

PATTERNS OF CHILD REARING: THE FATHER'S
PERSPECTIVE IN COMPARISON WITH
THE MOTHER'S VIEW

By

JOHN DANIEL KINSEL
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College Park, Maryland

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Thesis Approved:

John C. McCullen

Thesis Adviser

Frances Stromberg

Arthur Wright

Norman D. Durham

Dean of the Graduate College

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Finally, I must thank my family: my wife, Beth, for her continued support and encouragement (not to mention typing); and my daughter, Sarah, for suffering some loss of fathering so that I might study the fathering of others. It is to Sarah, who will be most affected by this particular father's patterns of child rearing, that this thesis is dedicated.

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INTRODUCTION

In 1957, Sears, Maccoby, and Levin published a massive work on child rearing practices entitled Patterns of Child Rearing. Sears and his co-workers analyzed the responses of a large number of mothers to questions on child rearing asked during intensive interviews. From their results they compiled a comprehensive description of the parenting methods, techniques, and attitudes employed by mothers at that time. Their work quickly became a classic in the field. However, in that study, the authors discussed only a few paternal parenting behaviors and interviewed no fathers.

Nash (1965) suggested that both cultural and economic forces encouraged researchers such as Sears et al. to de-emphasize the role of the fathers. He contended that our nation's industrialized economy helped to separate the father from his family, both literally and in the minds of psychologists. Taconis (1969) postulated that the negative attitude toward the father reflected in Freudian theory was an influence on the lack of importance placed on the father by most behavioral scientists. Both Nash and Taconis called for a re-examination of the importance of the father as an influence on the child's development. In recent years their call has begun to be answered. Much research has been reported in the past decade and a half on paternal impact in many areas of child development (Lamb, 1975; Weinraub, 1978). Few studies, however, have done with fathers what Sears et al. did with mothers--report their actual patterns of child rearing.

Levine (1976) has recently suggested that fathers are freer in our current social atmosphere of dis-assembled traditional sex-roles to assume new relationships with their children. How involved are fathers as child rearers and what methods are they employing? This question prompted us to extend an already existent replication of Patterns of Child Rearing (Wilson, 1980) to include interviews with fathers. Our sample of fathers was the husbands of the mothers interviewed in Wilson's study, responding to essentially the same questions. It was a natural next step to examine the similarities and differences between the two parents. That is, we wanted to compare the father's perspective of child rearing with the mother's view. The results of that comparison make up the body of this thesis.

This thesis format 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 prepared in accordance with the Publication Manual of the American Psychological Association (Second Edition). The manuscript forms the body of the thesis, with pages 5 to 43 of the thesis constituting the cover page through page 43 of the manuscript.

The purposes and functions of a manuscript and a thesis are somewhat different. A thesis often contains a variety of information, data, and materials that typically would not be included in a manuscript to be submitted for publication. To make the thesis complete, these items have been inserted in the Acknowledgments, in this introduction, or in the Appendices at the end. Thus, it is our hope that this format will offer advantages to the reader, to the authors, and ultimately to the

discipline without any corresponding loss of the strengths of the traditional thesis format.

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Patterns of Child Rearing: The Father's
Perspective in Comparison with
the Mother's View

John D. Kinsel and John C. McCullers

Department of Family Relations and Child Development
Oklahoma State University

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Abstract

This study was a part of a larger project replicating and extending Patterns of Child Rearing (Sears, Maccoby, and Levin, 1957). Twenty-eight fathers from Tulsa, Oklahoma, were interviewed concerning their child rearing practices. Selection of subjects, interview procedures, and analysis of data followed procedures used in the Patterns study as closely as possible. The responses of the fathers were compared to those of their spouses, mothers who had been interviewed earlier (Wilson, 1980). Fathers in this study tended to perceive themselves as minimally involved in infant care-taking. They stressed sex-role differentiation more ($p < .05$), showed more acceptance of child dependency ($p < .001$), exhibited more sex anxiety ($p < .001$), and displayed more reluctance to use rewards for good behavior ($p < .05$) than mothers. Parents were found to be similar in their general non-permissiveness of aggression, warmth of parent-child relationship, in their use of a wide variety of discipline techniques, and their moderate level of expectations. However, of 40 correlations computed on matched pairs of parents, only 10 were significant ($p < .05$). It was concluded that fathers and mothers differ in important ways in their child rearing practices and consequently may differentially affect child development.

