c	66 hrs	
1d =	0	
1e =	22 hrs	
2	55 hrs	
3	528 hrs.	
4 =	99 hrs	availability
5 =	132 hrs.	availability
6 =	66 hrs.	availability
7 =	22 hrs.	

DATA CODING SHEET FOR SELF-PERCEPTION PROFILE FOR CHILDREN

(Revision of the Perceived Competence Scale for Children)

Susan Harter, Ph D , University of Denver, 1985

	S #	SEX	GRADE	SCHOLASTIC COMPETENCE SUBSCALE							SOCIAL ACCEPTANCE SUBSCALE							ATHLETIC COMPETENCE SUBSCALE							PHYSICAL APPEARANCE SUBSCALE							BEHAVIORAL CONDUCT SUBSCALE							GLOBAL SELF WORTH SUBSCALE						
				1	7	13	19	25	31	Mean	2	8	14	20	26	32	Mean	3	9	15	21	27	33	Mean	4	10	16	22	28	34	Mean	5	11	17	23	29	35	Mean	6	12	18	24	30	36	Mean
Co	85	B	3	3	4	2	2	4	2	2.83	4	4	3	3	4	4	3.66	2	2	4	3	1	4	2.66	3	4	4	4	4	2	3.50	3	3	2	2	2	2	2.33	4	4	4	4	4	3	2.83
Co	88	B	3	3	4	4	3	3	2	3.16	4	4	4	4	4	4	4.00	4	3	2	3	4	4	3.33	4	4	4	4	4	4	4.00	4	4	4	2	3	4	3.50	2	4	4	4	4	4	3.66
Co	95	B	3	4	4	2	4	3	3	3.33	3	4	4	3	4	3	3.50	3	4	3	3	3	3	3.16	3	4	3	3	3	4	3.33	4	4	4	4	4	4	4.00	4	3	4	4	4	3	3.66
Co	72	B	3	2	2	2	3	2	2	2.16	4	4	4	3	3	2	3.33	2	4	3	2	2	3	2.66	3	2	3	3	2	4	2.83	3	3	3	3	3	2	2.83	4	3	4	3	4	3	3.50
Co	13	B	3	3	4	4	4	4	3	3.66	4	4	4	4	4	2	3.66	4	4	4	3	4	3	3.66	2	4	4	4	4	3	3.50	4	4	3	2	4	3	3.33	4	4	4	4	4	3	3.83
Co	26	B	3	4	3	3	4	3	3	3.33	3	4	4	4	4	3	3.66	4	4	4	3	4	4	3.83	3	3	3	3	4	3	3.16	4	3	3	3	3	3	3.16	4	1	4	4	4	3	3.50
Co	23	G	3	4	4	4	4	4	4	4.00	4	4	4	4	4	4	4.00	4	4	2	4	4	4	3.66	4	4	4	4	4	4	4.00	4	4	4	4	4	4	4.00	4	4	4	4	4	4	4.00
Co	24	G	3	2	2	2	4	4	3	2.83	2	4	3	4	2	2	2.83	2	1	1	1	4	3	2.00	4	4	1	4	2	4	3.16	1	2	2	2	2	3	2.00	3	1	3	3	4	4	3.00
Co	51	G	3	3	3	2	3	3	2	2.66	4	3	2	2	3	2	2.66	4	4	4	4	4	4	4.00	4	3	2	3	4	3	3.16	4	3	3	3	4	4	3.50	4	3	4	4	4	3	3.83
Co	74	G	3	3	3	3	4	3	3	3.16	3	3	3	3	3	3	3.00	3	3	3	3	3	3	3.00	3	2	3	3	2	3	2.66	3	2	3	3	2	3	2.66	3	2	3	3	3	2	2.83
Co	75	G	3	2	2	3	2	3	2	2.33	4	4	4	3	3	4	3.66	3	2	2	3	4	3	2.83	3	3	3	4	2	3	3.00	3	2	3	3	2	3	2.66	3	2	4	4	3	3	3.16

DATA CODING SHEET FOR SELF-PERCEPTION PROFILE FOR CHILDREN

(Revision of the Perceived Competence Scale for Children)

Susan Harter, Ph D, University of Denver, 1985

TEACHER'S RATING SCALE

	S #	SEX	GRADE	SCHOLASTIC COMPETENCE SUBSCALE							SOCIAL ACCEPTANCE SUBSCALE							ATHLETIC COMPETENCE SUBSCALE							PHYSICAL APPEARANCE SUBSCALE							BEHAVIORAL CONDUCT SUBSCALE							GLOBAL SELF WORTH SUBSCALE						
				1	7	11	19	25	31	Mean	2	9	12	20	26	32	Mean	3	8	13	21	27	33	Mean	4	9	14	22	28	34	Mean	5	10	15	23	29	35	Mean	6	12	18	24	30	36	Mean
Co	5	A	3	3	3	3				3.00	2	2	2				2.00	2	0	0				.66	2	2	2				2.00	3	2	3				2.66							
Co	8	B	3	2	2	2				2.00	3	3	3				3.00	3	3	3				3.00	3	4	4				3.66	3	3	3				3.00							
Co	35	B	3	4	3	4				3.66	4	3	4				3.66	3	3	3				3.00	3	3	3				3.00	4	4	4				4.00							
Co	52	B	3	3	4	3				3.33	3	3	3				3.00	3	3	3				3.00	3	4	3				3.33	4	4	4				4.00							
Co	3	B	3	4	4	4				4.00	4	3	3				3.33	4	3	3				3.33	3	4	3				3.33	3	2	2				2.33							
Co	36	B	3	4	4	4				4.00	4	4	4				4.00	4	4	4				4.00	4	4	4				4.00	4	4	4				4.00							
Co	23	G	3	4	4	4				4.00	3	2	2				2.33	0	0	0				0	3	3	3				3.00	4	2	3				3.00							
Co	24	G	3	4	4	4				4.00	4	4	4				4.00	4	3	3				3.33	4	4	4				4.00	4	4	4				4.00							
Co	51	G	3	2	1	2				1.66	3	3	3				3.00	3	3	3				3.00	3	3	3				3.00	4	3	3				3.33							
Co	74	G	3	3	4	4				3.66	4	4	4				4.00	3	3	3				3.00	4	4	4				4.00	4	4	4				4.00							
Co	75	G	3	4	4	4				4.00	3	3	3				3.00	3	3	3				3.00	4	4	4				4.00	4	4	4				4.00							

INDIVIDUAL PUPIL PROFILE FORM

SELF-PERCEPTION PROFILE FOR CHILDREN
(Revision of the Perceived Competence Scale for Children)

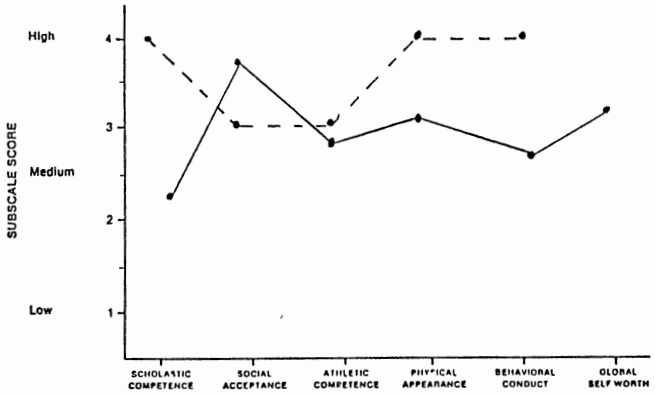
Susan Harter Ph D University of Denver 1985

C075G3

Name Grade 3 Age 10 Gender F

Pupil s rating — Teacher s rating

DATE



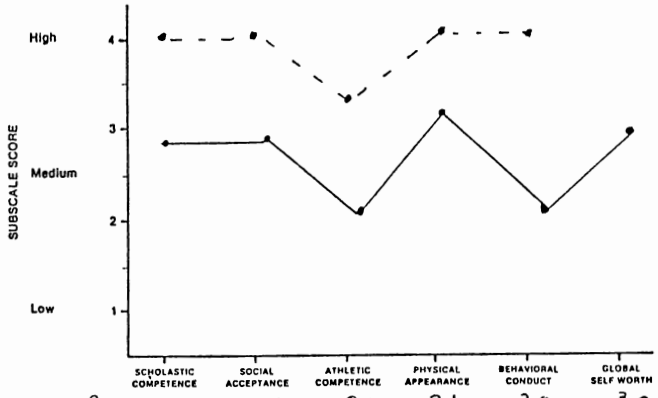
P→	2.3	3 6	2.8	3.0	2 6	3.1
T→	4 0	3.0	3 0	4 0	4.0	

C0246H

Name Grade 3 Age 9 Gender F

Pupil s rating — Teacher s rating

DATE



P→	2 8	2 8	2 0	3.1	2.0	3.0
T→	4.0	4.0	3.3	4.0	4.0	

INDIVIDUAL PUPIL PROFILE FORM

SELF-PERCEPTION PROFILE FOR CHILDREN
(Revision of the Perceived Competence Scale for Children)

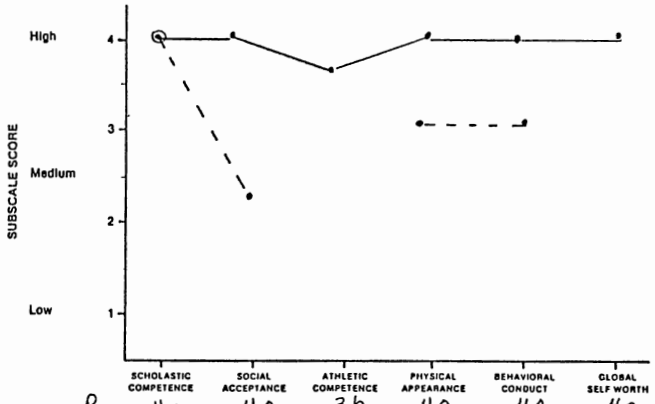
Susan Harter, Ph D., University of Denver 1985