Patterns of Child Rearing: The Father's
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the Mother's View

It has become commonplace to note that historically researchers and theoreticians in the area of parent-child relations have tended to interpret the term "child rearing" to mean "mothering" and to de-emphasize or ignore altogether the role of the father in child development (Earls, 1976; Nash, 1965; Taconis, 1969; Weinraub, 1978). With only a few exceptions (Gardner, 1943; Tasch, 1953), those studies prior to the mid-1960's that did consider the father's role in child rearing used as their source of information mothers' reports of fathers' parental behaviors rather than contacting the fathers directly. Typical of the period was Sears, Maccoby, and Levin's (1957) classic Patterns of Child Rearing, the work after which the current study was modeled. Apart from a few questions asked of mothers about their husbands' child rearing, the Patterns investigation centered exclusively on the parenting behaviors and attitudes of mothers. In their introductory chapter, Sears et al. indicate that "it was not feasible to interview the fathers" (p. 18). Undoubtedly practical procedural difficulties in contacting men who were typically employed full-time outside of the home can account for the absence of direct data from fathers in early studies. However, the societal and theoretical view of the father as an absentee parent current at that time should not be discounted as a factor.

In recent years attitudes toward fathers have changed both in society at large (Levine, 1976) and in the behavioral sciences (Lamb, 1975). Much research has focused on father-child interactions and on the

father's influence on child development. Research has been reported on such topics as attitudes toward fathering (Bigner, 1977), father-infant interaction and attachment (Kotelchuck, 1975; Lamb, 1978; Pederson & Robson, 1969), the father's role in the identification process (Biller, 1971; Mussen & Distler, 1960; Sears, Rau, & Alpert, 1965), and the father's effect on intellectual development (Epstein & Radin, 1975; Radin, 1973), among others. For the most part, however, these studies have been based either on mother reports of father behavior or on data on father behavior considered separately from mother behavior. Few researchers have reported direct comparisons of the child rearing practices of mothers and fathers.

The research reported here was an attempt at such a comparison. As a larger project replicating and extending Patterns of Child Rearing (Sears et al., 1957), this study involved in-depth interviews with both mothers and fathers using an interview schedule nearly identical to the one employed in the Patterns study. In this way, mothers' and fathers' responses to the same questions concerning child rearing practices could be directly compared. While it is recognized that there have been legitimate criticisms raised of the self-report method as an accurate measure of actual parental and child behavior (Robbins, 1963; Yarrow, 1963), our purpose of replication required that we use this approach. In addition, we feel that such a technique provides an unequalled means of assessing the parents' perceptions of their own parental roles and behaviors.

There are several studies that have bearing on the current study. Littman, Moore, and Pierce-Jones (1957) interviewed both mothers and fathers of pre-kindergarten children using an interview containing both

forced-choice and open-ended questions that was very similar to the one employed by Sears et al. (1957). Littman et al. found mothers and fathers to be in agreement on historical questions, such as age of weaning and toilet training, on types of punishment used, and on amount of enjoyment of the child. The only significant difference found between parents was that fathers expected less in terms of amount of rules and in terms of responsibility for chores around home.

Eron, Banta, Walder, and Laulicht (1961), however, found fewer areas of agreement among the responses of mothers and fathers of third graders to a forced-choice interview based on the Patterns interview. Of 22 correlations, only 10 were significant with the lowest correlations being for those items describing child behavior. Parents were in most agreement concerning such parent behaviors as rejection, aspirations for the child, restrictiveness, punishment for aggression, and parental disharmony. Eron et al. argue that these results indicate a need to directly evaluate both parents in studies of child rearing practices, in particular in their relation to child behavior.

Stolz (1966), in a study of influences underlying child rearing practices, found a number of differences between mothers and fathers. Based on interviews with parents of both sexes, she determined that women tended to be influenced mainly by aspects of their own mothers' training they wished to change and by outside sources of parenting advice. Fathers, on the other hand, reported being influenced more by aspects of their fathers' rearing they wished to retain and to rely on their own capacities as parents rather than seek outside assistance. In addition, Stolz found fathers to emphasize values; stress the importance of outside socializing agents such as school, neighborhood, and television;

criticize reward and favor punishment and strict control more than mothers.

The purpose of the study reported here was two-fold. First, we wanted to gather additional useful information on the behavior of that recently discovered parent, the father. Second, we intended to provide comparative information on mothers' and fathers' perceptions of themselves as parents, their child rearing practices, and the influences on their parenting. We wanted to find out what areas of child rearing parents most agree on, as well as the differences in perceptions of their own and each other's parenting.

Method

Because this study was part of a larger replication and extension of Patterns of Child Rearing (Sears et al., 1957), the general demographic characteristics of the families in the replication sample were obtained in connection with the mother interviews (Wilson, 1980) and were as similar as possible to those of the original Patterns sample. These characteristics, of course, often applied to the present fathers as well. A detailed description of those characteristics and their determination is reported elsewhere (Wilson, 1980). The methodology is also described in detail elsewhere (Sears et al., 1957; Wilson, 1980).

Subjects

Twenty-eight white, middle-class fathers were interviewed. All parents came from intact families, both parents were native born, and were living together at the time of the interviews. Family incomes in 1978 ranged from \$9,000 to \$80,000, with a mean income of \$25,000 and a modal income range of \$16,800 to \$20,999. All parents were high school graduates, with 70% of the fathers and 49% of the mothers having also .

graduated from college. At least some graduate school had been attended by 35% of the fathers and 14% of the mothers. (It is interesting to note that the educational level of mothers in the current study was higher than that of the fathers in the original Patterns sample.) Ages of the parents at the time of the interview ranged from 27 to 50 for fathers and 27 to 44 for mothers. The mean age was 36 for fathers and 32 for mothers. Of the children that were the focus of the interviews, 14 were boys and 14 were girls. Ordinal positions were represented as follows: 14% only child, 41% oldest child, 14% middle child, and 31% youngest child. These children were not handicapped, were the natural children of the parents interviewed, and had been enrolled in public school kindergarten in Tulsa, Oklahoma, in 1978.

The mothers involved in this study were interviewed in 1978 as part of a replication of Patterns of Child Rearing (Sears et al., 1957). For that earlier study (Wilson, 1980), from a total of 331 mothers contacted who had kindergarten children in the Tulsa (Oklahoma) Public Schools, a sample of 100 mothers was chosen to match the original Sears et al. sample as closely as possible. A year later, 50% of the families were randomly contacted as part of an extension of the replication involving the children's perceptions of their mothers' child rearing practices (Houston, 1980). From these 50 families, 34 children were interviewed. In the spring of 1980, those 34 families were again contacted for the purpose of interviewing the fathers. Of these, 29 fathers agreed to participate, of which 28 were successfully interviewed.

Procedure

The procedure used with fathers was essentially the same as that used with the earlier study (Wilson, 1980). Briefly, a letter was sent

describing the proposed research and asking for cooperation (see Appendix B). About one week later, the father was telephoned and asked if he would be willing to participate. The interviews were conducted by the first author in the home, with the exception of two interviews conducted at the father's place of business. The interviewer told the father that since essentially the same questions were being used as had been asked of mothers in the earlier study, "I will just read them to you." The interview was tape recorded. The interview consisted of 71 questions from the Patterns of Child Rearing interview schedule (modified so as to be appropriate for fathers) and an extension schedule of 10 additional questions (see Appendix C).¹ An attempt was made to interview the father alone without other family members present, but this was not always possible. Each interview took approximately 1 to 1 and 1/2 hours.

All interviews were coded and scored according to the original Patterns of Child Rearing procedure and a new rating schedule developed for the extension questions. In order to establish inter-observer reliability, 50 of the original 100 mother interviews and all of the 29 father interviews were coded by two different scorers. Spearman rho correlations and a test of significance of difference based on standard scores were computed. It should be noted that since the father interviews were conducted two years after the mother interviews took place, differences in the ages of the children may have been a factor in differences reported between mothers and fathers. Attitudes and expectations related to the child's behavior would seem to have been most affected. Retrospective accounts, reports of influences on child-rearing practices and other areas not tied to the child's immediate behavior would seem to be less affected by age differences.