C02362

Name Grade 3 Age 9 Gender F

Pupil's rating — — — Teacher's rating

DATE



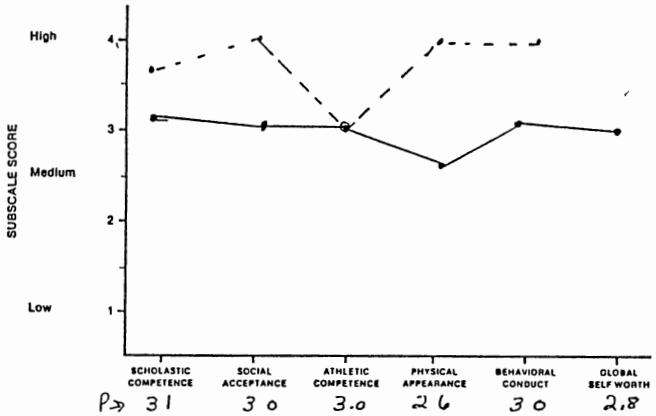
P→	4.0	4.0	3.6	4.0	4.0	4.0
T→	4.0	2.3	0	3.0	3.0	

C01465

Name Grade 3 Age 9 Gender F

Pupil's rating — — — Teacher's rating

DATE



P→	3.1	3.0	3.0	2.6	3.0	2.8
T→	3.6	4.0	3.0	4.0	4.0	

INDIVIDUAL PUPIL PROFILE FORM

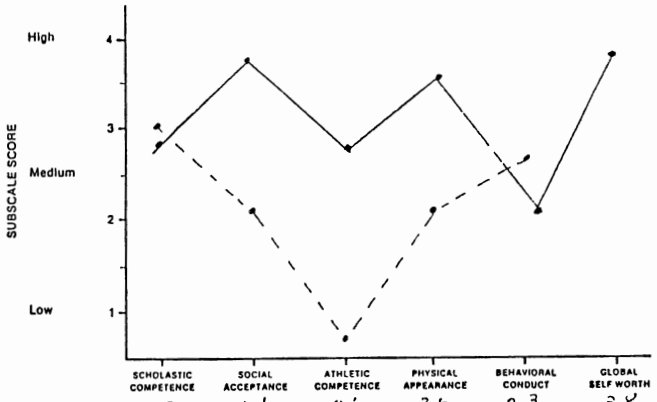
SELF-PERCEPTION PROFILE FOR CHILDREN
(Revision of the Perceived Competence Scale for Children)

Susan Harter Ph D, University of Denver 1985

Name C005B3 Grade 3 Age 9 Gender M

Pupil s rating ---------- Teacher s rating

DATE



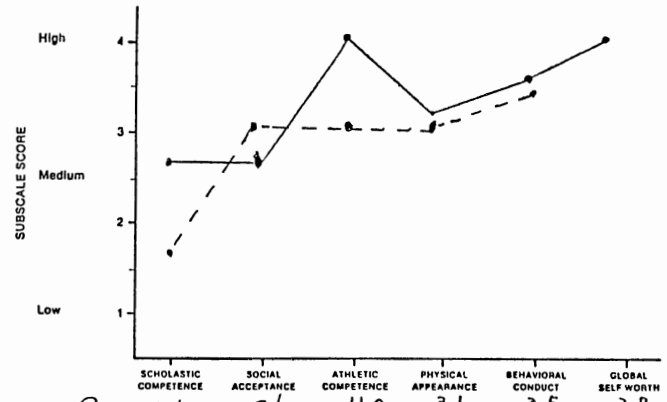
P→ 2.7 2.6 2.6 3.5 2.7 3.8

T→ 3.0 2.0 2.6 2.0 2.6

Name C051G1 Grade 3 Age 9 Gender F

Pupil s rating ---------- Teacher s rating

DATE



P→ 2.6 2.6 4.0 3.1 3.5 3.8

T→ 1.6 3.0 3.0 3.0 3.3

INDIVIDUAL PUPIL PROFILE FORM

SELF-PERCEPTION PROFILE FOR CHILDREN
(Revision of the Perceived Competence Scale for Children)

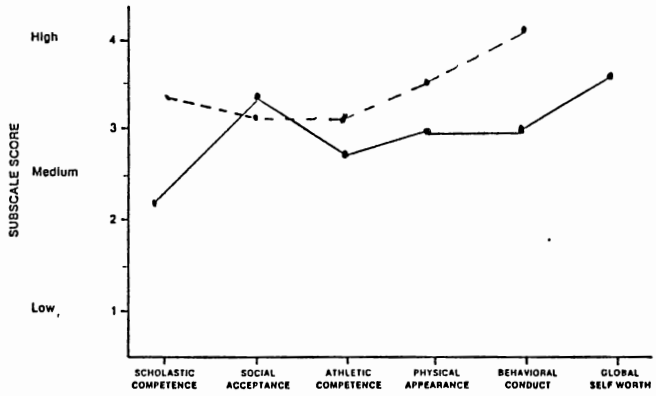
Susan Harter, Ph D., University of Denver 1985

C052B6

Name Grade 3 Age Gender M

Pupil's rating — Teacher's rating

DATE

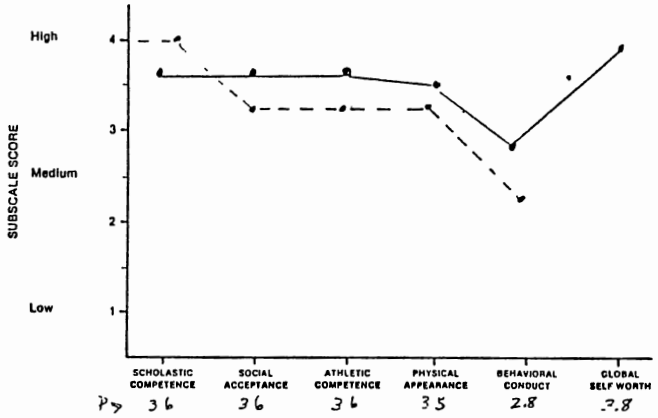


P→	2.1	3.3	2.6	2.8	2.8	3.5
T→	3.3	3 0	3.0	3.3	4.0	

Nat C113B7 Grade 3 Age 9 Gender M

Pupil's rating — Teacher's rating

DATE



P→	3 6	3 6	3 6	3 5	2.8	3.8
T→	4 0	3 3	3 3	3 3	2 3	

INDIVIDUAL PUPIL PROFILE FORM

SELF-PERCEPTION PROFILE FOR CHILDREN
(Revision of the Perceived Competence Scale for Children)

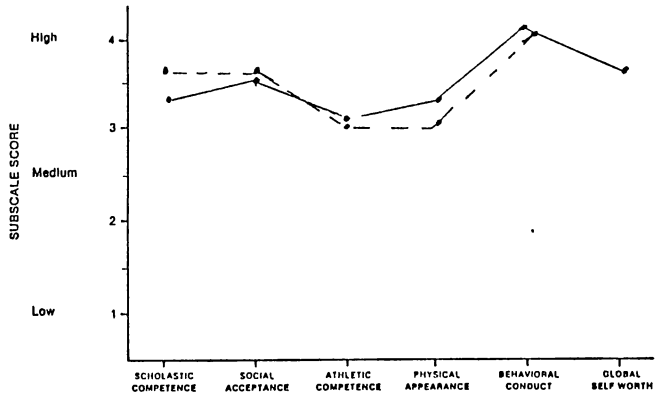
Susan Harter Ph D University of Denver 1985

C035B1

Nam Grade 3 Age 9 Gender m

Pupil s rating — Teacher s rating

DATE



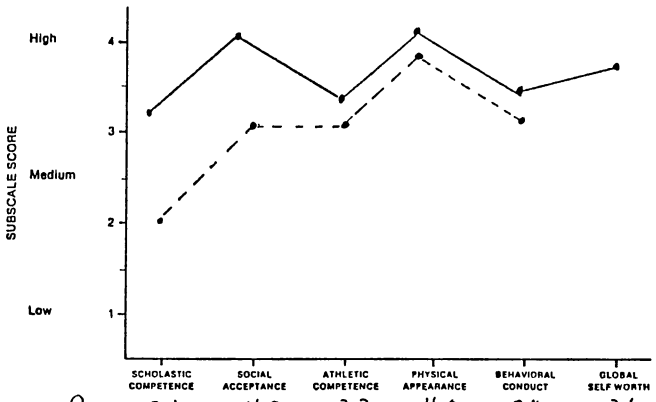
P→	3 3	3 5	3 1	3 3	4.0	3 6
T→	3 6	3 6	3.0	3.0	4 0	