Results and Discussion

Areas tapped by the interview ranged from feeding in infancy to present-day table manners, from amount of affectionate demonstrations to preferred discipline techniques, from level of parental disagreement to the nature of influences on child rearing. The previously cited studies by Eron et al. (1961), Littman et al. (1957), Sears et al. (1957), and Stolz (1966) have suggested a number of categories by which this wealth of data can be divided. These include involvement in infancy and toddlerhood, level of expectations, discipline, permissiveness of aggression, sex and modesty training, sex role differentiation, parent-child relationships, evaluation of spouse and self, and influences on child rearing practices. A comparison of the perceptions of fathers and mothers on these aspects of child rearing follows.

Involvement in Infancy and Toddlerhood

Fathers in our study showed a tendency to be minimally involved in the physical care-taking of infants and toddlers and even less involved in making decisions in this area. While most of the fathers (75%) reported changing a diaper and feeding the baby as often as once a day or more often, many of them could not remember such things as age at which weaning was begun, method of weaning, age at which toilet training was begun, or age when bowel training was completed. Most mothers, however, were able to answer questions concerning these matters. It is possible that the fact fathers had to recall infancy after a longer period of time (6 or 7 years as opposed to 4 or 5 years for the mothers) could account for this sex difference in ability to recall the details of infancy. However, the fathers' lower involvement in infant care would seem to be the major factor. Both fathers and mothers reported that the mother did

most of the care-taking in infancy, though mothers tended to report that they did more than the fathers said mothers did. When asked about the amount of care-taking done by fathers, however, there was nearly perfect agreement between the two groups of parents (see Table 1).

Insert Table 1 about here

Fathers gave indications of being less responsive than mothers to babies' expressed needs. From their comments, they were quite concerned about "not spoiling the child." Fathers were less likely to pick up a crying baby and more likely to desire a regular feeding schedule for their infant. They also reported levels of affectionate interaction that were somewhat lower than those reported by mothers. However, the majority of both fathers and mothers reported frequently engaging in affectionate interaction with their infants (see Table 2).

Insert Table 2 about here

It is interesting to note, however, that although fathers indicated at least some enjoyment of babies, in response to the question, "Do you think babies are more fun to take care of when they are very little, or do you think they are more interesting when they are older?" no father said he preferred babies, with more fathers preferring older children (57%) than indicated they liked both (43%). This question was not scored for mothers. Parke and Sawin (1976) have reported that fathers of infants tended to be as nurturant as the mothers in their interactions with babies, but that fathers participated in care-taking activities

significantly less often than mothers. This would appear to have been the case with our fathers.

Level of Expectations

Fathers tended to have higher expectations than mothers for their infants, as evidenced by the fathers' lower responsiveness to crying and more rigid approach to feeding. However, that orientation toward higher standards was not always observed in later childhood. In the area of table manners, for instance, mothers were more likely to place fairly high demands on the child (mothers, 29%; fathers, 7%, $p < .02$). However, the majority of both fathers and mothers were moderate in their expectations for table manners. Mothers placed more restrictions than fathers on the use and care of the house and furniture (including such things as marking on the walls and jumping on the furniture). Of the fathers, 37% reported having moderate expectations in this area as compared with 7% of the mothers ($p < .02$). More than moderate restrictions were reported by 55% of the fathers and 89% of the mothers ($p < .002$). Fathers were more likely to place only a few restrictions on the child's mobility in the neighborhood (fathers, 46%; mothers, 25%, $p < .05$). However, fathers tended to expect more in terms of neatness and keeping things clean. Relatively high standards for cleanliness were reported by 36% of the fathers and 14% of the mothers ($p < .03$). Neither set of parents was particularly strict about the amount of noise around the house. A large majority of parents (82% of the fathers and 79% of the mothers) reported having at least one or two small jobs around the house that their child was required to do.