C008B9

Name 8yr 11 mo. Grade 3 Age 8 Gender m

Pupil s rating — Teacher s rating

DATE



P→	3 1	4.0	3.3	4.0	3.5	3.6
T→	2 0	3.0	3.0	3.6	3 0	

INDIVIDUAL PUPIL PROFILE FORM

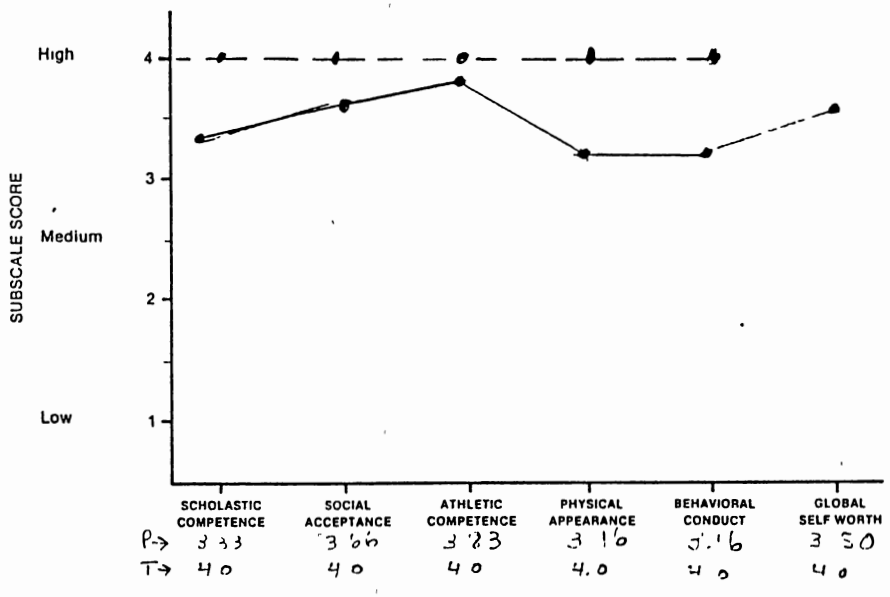
SELF-PERCEPTION PROFILE FOR CHILDREN
(Revision of the Perceived Competence Scale for Children)

Susan Harter Ph D., University of Denver, 1985

Nam C12682 Grade 3 Age Gender M

Pupil's rating — Teacher's rating

DATE



Demographic Data

Definitions

Card Numbers 1-4 contain the following information:

Spaces 2-4 contains the I.D. number of the child.

Space 5 contains the sequenical number as the child was listed in the church directory.

Card Number 1 contains:

Spaces 10-11 contains the month the child was born.

Spaces 12-13 contains the number day the child was born.

Space 14 contains information on the mother's work status:

1 = No. The mother does not work.

2 = Part time. Mother works outside the home parttime.

3 = Full time. Mother works outside the home.

Spaces 15-16 contains the age of the mother.

Spaces 17-18 contains the age of the father.

Spaces 19-20 contains mother's occupation:

AA=Administrative	DR=Pediatrician
HW=Housewife	NU=Nurse
OB=Owner of Business	TC=Travel Consultant
TE=Teacher	RS=Real Estate
RE=Receptionist	BT=Bank Teller

SE=Secretary

Spaces 21=22 contains the father's occupations:

LB=Left Blank	EN=Engineer
BA=Banker	CA=Computer Analyst
SG=Sales Manager	PS=Production Supt.
AA=Admin. Asst.	VP=Vice President
ST=Student	OM=Operation Manager
AC=Accountant	RA=Radiologist
DI=Director	SM=Sales Marketing
SA=Salesman	PC=President of a Co.
EC=Economist	OB=Owner of Business
MA=Manager	FM-Financial Manager
CM=Comptroller	RE=Real Estate Sales
MG=MGMT Staff	BP=Business Planner

Space 23 contains the mother's educational level:

1=Graduate/Professional	5=Some High School
2=Four Year College	6=Finished Elementary
3=Some College/Technical	7=Some Elementary
4=Finished High School	

Space 24 contains the father's educational level:

(Catagories are the same as the mother's levels)

Space 25 contains the mother's religious affiliations:

1=Baptist	6=Lutheran
2=Catholic	7=Methodist
3=Christian	8=Other Protestant
4=Episcopal	9=None
5=Jewish	0=Agnostic

Space 26 contains the father's religious affiliations:
(Categories are the same as the mother's).

Space 27 contains the mother's ethnic background:

G=German	C=Caucasian	R=Irish
Z=Czech.	N=East Indian	I=Italian
T=Scottish	S=Spanish	K=Greek
Y=Yugoslavian	E=English/Anglo Saxon	
P=Polynesian	H=Hungarian	F=French
M=Mexican	O=Polish	
A=Adopted	B=Blank	

Space 28 contains the father's ethnic backgroundS:
(Categories are the same as the mother's).

Space 29-30 contains the number of years the parents were married.

Space 31-32 contains the number of years the family has lived at their residence.

Spaces 33-34 contains the state which their child was born:

AR=Arkansas	PA=Pennsylvania	LA=Louisana
IN=Indiana	MO=Missouri	CT=Conneticut
Al=Alaska	CO=Colorado	IR=Iran
CA=California	KA=Kansas	TX=Texas
Fl=Florida	DE=Delware	NY=New York
Ml=Mississippi	NE=Nebraska	IL=Illinois
OK=Oklahoma		LB=Left Blank
SA=Saudia Arabia		IR=Iran

Space 36 contains the sex of the oldest sibling.

Spaces 37-38 contains the age of the oldest sibling.

Space 39 contains the sex of the next to the oldest sibling.

Spaces 40-41 contains the age of the next to the oldest sibling.

Space 42 contains the sex of the next to the youngest sibling.

Spaces 43-44 contains the age of the next to youngest sibling. (N=No sibling)

Space 45 contains the sex of the youngest sibling.

Spaces 46-47 contains the age of the youngest sibling.

Space 72 contains the name of the card.

Card Number 2 contains:

Spaces 9-10 contains the age of the child.

Space 11 contains the name of the school the child attended.

W=Jenks West E=Jenks East

C=Jenks Central H=Holland Hall

D=Darnaby

Spaces 12-13 contains the child's classroom teacher's name.

Spaces 14 contains the child's grade in school.

Spaces 16-51 contains the child's responses from Harter's Self-Perception Profile.

Spaces 53-67 contains the teacher's responses to the Harter's Self-Perception Profile.

Card Number 3 contains:

Spaces 10-41 contains the wives responses to the Dyadic Adjustment Scale (DAS).

Card Number 4 contains:

Spaces 10-41 contains the husband's responses to the Dyadic Adjustment Scale (DAS).

Card Numbers 5 & 6 contains:

Space 1 contains the sex of the child.

Spaces 2-4 contains the I.D. number of the child.

Card Number 5 contains:

Spaces 5-37 contains the Dad's responses to the Family Use of Time in the Home.

Spaces 38-71 contains the mother's responses to the Family Use of Time in the Home.

Note: Time was measured by 10th of an hour,

- every 6 minutes is 0,1 hour;
- 12 minutes = 002 hr, etc.

Card Number 6 contains:

Spaces 5-37 contains child's responses to Family Use of Time in the Home.