Parents were similar in their expectations related to school achievement. Half (50%) of the fathers felt it was important that their

child do well in school as long as the child was not pushed beyond his or her capabilities, while 29% felt school achievement was important, with no reservations. Mothers had somewhat higher expectations, with 44% having no reservations about the importance of school success and 41% qualifying its importance. A similar tendency was revealed among the responses to the question, "How far would you like your child to go in school?" Among the fathers, 22%, as compared with 37% of the mothers, had no reservations about expecting their child to complete college. However, most fathers (74%) and mothers (58%) indicated that college was not that important, depending on their child's own goals. This basic pattern held whether the parents were referring to sons or to daughters. However, mothers tended to have slightly higher expectations of their daughters than their sons, while fathers expected nearly the same from both sexes.

Discipline

Sears et al. (1957) found that mothers used a wide variety of discipline techniques and methods of training. This was true also of the fathers and mothers in our study. The most commonly preferred forms of punishment were spanking (fathers, 26%; mothers, 21%), denial of privileges (fathers, 22%; mothers, 25%), verbal scolding (fathers, 22%; mothers 14%), and isolation (fathers, 19%; mothers, 32%). Although physical punishment was the preferred technique of only a fourth of the parents, 56% of the fathers and 54% of the mothers felt spanking was an effective technique. Mothers tended to use reasoning in conjunction with other discipline techniques more frequently than fathers (mothers, 64%; fathers, 48%). Mothers also showed a tendency to be more likely to expect a quick response from their children to a command for obedience

(50% versus 39% of the fathers). However, in comparing themselves with their spouses, most mothers (57%) saw their husbands as having higher demands for obedience, while fathers tended to consider their standards to be about the same as those of their wives (43%). A majority of all parents stated that they usually carried through with a threat or command. However, most fathers and mothers were judged as being moderate in their expectations and severity of discipline for most areas of child behavior.

Punishment for misdeeds is, of course, not the only way to guide children's behavior. As can be seen in Table 3, fathers reported less inclination to use reward as a method of child guidance than the mothers, though both parents characteristically used money or other material rewards or praise at least some of the time. In general, the present results appear consistent with Stolz' (1966) conclusion that fathers tend to devalue praise more than mothers. However, our results do not support Stolz' finding that fathers favor strictness of control more than mothers. Parents were also asked about the extent of their use of models of good behavior, whether the model be themselves, a sibling, or playmate. Both mothers and fathers were approximately evenly divided in reported use of this technique, with fathers showing some tendency to use it more frequently.

Insert Table 3 about here

Permissiveness of Aggression

Fathers and mothers were nearly identical in their reported permissiveness of aggression among siblings. Equal proportions of fathers and of mothers (92%) stated that they were moderately to not at all

permissive of sibling quarrels. They indicated that at their most accepting they would intervene in sibling arguments if someone were getting hurt and would not allow verbal battles to continue too long. Fathers and mothers were not in such clear agreement on permissiveness of aggression expressed toward parents, though none were totally accepting of it. Fathers tended to be least tolerant of such aggression, with 41% stating that this is something they would not permit under any circumstances. Of the mothers, 29% felt this way. Most mothers (57%), however, tended to be more understanding, explaining that "a certain amount of this must be expected," though they would not permit hitting. Of the fathers, 41% were in agreement with this position.

Outside the home, parents are in agreement that aggression in the form of fighting is permissible at best when being bullied (fathers, 68%; mothers, 71%), though fathers are more likely to have never actually encouraged their child to fight back (fathers, 50%; mothers, 21%; $p < .02$). Fathers of sons appeared slightly more willing to encourage their children to fight back and to make moderate demands on them to defend themselves, than fathers of daughters, though they paradoxically were also more likely to have made no demands for aggression. Mothers of sons also were more likely to have made no demands for aggression, although those that did make demands made greater ones than did mothers of female children. Eron et al. (1961) reported a significant agreement between mothers and fathers on the amount of punishment for aggression (parents of boys and girls combined). Similarly, our study found fathers and mothers to be in general agreement on their permissiveness of aggression.