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 253B32 10EBW3 444444444444444444444444444444444 333344423434334             20000000
 253B32   455544535545445545543423543 1154                                   30000000
 253B32   43324344554544555455543[illegible]4[illegible]1154                  40000000
B25305007025003003010056010021000003051000700100200250604000403500500005000000005
B2530190290090000000057000477880000 06                                       60000000
 268B27   081713434HW   3328CC1301FL                                         10000000
 268B27 09ESS2 33444424443434343432443444444443334 43 424414244132441         20000000
 268B27   4455555555344455554533434443115 4                                  30000000
 268B27   43553554334434444455 4 4234321155                                  40000000
B26804001016000003007056007016007000051700000150500001006000452004200205000000005
B2680010030090020000357700525980050 05                                       60000000
 275B14   080424744TEFN3228   1907DE B15B1[illegible]                        10000000
 275B14 09DJK2 4243234222[illegible]2214243332443242242224[illegible] 444444434444444   20000000
 275B14   4334444444454455444533434544115 4                                  30000000
 275B14   4324353434443345455533434543115 4                                  40000000
B27504002012000002010045010022007006053500800003000100704200702002100805000000005
B275006005010070000014630031193000009                                        60000000
```

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
WMDC	37	50 05405405	5 98584416	1852 00000000	30 00000000	60 00000000
WMAE	36	9 44444444	1 91899445	340 00000000	4 00000000	12 00000000
WMDS	37	40 10810811	4 78878194	1484 00000000	25 00000000	47 00000000
WMDCH	37	14 51351351	3 13246106	537 00000000	7 00000000	20 00000000
TOTWDASC	37	114 29729730	13 07003542	4229 00000000	71 00000000	134 00000000

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO RHO=0 / NUMBER OF OBSERVATIONS

	WMDC	WMAE	WMDS	WMDCH
TOTWDASC	0 88956	0 78822	0 88753	0 61630
WIFES TOTAL DYADIC ADJ SCALE	0 0001	0 0001	0 0001	0 0001
	37	36	37	37

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
HMDC	36	46 86111111	5 91440265	1687 00000000	27 00000000	57 00000000
HMAE	35	9 00000000	2 00000000	315 00000000	4 00000000	12 00000000
HMDS	36	40 55555556	4 44293625	1460 00000000	27 00000000	47 00000000
HMDCH	36	14 55555556	3 44295923	524 00000000	5 00000000	24 00000000
TOTHDASC	36	111 11111111	12 94113658	4000 00000000	63 00000000	129 00000000

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO RHO=0 / NUMBER OF OBSERVATIONS

	HMDC	HMAE	HMDS	HMDCH
TOTHDASC	0 86923	0 74320	0 88491	0 68087
FATHERS TOTAL DYADIC ADJ SCALE	0 0001	0 0001	0 0001	0 0001
	36	35	36	36

COMPARISON OF CHILD'S HARTER SCALES TO FATHER'S USE OF TIME

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
SMSC1	41	3 07723577	0 65095823	126 16666667	1 66666667	4 00000000
SMSC2	41	3 09349593	0 54524304	126 83333333	2 00000000	4 00000000
SMSC3	41	2 89024390	0 64507725	118 50000000	1 66666667	4 00000000
SMSC4	41	3 24796748	0 51656175	133 16666667	2 00000000	4 00000000
SMSC5	41	3 14634146	0 56173729	129 00000000	2 33333333	4 00000000
SMSC6	41	3 48373984	0 47697670	142 83333333	2 33333333	4 00000000
D1A	41	2 93902439	2 71614415	120 50000000	0 00000000	12 00000000
D1B	41	1 42682927	1 56349359	58 50000000	0 00000000	7 00000000
D1C	41	6 63414634	4 62469511	272 00000000	1 00000000	25 00000000
D1D	41	0 70731707	1 71017400	29 00000000	0 00000000	10 00000000
D1E	41	3 79756098	5 52722751	155 70000000	0 00000000	30 00000000
D2	41	7 58536585	5 66557857	311 00000000	0 00000000	40 00000000
D3	41	49 92439024	12 92940023	2046 90000000	5 00000000	99 90000000
D4	41	9 39756098	8 03226269	385 30000000	0 00000000	50 00000000
D5	41	14 87804878	11 61506591	610 00000000	0 00000000	60 00000000
D6	41	5 46341463	4 47268130	224 00000000	0 00000000	24 00000000
D7	41	4 12195122	6 37650030	169 00000000	0 00000000	36 00000000

COMPARISON OF CHILD'S HARTER SCALES TO MOTHER'S USE OF TIME

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
SMSC1	41	3 07723577	0 65095823	126 16666667	1 66666667	4 00000000
SMSC2	41	3 09349593	0 54524304	126 83333333	2 00000000	4 00000000
SMSC3	41	2 89024390	0 64507725	118 50000000	1 66666667	4 00000000
SMSC4	41	3 24796748	0 51656175	133 16666667	2 00000000	4 00000000
SMSC5	41	3 14634146	0 56173729	129 00000000	2 33333333	4 00000000
SMSC6	41	3 48373984	0 47697670	142 83333333	2 33333333	4 00000000
M1A	41	17 70731707	11 65813858	726 00000000	5 00000000	60 00000000
M1B	41	10 21951220	7 53495917	419 00000000	0 00000000	32 00000000
M1C	41	3 18292683	3 99805593	130 50000000	0 00000000	20 00000000
M1D	41	7 90243902	7 62169561	324 00000000	0 00000000	30 00000000
M1E	41	1 52439024	1 29880339	62 50000000	0 00000000	5 00000000
M2	41	8 06097561	3 04794013	330 50000000	2 50000000	20 00000000
M3	41	49 46341463	8 87157698	2028 00000000	24 00000000	65 00000000
M4	41	8 26829268	3 77176610	339 00000000	3 00000000	21 00000000
M5	41	12 14634146	7 85990132	498 00000000	2 00000000	35 00000000
M6	41	13 14634146	14 04557043	539 00000000	0 00000000	50 00000000
M7	41	5 04878049	7 19444654	207 00000000	0 00000000	40 00000000

COMPARISON OF CHILD'S HARTER SCALES TO CHILD'S USE OF TIME

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
SMSC1	41	3 07723577	0 65095823	126 16666667	1 66666667	4 00000000
SMSC2	41	3 09349593	0 54524304	126 83333333	2 00000000	4 00000000
SMSC3	41	2 89024390	0 64507725	118 50000000	1 66666667	4 00000000
SMSC4	41	3 24796748	0 51656175	133 16666667	2 00000000	4 00000000
SMSC5	41	3 14634146	0 56173729	129 00000000	2 33333333	4 00000000
SMSC6	41	3 48373984	0 47697670	142 83333333	2 33333333	4 00000000
C1A	41	1 38780488	1 88284295	56 90000000	0 00000000	10 50000000
C1B	41	2 48780488	3 54275282	102 00000000	0 00000000	17 50000000
C1C	41	1 77073171	3 37159042	72 60000000	0 00000000	21 00000000
C1D	41	1 01463415	1 48804586	41 60000000	0 00000000	7 00000000
C1E	41	0 02195122	0 09620861	0 90000000	0 00000000	0 60000000
C2	41	2 76585366	1 89994865	113 40000000	0 20000000	9 10000000
C3	41	71 87804878	7 67201122	2947 00000000	42 00000000	84 00000000
C4	41	5 86341463	2 94123750	240 40000000	1 30000000	14 00000000
C5	41	41 98292683	24 81307017	1721 30000000	5 20000000	99 00000000
C6	41	2 26829268	4 48137473	93 00000000	0 00000000	20 10000000
C7	41	1 59512195	2 80124537	65 40000000	0 00000000	14 00000000

HARTER'S SELF-PERCEPTION PROFILE

DEFINITIONS

Scholastic Competence contains school-related items. The items tap the child's perception of competence or ability within the realm of scholastic performance.

Social Acceptance contains the degree to which the child is accepted by peers or feels poplular. The items tap the degree to which one has friends, feels one is popular, and feels that most kids like them.

Athletic Competence contain items that tap content relevant to sports and outdoor games.

Physical Appearance contains items that tap the degree to which the child is happy with the way he/she looks, likes one's height, weight, body, face, air, and feels that he/she is good-looking.

Behavioral Conduct contains items that tap the degree to which children like the way they behave, do the right thing, act the way they are supposed to, avoid getting into trouble, and do the things they are supposed to do.

Global Self-Worth contains items that tap the extent to which the child likes oneself as a person, is happy

the way one is leading one's life, and is generally happy with the way one is.

ANALYSIS FOR RITA KUKURA

OBS	ID	SMSC1	S1	S7	S13	S19	S25	S31
1	5	3 00000	3	4	3	3	3	2
2	8	3 66667	4	4	3	4	4	3
3	9	2 50000	2	2	4	2	2	3
4	34	3 66667	3	4	4	3	4	4
5	35	2 00000	2	2	2	2	2	2
6	38	2 00000	2	2	1	2	3	2
7	42	1 66667	1	1	2	2	2	2
8	49	3 50000	4	4	4	3	4	2
9	50	3 50000	3	3	4	3	4	4
10	53	2 66667	2	2	3	3	3	3
11	57	3 33333	4	2	3	4	3	4
12	62	3 16667	3	4	3	3	3	3
13	63	2 83333	3	3	3	3	3	2
14	68	2.66667	2	4	2	3	2	3
15	69	3 16667	3	3	3	3	4	3
16	70	4 00000	4	4	4	4	4	4
17	72	3 83333	4	4	4	4	3	4
18	73	4 00000	4	4	4	4	4	4
19	75	2.33333	3	2	2	3	2	2
20	79	4 00000	4	4	4	4	4	4
21	83	1 83333	2	1	1	2	3	2
22	87	2.50000	4	1	3	2	3	2
23	88	2 83333	3	2	3	3	3	3
24	90	3 33333	2	2	4	4	4	4
25	92	2 66667	2	3	3	3	3	2
26	102	3.33333	3	4	4	3	3	3
27	103	3 16667	3	3	3	3	4	3
28	110	2 33333	2	2	2	3	3	2
29	116	3 33333	3	4	4	3	4	2
30	118	4 00000	4	4	4	4	4	4
31	122	2 66667	3	3	2	3	3	2
32	126	2 83333	3	2	3	4	3	2
33	128	4 00000	4	4	4	4	4	4
34	129	2.50000	2	4	1	3	3	2
35	131	3 83333	4	4	4	4	3	4
36	183	2 66667	2	3	3	3	3	2
37	208	3 16667	4	4	3	3	4	1
38	210	3 66667	4	4	3	3	4	4
39	253	4 00000	4	4	4	4	4	4
40	268	3 00000	3	2	3	3	4	3
41	275	3 00000	4	4	2	3	3	2

ANALYSIS FOR RITA KUKURA

OBS	ID	SMSC2	S2	S8	S14	S20	S26	S32
1	5	3 16667	3	3	4	3	3	3
2	8	3 00000	3	2	4	3	4	2
3	9	2 66667	4	3	3	1	2	3
4	34	2 66667	4	3	3	2	2	2
5	35	3 16667	3	3	3	3	4	3
6	38	2 00000	4	1	1	2	1	3
7	42	2 33333	4	3	1	2	2	2
8	49	3 50000	3	4	4	3	3	4
9	50	3 16667	4	3	3	4	3	2
10	53	2.83333	3	3	4	3	2	2
11	57	2 50000	2	2	1	4	4	2
12	62	3 66667	3	4	4	4	4	3
13	63	3 00000	3	3	1	4	4	3
14	68	3 66667	4	4	4	2	4	4
15	69	3 16667	3	4	3	3	3	3
16	70	4 00000	4	4	4	4	4	4
17	72	3 33333	3	4	3	3	4	3
18	73	3 33333	4	4	4	3	1	4
19	75	2 16667	3	2	2	1	3	2
20	79	2 83333	2	4	3	2	3	3
21	83	2 66667	1	4	4	3	3	1
22	87	2 66667	4	1	3	4	2	2
23	88	2 33333	1	2	2	3	3	3
24	90	4 00000	4	4	4	4	4	4
25	92	2 83333	3	3	3	3	3	2
26	102	3 83333	4	4	4	4	4	3
27	103	3 16667	4	4	3	4	1	3
28	110	3 00000	3	3	3	3	3	3
29	116	3 66667	4	4	4	3	4	3
30	118	3 83333	4	4	3	4	4	4
31	122	2 16667	2	1	1	3	4	2
32	126	3 16667	4	4	1	3	4	3
33	128	3 00000	4	4	2	3	1	4
34	129	3.33333	4	4	1	4	4	3
35	131	3 33333	4	3	4	3	3	3
36	183	3 00000	3	3	3	3	3	3
37	208	3 83333	3	4	4	4	4	4
38	210	3 33333	4	4	3	1	4	4
39	253	4 00000	4	4	4	4	4	4
40	268	3 33333	3	4	4	2	4	3
41	275	2.16667	2	2	2	3	2	2

ANALYSIS FOR RITA KUKURA

OBS	ID	SMSC3	S3	S9	S15	S21	S27	S33
1	5	3 00000	3	3	3	3	3	3
2	8	2 33333	2	4	1	2	3	2
3	9	3 16667	2	3	4	4	4	2
4	34	3.16667	4	4	2	3	3	3
5	35	2 00000	1	2	2	2	3	2
6	38	3 00000	4	1	3	3	4	3
7	42	2 50000	4	1	1	2	3	4
8	49	2 16667	2	3	2	2	2	2
9	50	2 83333	4	1	2	4	4	2
10	53	1 83333	1	2	2	2	2	2
11	57	2 00000	3	1	2	2	2	2
12	62	3 33333	3	4	3	3	4	3
13	63	3 00000	3	2	3	3	4	3
14	68	3 33333	3	4	2	3	4	4
15	69	3 16667	3	4	3	3	4	2
16	70	4 00000	4	4	4	4	4	4
17	72	3 33333	3	4	3	3	4	3
18	73	4 00000	4	4	4	4	4	4
19	75	2 16667	2	3	2	1	2	3
20	79	2 66667	3	2	2	3	4	2
21	83	2 66667	4	3	1	1	4	3
22	87	2 33333	2	2	2	3	3	2
23	88	2 16667	2	2	1	3	2	3
24	90	1 66667	2	2	2	1	2	1
25	92	2 33333	2	2	2	2	4	2
26	102	3 00000	3	3	3	3	3	3
27	103	2.66667	4	3	2	3	1	3
28	110	2 33333	3	2	2	2	3	2
29	116	2 33333	2	2	2	3	3	2
30	118	4 00000	4	4	4	4	4	4
31	122	2 83333	3	3	3	3	2	3
32	126	3 16667	4	4	3	2	3	3
33	128	3 00000	2	3	2	4	4	3
34	129	3 33333	4	4	2	3	4	3
35	131	3 00000	3	4	1	3	4	3
36	183	2 50000	3	2	2	3	3	2
37	208	4.00000	4	4	4	4	4	4
38	210	3 83333	4	4	4	3	4	4
39	253	4 00000	4	4	4	4	4	4
40	268	3 66667	4	4	3	4	4	3
41	275	2 66667	4	2	1	3	4	2

ANALYSIS FOR RITA KUKURA

OBS	ID	SMSC4	S4	S10	S16	S22	S28	S34
1	5	3 33333	3	4	4	3	3	3
2	8	3 16667	3	1	4	4	4	3
3	9	3 50000	4	3	4	4	4	2
4	34	3 00000	2	4	4	4	2	2
5	35	3 00000	3	2	3	3	4	3
6	38	2 66667	3	1	3	3	3	3
7	42	2 50000	2	4	2	3	1	3
8	49	3 16667	3	4	3	3	3	3
9	50	2 33333	3	1	4	1	4	1
10	53	2 66667	3	2	2	3	3	3
11	57	3 83333	4	3	4	4	4	4
12	62	3 50000	3	4	4	3	4	3
13	63	3 50000	4	3	4	3	4	3
14	68	2.83333	4	1	4	2	2	4
15	69	3 50000	3	3	4	4	4	3
16	70	3 83333	4	3	4	4	4	4
17	72	3 66667	4	4	4	4	4	2
18	73	3 33333	3	4	1	4	4	4
19	75	3 33333	3	3	4	4	4	2
20	79	4 00000	4	4	4	4	4	4
21	83	2 50000	3	1	4	1	2	4
22	87	2 66667	4	1	2	3	3	3
23	88	3 66667	3	4	4	4	4	3
24	90	3 66667	4	4	4	4	4	2
25	92	3 50000	4	4	4	3	3	3
26	102	3 50000	4	3	4	3	4	3
27	103	3 50000	4	2	4	3	4	4
28	110	3 16667	3	4	3	3	3	3
29	116	2 83333	4	1	3	3	3	3
30	118	3 83333	4	3	4	4	4	4
31	122	3 33333	4	4	4	3	2	3
32	126	3 83333	3	4	4	4	4	4
33	128	4 00000	4	4	4	4	4	4
34	129	2 50000	3	1	2	3	3	3
35	131	2 00000	3	1	2	2	1	3
36	183	2 66667	3	2	3	3	2	3
37	208	3 33333	4	2	2	4	4	4
38	210	3 00000	4	1	3	2	4	4
39	253	4 00000	4	4	4	4	4	4
40	268	4 00000	4	4	4	4	4	4
41	275	3 00000	3	2	4	2	3	4

ANALYSIS FOR RITA KUKURA

OBS	ID	SMSC5	S5	S11	S17	S23	S29	S35
1	5	2 33333	3	3	2	2	2	2
2	8	3 83333	4	3	4	4	4	4
3	9	2 33333	2	1	3	2	3	3
4	34	3 83333	4	4	4	4	4	3
5	35	3 00000	3	3	3	3	3	3
6	38	2.50000	3	2	3	2	2	3
7	42	3 33333	4	3	4	2	4	3
8	49	2.50000	3	3	3	2	2	2
9	50	3 83333	4	4	4	3	4	4
10	53	3.83333	4	3	4	4	4	4
11	57	2 33333	4	2	2	2	2	2
12	62	2 83333	3	3	3	3	2	3
13	63	2.50000	3	2	3	2	2	3
14	68	3 00000	1	2	4	3	4	4
15	69	3 66667	4	3	4	4	4	3
16	70	3 33333	3	3	4	3	4	3
17	72	3 33333	3	3	4	3	3	4
18	73	3 33333	2	3	4	4	3	4
19	75	2 83333	3	2	2	4	3	3
20	79	3 66667	3	4	4	4	3	4
21	83	3 50000	2	4	4	4	4	3
22	87	2 83333	4	2	3	3	2	3
23	88	2 50000	3	3	2	2	3	2
24	90	3 00000	4	4	4	1	1	4
25	92	2 83333	3	3	3	3	2	3
26	102	3.16667	3	3	4	3	3	3
27	103	3 66667	4	4	4	3	3	4
28	110	3.00000	3	3	3	3	3	3
29	116	2 83333	3	3	3	3	2	3
30	118	3 83333	4	4	4	3	4	4
31	122	2 50000	2	3	2	2	3	3
32	126	2 50000	1	3	2	3	3	3
33	128	4 00000	4	4	4	4	4	4
34	129	2 50000	4	2	3	2	2	2
35	131	3.66667	4	3	4	3	4	4
36	183	2 66667	3	3	2	3	2	3
37	208	3 83333	4	4	4	4	3	4
38	210	4.00000	4	4	4	4	4	4
39	253	4 00000	4	4	4	4	4	4
40	268	3.50000	4	3	3	3	4	4
41	275	2.50000	2	2	2	4	2	3

ANALYSIS FOR RITA KUKURA 10 49

OBS	ID	SMSC6	S6	S12	S18	S24	S30	S36
1	5	3 16667	3	2	4	4	3	3
2	8	3 83333	3	4	4	4	4	4
3	9	3 33333	4	3	4	2	4	3
4	34	4 00000	4	4	4	4	4	4
5	35	3 50000	4	3	3	4	4	3
6	38	2 83333	3	2	4	2	2	4
7	42	2 66667	2	3	2	3	3	3
8	49	2 83333	2	3	3	3	3	3
9	50	3 50000	4	3	4	4	3	3
10	53	2 83333	3	4	3	2	2	3
11	57	4 00000	4	4	4	4	4	4
12	62	3 16667	3	3	3	4	3	3
13	63	3 16667	4	2	3	4	3	3
14	68	3 83333	4	4	4	4	3	4
15	69	3 83333	4	4	4	4	4	3
16	70	3.83333	4	4	3	4	4	4
17	72	3 33333	4	1	3	4	4	4
18	73	4 00000	4	4	4	4	4	4
19	75	3 83333	4	4	4	3	4	4
20	79	4 00000	4	4	4	4	4	4
21	83	3 33333	3	4	4	3	4	2
22	87	2 33333	2	3	2	2	2	3
23	88	3 50000	4	3	4	4	3	3
24	90	4 00000	4	4	4	4	4	4
25	92	3 33333	3	1	4	4	4	4
26	102	3 33333	4	1	4	4	4	3
27	103	4 00000	4	4	4	4	4	4
28	110	3 00000	3	3	3	3	3	3
29	116	3 33333	4	4	4	2	3	3
30	118	4 00000	4	4	4	4	4	4
31	122	4 00000	4	4	4	4	4	4
32	126	3 66667	4	4	4	2	4	4
33	128	4.00000	4	4	4	4	4	4
34	129	2 83333	2	3	3	3	3	3
35	131	3 33333	4	4	4	3	2	3
36	183	2 66667	2	3	3	2	3	3
37	208	4 00000	4	4	4	4	4	4
38	210	3 83333	4	4	4	4	3	4
39	253	4 00000	4	4	4	4	4	4
40	268	3 83333	4	4	4	4	4	3
41	275	3.00000	3	1	4	4	4	2

APPENDIX F

SELECTED STATISTICAL ANALYSES

Explanatory Note

Appendix F - 1

Contains selected Pearson Correlations.

Appendix F - 2

Contains selected analysis of variances.

Note: Definitions of subscales are located in Appendix E.

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
WMDC	37	50 05405405	5 98584416	1852 00000000	30 00000000	60 00000000
WMAE	36	9 44444444	1 91899445	340 00000000	4 00000000	12 00000000
WMDS	37	40 10810811	4 78878194	1484 00000000	25 00000000	47 00000000
WMDCH	37	14 51351351	3 13246106	537 00000000	7 00000000	20 00000000
TOTWDASC	37	114 29729730	13 07003542	4229 00000000	71 00000000	134 00000000

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO RHO=0 / NUMBER OF OBSERVATIONS

	WMDC	WMAE	WMDS	WMDCH
TOTWDASC	0 88956	0 78822	0 88753	0 61630
WIFES TOTAL DYADIC ADJ SCALE	0 0001	0 0001	0 0001	0 0001
	37	36	37	37