Sex and Modesty Training

A majority of both fathers (66%) and mothers (89%) reported being

at least moderately permissive of nudity, with many (fathers, 41%; mothers, 44%) not minding if their children ran around without clothes fairly often. Fathers, however, were more likely to be less than moderately permissive (fathers, 30%; mothers, 8%; $p < .02$). Mothers were also more accepting of masturbation, with a full half (52%) of them considering it a natural process and making no effort to discourage it. Only a fourth (26%) of the fathers expressed this sentiment ($p < .03$). However, most fathers (67%) were moderately accepting, explaining that they did not make an issue of it but that they did not want to "let it be a habit." Parents were in closer agreement in their permissiveness of sex play with other children, with 48% of the fathers and 46% of the mothers allowing moderate forms to go on, but trying to discourage it without making it too big an issue. Nearly equal numbers of mothers and fathers were both more and less permissive than this.

Not surprisingly, considering the above findings, fathers were judged to be more sex anxious than mothers, with 61% rated as having moderate to high anxiety while only 14% of the mothers were so ranked ($p < .001$). Of equal interest is the apparent existence of a sex difference that holds for both mothers and fathers (see Table 4). Across all measures, both parents tended to be less permissive of and more anxious about the sex-related behavior of their daughters, with this tendency being somewhat more pronounced for mothers than for fathers. This is a somewhat surprising finding in these days of supposed sexual equality. It would seem that, for these parents at least, the old double standard for sexual behavior has not completely disappeared.

Insert Table 4 about here

Sex Role Differentiation

Considering the results reported above, it is interesting to find that when asked explicitly about sex role differentiation, 79% of the mothers saw little or no difference in the ways boys and girls should behave, but only 46% of the fathers felt this way ($p < .006$). Of the fathers, 17% had definite sex-role expectations, while only 4% of the mothers trained for a wide differentiation ($p < .05$). This finding is consistent with Weinraub's (1978) report that most studies of sex-typing have found fathers to be more concerned about this issue than mothers. Both fathers and mothers showed a slight tendency to differentiate sex-typed behavior more for their daughters than for their sons.

Parent-Child Relationships

Fathers reported being able to find time to play with their children less frequently than mothers. Most said they were only sometimes able to do this, while most mothers reported playing with their children fairly often. While fathers were more likely to be undemonstrative with their children ($p < .02$), equal numbers (the majority, 68%) of fathers and mothers indicated that they were more than moderately affectionate. That is, they hugged and kissed their children more than just the expected good-bye, hello, and good-night rituals. Similarly, most fathers, and in this case, all mothers were judged to be warm in their relationships with their children, although fathers were rated as less warm than mothers. Frequencies for these variables are presented in Table 5. Fathers tended to play with and be affectionately demonstrative with sons more often than daughters. However, they were judged to be equally warm with

both. Mothers, on the other hand, tended to be warmer and more affectionate toward their daughters, though they took more time to play with their sons.

Insert Table 5 about here

Mussen and Distler (1960) reported that paternal warmth and nurturance were positively related to sex-role identification in boys. Radin (Epstein & Radin, 1975; Radin, 1972) found these characteristics in fathers to be positively related to intellectual functioning in boys. Epstein and Radin (1975) also found sons of such fathers to have higher achievement motivation. Weinraub (1977) has suggested that parental warmth and acceptance, whether exhibited by fathers or by mothers, are characteristics that foster general development in both boys and girls. If this is indeed the case, one would expect the development of the children of our 28 parents to be enhanced.

Sears (Sears et al., 1957; Sears et al., 1965) has suggested that the parental response to dependency is an important factor in the identification process. Fathers in our study were found to respond positively to dependent behaviors. Mothers, however, were more often neutral to signs of dependency (see Table 5). Both parents were basically consistent in their responses to dependency in both sons and daughters. This difference between mothers and fathers is somewhat surprising given the cultural stereotypes of the mother as overprotective and the father as demanding of independence.

Evaluation of Self and Spouse

A number of questions in the interview asked the parent to rate his

or her spouse on a given dimension of child rearing. This technique permitted the comparison of one parent's perception of self with his or her partner's perception of him or her. Examples of this have been reported above concerning parental involvement in infant care-taking and expectations of obedience. Another of these questions concerned paternal warmth. As reported above, based on their own reports, 82% of the fathers were rated as moderately to extremely warm. Based on mothers' reports of fathers, however, 96% of the fathers were so rated. When asked to rate their wives as to their satisfaction with the mother role, 42% of the fathers felt their wives were entirely satisfied, 46% satisfied (with some reservations), and 13% felt their wives had mixed feelings about motherhood. Mothers' ratings of their own satisfaction were 44%, 37%, and 19%, respectively, for the above classifications.