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
HMDC	36	46 86111111	5 91440265	1687 00000000	27 00000000	57 00000000
HMAE	35	9 00000000	2 00000000	315 00000000	4 00000000	12 00000000
HMDS	36	40 55555556	4 44293625	1460 00000000	27 00000000	47 00000000
HMDCH	36	14 55555556	3 44295923	524 00000000	5 00000000	24 00000000
TOTHDASC	36	111 11111111	12 94113658	4000 00000000	63 00000000	129 00000000

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO RHO=0 / NUMBER OF OBSERVATIONS

	HMDC	HMAE	HMDS	HMDCH
TOTHDASC	0 86923	0 74320	0 88491	0 68087
FATHERS TOTAL DYADIC ADJ SCALE	0 0001	0 0001	0 0001	0 0001
	36	35	36	36

ANALYSIS FOR RITA KUKURA 13 48 THURSDAY, JANUARY 12, 1989 1
COMPARISON OF HUSBAND AND WIFE'S DYADIC SCALES

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
WMDC	41	49 39024390	5 99532338	2025 00000000	30 00000000	60 00000000
WMAE	41	9 36585366	1 94622837	384 00000000	4 00000000	12 00000000
WMDS	41	40 19512195	4 58377308	1648 00000000	25 00000000	47 00000000
WMDCH	41	14 41463415	3 21695205	591 00000000	7 00000000	20 00000000
TOTWDASC	41	113 36585366	12 69794491	4648 00000000	71 00000000	134 00000000
HMDC	40	3 59632284	0 43495557	143 85291375	2 07692308	4 38461538
HMAE	40	2 27916667	0 49338574	91 16666667	1 00000000	3 00000000
HMDS	40	4 07166667	0 42900497	162 86666667	2 70000000	4 70000000
HMDCH	40	2 93000000	0 67108790	117 20000000	1 00000000	4 80000000
TOTHDASC	40	110 27500000	13 04427864	4411 00000000	63 00000000	129 00000000

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO RHO=0 / NUMBER OF OBSERVATIONS

	WMDC	WMAE	WMDS	WMDCH	TOTWDASC
HMDC	0 47755	0 40359	0 56373	0 29050	0 56353
HUS DYADIC CONCENSUS SUBSCALE	0 0018	0 0098	0 0002	0 0690	0 0002
	40	40	40	40	40
HMAE	0 22239	0 48844	0 51248	0 41091	0 46776
HUS AFFECTIONAL EXPRESSION SUBSCALE	0 1678	0 0014	0 0007	0 0084	0 0023
	40	40	40	40	40
HMDS	0 52455	0 44529	0 74855	0 43128	0 69442
HUS DYADIC SATISFACTION SUBSCALE	0 0005	0 0040	0 0001	0 0055	0 0001
	40	40	40	40	40
HMDCH	0 44968	0 32391	0 52747	0 35648	0 54201
HUS DYADIC COHESION SUBSCALE	0 0036	0 0415	0 0005	0 0240	0 0003
	40	40	40	40	40
TOTHDASC	0 53842	0 49751	0 75164	0 42143	0 70745
FATHERS TOTAL DYADIC ADJ SCALE	0 0003	0 0011	0 0001	0 0068	0 0001
	40	40	40	40	40

COMPARISON OF CHILD'S HARTER SCALES WITH FATHER'S DYADIC
BY TIME FATHER SPENT WITH FAMILY

TIME=1

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
SMSC1	21	2 96031746	0 66438100	62 16666667	1 66666667	4 00000000
SMSC2	21	3 04761905	0 48632082	64 00000000	2 16666667	3 83333333
SMSC3	21	2 81746032	0 56496008	59 16666667	2 16666667	4 00000000
SMSC4	21	3 13492063	0 51537216	65 83333333	2 00000000	4 00000000
SMSC5	21	3 18253968	0 52149561	66 83333333	2 50000000	3 83333333
SMSC6	21	3 40476190	0 53377958	71 50000000	2 33333333	4 00000000
HMDC	20	45 95000000	6 56525944	919 00000000	27 00000000	57 00000000
HMAE	19	8 42105263	1 98090298	160 00000000	4 00000000	11 00000000
HMDS	20	39 30000000	4 87852437	786 00000000	27 00000000	46 00000000
HMDCH	20	14 25000000	3 16019653	285 00000000	5 00000000	20 00000000
TOTHDASC	20	108 10000000	14 57792130	2162 00000000	63 00000000	125 00000000

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO RHO=0 / NUMBER OF OBSERVATIONS

	SMSC1	SMSC2	SMSC3	SMSC4	SMSC5	SMSC6
HMDC	0 24797	-0 12412	-0 10567	0 28405	0 15213	0 33177
HUS DYADIC CONCENSUS SUBSCALE	0 2918	0 6021	0 6575	0 2249	0 5220	0 1530
	20	20	20	20	20	20
HMAE	-0 03718	-0 12641	0 09682	0 18199	-0 13918	0 06303
HUS AFFECTIONAL EXPRESSION SUBSCALE	0 8799	0 6061	0 6933	0 4559	0 5699	0 7977
	19	19	19	19	19	19
HMDS	0 16191	-0 17363	-0 19710	0 23746	0 04353	0 15715
HUS DYADIC SATISFACTION SUBSCALE	0 4953	0 4641	0 4049	0 3134	0 8554	0 5082
	20	20	20	20	20	20
HMDCH	0 38151	0 10744	0 07692	0 23750	-0 00525	0 10417
HUS DYADIC COHESION SUBSCALE	0 0970	0 6521	0 7472	0 3133	0 9825	0 6621
	20	20	20	20	20	20
TOTHDASC	0 23086	-0 10273	-0 07316	0 25841	0 04507	0 21345
FATHERS TOTAL DYADIC ADJ SCALE	0 3275	0 6665	0 7592	0 2713	0 8503	0 3662
	20	20	20	20	20	20

ANALYSIS FOR RITA KUKURA
COMPARISON OF CHILD'S HARTER SCALES TO FATHER'S USE OF TIME

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=O / N = 41

	SMSC1	SMSC2	SMSC3	SMSC4	SMSC5	SMSC6
D1A	0.28316	0 09820	0.12450	0.02738	0.21764	0 07801
	0.0728	0.5413	0.4380	0.8651	0.1717	0.6278
D1B	-0.04753	0 02044	0.11371	0.06172	-0.06815	-0.25306
	0.7679	0.8990	0.4790	0.7015	0.6720	0.1104
D1C	0.10374	0.25846	0.34096	0.08427	0.18632	-0.02732
	0.5186	0.1028	0.0291	0.6004	0.2434	0.8654
D1D	0.04327	0.11498	-0.03740	-0.28604	0.17799	-0.11580
	0.7882	0.4741	0.8164	0.0698	0.2656	0.4709
D1E	0.16843	-0.08371	-0.03186	-0.14966	0.27724	0.13116
	0.2925	0.6028	0.8432	0.3503	0.0793	0.4137
D2	0.09137	0.00882	-0.10967	-0.29287	0.21331	0.00361
	0.5699	0.9564	0.4949	0.0631	0.1806	0.9821
D3	0.15982	0.08224	0.23048	0.04499	0.06799	0.17803
	0.3182	0.6092	0.1471	0.7800	0.6727	0 2654
D4	0.12467	-0.08272	0.05897	-0.11293	0.05660	0.00445
	0.4374	0.6071	0.7142	0.4821	0.7252	0.9780
D5	-0.22742	0.17554	-0.02241	0 02669	-0.18495	-0.03722
	0.1527	0.2723	0.8894	0.8684	0.2470	0.8173
D6	0.11763	-0.09851	-0.03825	-0.21148	0.18295	0.00362
	0.4639	0.5400	0.8123	0.1844	0.2522	0.9821
D7	0.11914	0.09012	0.00030	-0.15235	0.20079	0.16232
	0.4581	0.5753	0.9985	0.3416	0.2081	0 3106

ANALYSIS FOR RITA KUKURA
COMPARISON OF CHILD'S HARTER SCALES TO MOTHER'S USE OF TIME

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=O / N = 41

	SMSC1	SMSC2	SMSC3	SMSC4	SMSC5	SMSC6
M1A	O 02611	-O 14373	O 13136	-O 05268	-O 14854	-O 00163
	O 8713	O 3700	0.4130	0.7436	O 3540	O 9919
M1B	O 01005	-O 20289	0.12852	0.11841	-0.13871	O 05203
	0.9503	O 2033	O 4232	O 4609	0.3871	O 7466
M1C	-O 14645	-O 05965	0.02171	0.05920	-0.12075	-O 00059
	0.3609	0.7110	0.8928	0.7131	0.4520	0.9971
M1D	0.12501	-O 04889	Q.28591	-O 03815	0.11534	O 01904
	O 4361	O 7615	0.0700	O 8128	0.4727	O 9060
M1E	O 15788	-O 00624	-O 11111	O 18328	-0.05070	O 11500
	O 3242	O 9691	0.4892	0.2514	0.7529	0.4740
M2	O 13197	0.17951	O 09355	0.34478	0.00318	O 05802
	O 4108	0.2614	O 5607	0.0273	0.9843	0.7186
M3	-0.12179	O 01149	0.04770	-0.03388	0.14073	-O 03362
	0.4481	0.9431	0.7671	O 8334	0.3802	0.8347
M4	0.16105	-0.10773	0.10916	0.20987	0.09015	0.17850
	0.3144	0.5026	0.4969	0.1879	0.5751	0.2641
M5	O 10686	0.10562	0.40264	0.35413	-0.06065	O 06289
	0.5061	O 5110	0.0091	0.0231	0.7064	0.6961
M6	0.14775	0.20655	0.05194	-O 04016	0.29454	0.03084
	0.3566	0.1951	0.7471	0.8031	0.0616	O 8482
M7	0.11039	-0.01606	-0.11194	-0.17487	0.13016	-0.07687
	O 4920	O 9206	0.4859	0.2741	O 4173	0.6329

ANALYSIS FOR RITA KUKURA 13:32
COMPARISON OF CHILD'S HARTER SCALES TO CHILD'S USE OF TIME

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=O / N = 41

	SMSC1	SMSC2	SMSC3	SMSC4	SMSC5	SMSC6
C1A	0.13915	0.07825	0.15908	0 12185	0 22746	0.22804
	0.3856	0.6267	0.3205	0.4479	0.1526	0.1516
C1B	0.13086	0.06337	0.28163	-0.19753	-0.02567	0 07040
	0.4148	0.6938	0.0744	0.2157	0.8734	0.6618
C1C	0.29456	0.12007	0.31478	0.07556	0.15830	0.21993
	0.0616	0.4546	0.0450	0.6387	0.3229	0.1671
C1D	0 02461	-0.08390	0.09938	-0.17125	-0.05646	-0.05601
	0.8786	0.6020	0.5364	0.2844	0.7259	0.7280
C1E	-0 24730	0.07904	0.08007	-0 29671	-0.17657	-0.20086
	0.1190	0.6233	0.6187	0.0596	0.2694	0.2079
C2	0.11707	0.16042	-0.01265	-0.04762	0.07507	-0.08983
	0 4660	0.3164	0.9374	0.7675	0 6409	0.5765
C3	-0.21082	0.05459	0.03090	0.11506	0.00231	0.00855
	0.1858	0.7346	0.8479	0.4738	0.9886	0.9577
C4	0.00282	0.05883	0.12103	0.23676	-0.07460	0.02808
	0.9860	0.7149	0.4510	0.1361	0.6430	0.8617
C5	0.07340	-0.03930	0.04083	0.36234	0.03038	0.20646
	0.6484	0.8073	0.7999	0.0199	0.8505	0.1953
C6	0.25196	0.08327	-0.00729	-0.19415	0.10004	-0.14723