Other questions asked the parents to rate themselves in relation to their spouses. In response to the question, "When X has to be disciplined, who usually does it, you or your wife (husband), assuming both of you are there?" fathers were more likely to say it was 50-50 either way (54%), while mothers were evenly divided between indicating themselves (29%), their husbands (36%), or half and half (36%). Mothers tended to think that their husbands felt them to be not strict enough with their children (58%) and fathers felt their wives saw them as too strict (38%), even though the largest numbers of both husbands (56%) and wives (43%) felt their spouses to be about right in their discipline. These reported differences between the perceptions of fathers and mothers in conjunction with the parental differences reported elsewhere in this paper, lend support for Eron et al.'s (1961) caution against using

the reports of one parent as valid evidence of the behavior or attitudes of the other parent in studies of child-rearing practices.

Influences on Child-Rearing Practices

When asked to compare their own child rearing with that of their same sex parent, fathers were much more likely to be consciously trying to do things differently than their fathers; while mothers were somewhat more frequently trying to emulate their mothers. In an item not scored for mothers, fathers indicated that they were trying to either spend more time with their children (48%), be less strict (33%), or show more affection (24%) than their fathers. Fathers were only slightly more likely to rely on themselves in making child rearing decisions than mothers. However, if one takes into account the fathers who named their wives as their best source of advice on such matters, it could be said that fathers were less reliant than mothers on sources outside the home. Fathers and mothers were about equal in their beliefs that religious training is at least somewhat important and that politics have little influence on their child-rearing practices. Our findings concerning influences on child-rearing practices (see Table 6) do not support those of Stolz (1966), in which men were found to be influenced by the aspects of their fathers' parenting they wished to retain and women by those characteristics of their mothers they desired to change. Indeed, our data indicate the opposite to be true. Our results would, however, seem to be compatible with Stolz' conclusion that mothers are more influenced by outside forces of parenting advice than fathers.

Insert Table 6 about here

Father-Mother Agreement

Spearman's rho test of correlation was computed using matched pairs of parents in an attempt to measure the extent of father-mother agreement within families. Of 40 variables for which correlations were computed, only 10 were significant (see Table 7). This is consistent with the results of the study reported by Eron et al. (1961) in which 10 of 22 mother-father correlations were found to be significant. Of the 10 significant correlations in the current study, five were for variables for which differences between groups of fathers and mothers were found: sex anxiety, husband's judgement of wife's strictness, wife's judgement of husband's strictness, use of reasoning, and comparison of own child rearing practices to that of same-sex parent. It would appear that for these variables differences between fathers and mothers are reduced within individual families. In general, however, the small number of significant correlations found would imply that fathers and mothers differ in their perceptions of their child-rearing practices, even within the same family.

Insert Table 7 about here

A Final Comment

Littman et al. (1957) found remarkable agreement among fathers and mothers in their reporting of child-rearing practices. Similarly, Sears et al. (1965) reported that the development of identification in children seemed to be tied to the same child-rearing behaviors for both fathers and mothers. Eron et al. (1961), however, found parents more different than alike in their responses to questions related to parenting.

Certainly, our results also yield a variegated picture of agreement and disagreement, of similarity and difference in the perceptions of child rearing reported by fathers and mothers. There were areas in which these parents were more alike than different, such as non-permissiveness of aggression, warmth, use of a wide variety of discipline techniques, and in their moderate level of expectations. However, there were many ways in which fathers and mothers were found to be significantly different, among them amount of care-taking in infancy, response to dependency, amount of sex-role differentiation, and level of sex anxiety. In addition, only a small number of significant correlations were found between matched pairs of fathers and mothers.