	0.1120	0.6048	0.9639	0.2239	0.5337	0 3583
C7	-0.03315	-0.06189	-0.10983	-0 14283	-0.03025	-0.35276
	0.8370	0.7007	0 4942	0.3730	0 8511	0.0237

COMPARISON OF FATHER'S DYADIC SCALES WITH AMOUNT OF TIME
HE SPENT WITH FAMILY

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
TIME	37	1 45945946	0 50522792	54 00000000	1 00000000	2 00000000
HMDC	40	46 75000000	5 64210363	1870 00000000	27 00000000	57 00000000
HMAE	39	9 05128205	1 93239309	353 00000000	4 00000000	12 00000000
HMDS	40	40 70000000	4 26794853	1628 00000000	27 00000000	47 00000000
HMDCH	40	14 65000000	3 35543952	586 00000000	5 00000000	24 00000000
TOTHDASC	40	111 27500000	12 32048014	4451 00000000	63 00000000	129 00000000

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO RHO=O / NUMBER OF OBSERVATIONS

	TIME
HMDC HUS DYADIC CONCENSUS SUBSCALE	O 18473 O 2808 36
HMAE HUS AFFECTIONAL EXPRESSION SUBSCALE	O 29000 O 0910 35
HMDS HUS DYADIC SATISFACTION SUBSCALE	O 29918 O 0763 36
HMDCH HUS DYADIC COHESION SUBSCALE	O 07467 O 6652 36
TOTHDASC FATHERS TOTAL DYADIC ADJ SCALE	O 24904 O 1430 36

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
SMSC1	41	3 07723577	0 65095823	126 16666667	1 66666667	4 00000000
SMSC2	41	3 09349593	0 54524304	126 83333333	2 00000000	4 00000000
SMSC3	41	2 89024390	0 64507725	118 50000000	1 66666667	4 00000000
SMSC4	41	3 24796748	0 51656175	133 16666667	2 00000000	4 00000000
SMSC5	41	3 14634146	0 56173729	129 00000000	2 33333333	4 00000000
SMSC6	41	3 48373984	0 47697670	142 83333333	2 33333333	4 00000000

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO RHO=0 / N = 41

	SMSC1	SMSC2	SMSC3	SMSC4	SMSC5	SMSC6
SMSC1	1 00000	0 53872	0 42752	0 43107	0 48867	0 54987
SCOLASTIC COMPETENCE SUBSCALE	0 0000	0 0003	0 0053	0 0049	0 0012	0 0002
SMSC2	0 53872	1 00000	0 44650	0 24109	0 35099	0 27836
SOCIAL ACCEPTENCE SUBSCALE	0 0003	0 0000	0 0034	0 1289	0 0244	0 0780
SMSC3	0 42752	0 44650	1 00000	0 24002	0 34823	0 34614
ATHLETIC COMPETENCE SUBSCALE	0 0053	0 0034	0 0000	0 1307	0 0257	0 0266
SMSC4	0 43107	0 24109	0 24002	1 00000	0 02259	0 58329
PHYSICAL APPEARENCE SUBSCALE	0 0049	0 1289	0 1307	0 0000	0 8885	0 0001
SMSC5	0 48867	0 35099	0 34823	0 02259	1 00000	0 44712
BEHAVIORAL CONDUCT SUBSCALE	0 0012	0 0244	0 0257	0 8885	0 0000	0 0034
SMSC6	0 54987	0 27836	0 34614	0 58329	0 44712	1 00000
GLOBAL SELF-WORTH SUBSCALE	0 0002	0 0780	0 0266	0 0001	0 0034	0 0000

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
TMSC1	33	3 62626263	0 49129630	119 66666667	2 33333333	4 00000000
TMSC2	33	3 48484848	0 68764347	115 00000000	2 00000000	4 00000000
TMSC3	27	3 30246914	0 71017790	89 16666667	1 00000000	4 00000000
TMSC4	33	3 83838384	0 34481489	126 66666667	3 00000000	4 00000000
TMSC5	33	3 57575758	0 76500149	118 00000000	1 00000000	4 00000000

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO RHO=0 / NUMBER OF OBSERVATIONS

	TMSC1	TMSC2	TMSC3	TMSC4	TMSC5
TMSC1	1 00000	0 50174	0 26738	0 45216	0 17469
SCOLASTIC COMPETENCE SUBSCALE	0 0000	0 0029	0 1776	0 0082	0 3309
	33	33	27	33	33
TMSC2	0 50174	1 00000	0 31774	0 38474	0 34383
SOCIAL ACCEPTENCE SUBSCALE	0 0029	0 0000	0 1063	0 0270	0 0501
	33	33	27	33	33
TMSC3	0 26738	0 31774	1 00000	0 33195	-0 10980
ATHLETIC COMPETENCE SUBSCALE	0 1776	0 1063	0 0000	0 0907	0 5856
	27	27	27	27	27
TMSC4	0 45216	0 38474	0 33195	1 00000	0 02154
PHYSICAL APPEARENCE SUBSCALE	0 0082	0 0270	0 0907	0 0000	0 9053
	33	33	27	33	33
TMSC5	0 17469	0 34383	-0 10980	0 02154	1 00000
BEHAVIORAL CONDUCT SUBSCALE	0 3309	0 0501	0 5856	0 9053	0 0000
	33	33	27	33	33

SUMMARY STATISTICS BASED ON RKNEW DATA
MEANS OF TEACHERS SUBSCALES PER CHILD

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE HMDC HUS DYADIC CONCENSUS SUBSCALE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C V
MODEL	5	0 97245627	0 19449125	1 03	0 4145	0 131800	12 0695
ERROR	34	6 40581134	0 18840622		ROOT MSE		HMDC MEAN
CORRECTED TOTAL	39	7 37826761			0 43405785		3 59632284

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SEXC	1	0 12942377	0 69	0 4130
GRADE	2	0 53330095	1 42	0 2568
SEXC*GRADE	2	0 30973156	0 82	0 4481

SUMMARY STATISTICS BASED ON RKNEW DATA
MEANS OF TEACHERS SUBSCALES PER CHILD

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE HMAE HUS AFFECTIONAL EXPRESSION SUBSCALE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C V
MODEL	5	2 07296627	0 41459325	1 90	0 1203	0 218351	20 4979
ERROR	34	7 42078373	0 21825835		ROOT MSE		HMAE MEAN
CORRECTED TOTAL	39	9 49375000			0 46718128		2 27916667

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SEXC	1	0 95069444	4 36	0 0445
GRADE	2	0 20791246	0 48	0 6252
SEXC*GRADE	2	0 91435937	2 09	0 1387

SUMMARY STATISTICS BASED ON RKNEW DATA
MEANS OF TEACHERS SUBSCALES PER CHILD

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE HMDS HUS DYADIC SATISFACTION SUBSCALE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C V
MODEL	5	1 47407589	0 29481518	1 76	0 1483	0 205367	10 0593
ERROR	34	5 70368955	0 16775557		ROOT MSE		HMDS MEAN
CORRECTED TOTAL	39	7 17776543			0 40957975		4 07166667

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SEXC	1	0 53412346	3 18	0 0833
GRADE	2	0 57668671	1 72	0 1945
SEXC*GRADE	2	0 36326572	1 08	0 3501

SUMMARY STATISTICS BASED ON RKNEW DATA
MEANS OF TEACHERS SUBSCALES PER CHILD

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE HMDCH HUS DYADIC COHESION SUBSCALE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C V
MODEL	5	6 56620635	1 31324127	4 06	0 0054	0 373845	19 4109
ERROR	34	10 99779365	0 32346452		ROOT MSE		HMDCH MEAN
CORRECTED TOTAL	39	17 56400000			0 56873941		2 93000000

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SEXC	1	1 02400000	3 17	0 0841
GRADE	2	1 64072727	2 54	0 0940
SEXC*GRADE	2	3 90147908	6 03	0 0057

SUMMARY STATISTICS BASED ON RKNEW DATA
MEANS OF TEACHERS SUBSCALES PER CHILD

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: TOTHDASC FATHERS TOTAL DYADIC ADJ SCALE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C V
MODEL	5	1556 13928571	311 22785714	2 08	0 0917	0 234500	11 0843
ERROR	34	5079 83571429	149 40693277		ROOT MSE		TOTHDASC MEAN
CORRECTED TOTAL	39	6635 97500000			12 22321287		110 27500000

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SEXC	1	483 02500000	3 23	0 0811
GRADE	2	449 03127706	1 50	0 2369
SEXC*GRADE	2	624 08300866	2 09	0 1395

SUMMARY STATISTICS BASED ON RKNEW DATA
MEANS OF TEACHERS SUBSCALES PER CHILD

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE WMDC MOT DYADIC CONCENSUS SUBSCALE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C V
MODEL	5	201 16125629	40 23225126	1 14	0 3585	0 139913	12 0348
ERROR	35	1236 59484127	35 33128118		ROOT MSE		WMDC MEAN
CORRECTED TOTAL	40	1437 75609756			5 94401221		49 39024390

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SEXC	1	105 05371661	2 97	0 0935
GRADE	2	0 25609756	0 00	0 9964
SEXC*GRADE	2	95 85144212	1 36	0 2708

SUMMARY STATISTICS BASED ON RKNEW DATA
MEANS OF TEACHERS SUBSCALES PER CHILD

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE WMAE MOT AFFECTIONAL EXPRESSION SUBSCALE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C V
MODEL	5	32 20862369	6 44172474	1 89	O 1212	O 212581	19 7127
ERROR	35	119 30357143	3 40867347		ROOT MSE		WMAE MEAN
CORRECTED TOTAL	40	151 51219512			1 84625932		9 36585366

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SEXC	1	17 31219512	5 08	O 0306
GRADE	2	8 18362369	1 20	O 3132
SEXC*GRADE	2	6 71280488	O 98	O 3837

SUMMARY STATISTICS BASED ON RKNEW DATA
MEANS OF TEACHERS SUBSCALES PER CHILD

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE WMDS MOT DYADIC SATISFACTION SUBSCALE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C V
MODEL	5	275 28465931	55 05693186	3 41	O 0130	O 327549	9 9971
ERROR	35	565 15436508	16 14726757		ROOT MSE		WMDS MEAN
CORRECTED TOTAL	40	840 43902439			4 01836628		40 19512195

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SEXC	1	147 73664344	9 15	O 0046
GRADE	2	31 68188153	O 98	O 3850
SEXC*GRADE	2	95 86613434	2 97	O 0644

SUMMARY STATISTICS BASED ON RKNEW DATA
MEANS OF TEACHERS SUBSCALES PER CHILD

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: WMDCH MOT DYADIC COHESION SUBSCALE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C V
MODEL	5	50 67542586	10 13508517	0 98	0 4457	0 122419	22 3502
ERROR	35	363 27579365	10 37930839		ROOT MSE		WMDCH MEAN
CORRECTED TOTAL	40	413 95121951			3 22169340		14 41463415

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SEXC	1	22 82979094	2 20	0 1470
GRADE	2	7 19407666	0 35	0 7095
SEXC*GRADE	2	20 65155827	0 99	0 3800

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE TOTWDASC WIFES TOTAL DYADIC ADJ SCALE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C V
MODEL	5	1680 90902052	336 18180410	2 47	0 0513	0 260626	10 2963
ERROR	35	4768 60317460	136 24580499		ROOT MSE		TOTWDASC MEAN
CORRECTED TOTAL	40	6449 51219512			11 67243783		113 36585366

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SEXC	1	982.39076655	7 21	0 0110
GRADE	2	90 48362369	0 33	0 7197
SEXC*GRADE	2	608 03463027	2 23	0 1224

APPENDIX G

ANECDOTAL REMARKS of CHILDREN

ANECDOTAL REMARKS

Self-Perception Profile for Children

The children's comments were given freely as they silently read and answered the questions. Responses are from the children who were verbal during the testing, five girls and four boys.

Question Number 1: "Some kids feel that they are very good their school work but other kids worry about whether they can do the school work assigned to them."

> "...don't know if work is easy or a problem, but if I don't understand I ask the teacher. Homework is hard."

Question Number 2: "Some kids find it hard to make friends but other kids find it's pretty easy to make friends."

> "...went to TJC thing (summer science and craft classes for kids) and I made friends all that day."
>
> "Not many kids my age around here."

Question Number 3: "Some kids do very well at all kinds of sports but other kids don't feel that they are very good when it comes to sports."

> "I can't do soccer very well."
>
> "I'm kind of good at all sports."

Question Number 4: "Some kids are happy with the way they look but other kids are not happy with the way they look."

"Sometimes I get mad at my hair."

Question Number 5: "Some kids often do not like the way they behave but other kids usually like the way they behave."

"It's both most of the time. I'm fine."

Question Number 6: "Some kids are often unhappy with themselves but other kids are pretty pleased with themselves."

"My friends are coming over today."

Question Number 7: "Some kids feel like they are just as smart as other kids their age but other kids aren't so sure and wonder if they are as smart."

"I think I'm just as smart as other people"

Question Number 8: "Some kids have a lot of friends but other kids don't have very many friends."

"I have friends from my brother and sister friends."

"That's really true for me. I don't have many friends."

"Depends on neighborhood. We just moved here. I had a lot of friends back home in California."

Question Number 10: "Some kids are happy with their height and weight but other kids wish their height or weight were different."

"I wish I was a little skinner."

"Sometimes I want to be a litte taller."

Question Number 16: "Some kids wish their body was different but other kids like body the way it is."

"Wish I was taller."

Question Number 20: "Some kids are always doing things with a lot of kids but other kids usually do things by themselves."

"At school I have a lot of friends to play with, like football and soccer, but at home I have lots of friends but they live far away or are busy."

Question Number 22: " Some kids wish their physical appearance (how they look) was different but other kids like their physical appearance the way it is."

"Boys like me."

"I don't care how I look." (The child said the same thing for questions 29 and 34).

Question Number 28: "Some kids wish something about their face or hair looked different but other kids like their face and hair the way they are."

"I just got a new haircut."

Question Number 29: "Some kids do things they know they shouldn't do but other kids hardly ever do things they know they shouldn't do."

"Part of both sometimes."

"I don't care how I look."

Question Number 32: " Some kids are popular with others their age but other kids are not very popular."

"Popular in a bad way. I played hooky once and I'll never do it again. I didn't know I hurt Mom so much."

"I'm not very popular but I have lots of friends."

Question Number 33: "Some kids don't do well at new outdoor games but other kids do good at new games right away."

"Sort of both. If I knew I have to know the rules then I play good, not great but good."

Question Number 34: "Some kids think that they are good looking but other kids think that they are not very good looking."

"I think I look fine."

"I have 3 boyfriends."

"My Dad says I'm good looking and when he says that then I think I am. If someone else says I'm not so good looking then I don't think I am. When no one says anything I look in the mirror, I don't think anything, one way or the other. It's just me I see like any other person. but I think I'm pretty good looking."

VITA

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Masters of Science

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Personal Data: Born in Tulsa, Oklahoma, July 18, 1947, the daughter of James and Carmen Hayden. Married to Joel Graft on October 28, 1967, became a military widow on April 18, 1969; remarried to Raymond Kukura on December 18, 1971, divorced on May 7, 1981: two children, Tiffany and Austin Kukura.

Education: Graduated from Edison High School, Tulsa, Oklahoma, in May, 1965; attended St. Mary's College, Xavier, Kansas, 1965; University of Oklahoma, Norman, Oklahoma, 1966-67; Kent State University, Kent, Ohio 1969-71, and received a Bachelor of Science degree in Education, May, 1971; completed requirements for Master of Science degree at Oklahoma State University, Stillwater, Oklahoma, in May, 1991.

Professional Experience: Kindergarten teacher, Lyndhurst Public Schools, Lyndhurst, Ohio 1972-1973; First and second grade teacher, Wakefield Academy, Tulsa, Oklahoma, 1981-1983; Kindergarten teacher, Wakefield Academy, 1985-1986; parttime State Family Coordinator for Family Support Project of the Division of Maternal and Child Health of the Oklahoma State Department of Health, 1988 to 1990; Regional Coordinator for "Sooner Start" Early Intervention Program, Tulsa County, State Department of Education, Special Education Division, 1990 to the present.

Professional Organizations: Kappa Delta Pi; Omicron Nu; National Council on Family Relations, Certified Family Life Educator; American Home Economics Association; National Association of Early Childhood Teacher Educators; Association for Childhood Education International; Southwestern Society for Research in Human Development; Association for Supervision and Curriculum Development; Federation of Families for Children's Health; Association for Care of Children's Health; National Tourette Syndrome Association; President of state chapter of Tourette Syndrome Association, 1988 to present; Parent to Parent of Florida; National Association for Female Executives