Traditionally, child-rearing research has been based predominantly on studies involving mothers. A finding of great similarity between mothers and fathers would imply that not much information has been lost by that approach. However, neither the results of the Eron et al. (1961) study nor of the current study would support such a conclusion. On the contrary, our results suggest that although there are areas of similarity, fathers and mothers, even within the same family, differ considerably in their child-rearing attitudes and practices. Father would appear to have an influence on his children that goes beyond a mere reiteration of the mother's position. Most likely his influence is both subtle and direct and may vary in degree and nature with the changing developmental level of the child. At least, our results lend additional emphasis to the assertion by Eron et al. that data should be collected directly from fathers as well as from mothers in child-rearing research.

Both Gardner (1943) and Tasch (1953) felt compelled after interviewing fathers to claim that fathers were more involved and important in

their children's lives than they were given credit for in those years. There has been ample evidence in recent years substantiating those conclusions. Our own investigation of fathers as parents leads us to agree with those earlier researchers and with Weinraub (1978) that fathers no longer are or should be considered second-class parents, but rather should be viewed as second parents, important partners in establishing patterns of child rearing.

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Footnote

¹The original Patterns (Sears et al., 1957) interview schedule was used with only minor changes, in most cases involving only changing the gender of nouns and pronouns. A few sub-questions were omitted that seemed inappropriate for use with fathers. In preparation of the father interview schedule, the father interview schedule used by Sears, Rau, and Alpert (1965) was reviewed and one question from that schedule was substituted for a related question on the Patterns schedule. The decision to retain the original schedule (Sears et al., 1957) rather than use the Sears et al. (1965) father interview schedule was based on the general similarity of the two and a desire to make the results of the father and mother interviews as comparable as possible. The extension schedule was added to assess parental attitudes toward current social issues not covered by the original 1957 interview.

Table 1
 Care-Taking of Infants by Fathers and Mothers

	Reported by:	
	Fathers	Mothers
Amount of care-taking by fathers:		
1. None	0%	4%
2. Very little (occasionally change diaper)	25%	25%
3. Some (feed and change perhaps once a day)	39%	36%
4. Quite a bit (regular help)	32%	32%
5. Shared equally with mother	4%	4%
6. Did more than mother	<u>0%</u>	<u>0%</u>
	100%	101% ^a
	N = 28	N = 28
Amount of care-taking by mothers:		
1. Practically none	0%	0%
2. Less than half, but some	0%	0%
3. About half	4%	0%
4. More than half, considerable help	14%	14%
5. Most, some help	75%	57%
6. Nearly all	7%	29% ^{*b}
7. All	<u>0%</u>	<u> </u>
	100%	100%
	N = 28	N = 28

^aPercentages are rounded to the nearest whole number; therefore, totals not equal to 100% may occur.

Table 1 (Continued)

^bTests of significance were computed for differences between fathers as a group and mothers as a group using a conversion of percentages for the two groups to standard scores:

$$\left(Z = \frac{P_1 - P_2}{\sqrt{p_c q_c \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}} \right) .$$

*p < .05.

Table 2
 Responsiveness to Crying, Attitude Toward Feeding Schedule
 and Affectionate Interaction with Infant

	Reported by:	
	Fathers	Mothers
Responsiveness to crying:		
1. Extremely unresponsive	7%	0%
2. Only when something wrong	29%	4%*
3. Moderately responsive	36%	43%
4. Relatively responsive	14%	18%
5. Highly responsive	<u>14%</u>	<u>36%*</u>
	100%	101%
	N = 28	N = 28
Attitude toward feeding schedule:		
1. Self demand	32%	63%*
2. Flexible schedule	43%	37%
3. Regular schedule	<u>25%</u>	<u>0%**</u>
	100%	100%
	N = 28	N = 28
Affectionate interaction with infant:		
1. None	0%	0%
2. A little (occasionally)	18%	4%*
3. Some	25%	14%
4. Much (frequently)	54%	64%

Table 2 (Continued)

	Reported by:	
	Fathers	Mothers
5. A great deal (nearly all the time)	<u>4%</u>	<u>18%*</u>
	100%	100%
	N = 28	N = 28

*p < .05.

**p < .01.

Table 3
Use of Money, Material Rewards, and Praise
as Reward for Good Behavior

	Reported by:	
	Fathers	Mothers
Use of money as reward:		
1. Regular system (i.e., allowance)	36%	50%
2. Occasionally rewarded with money	54%	25%
3. Not used as reward	<u>11%</u>	<u>15%</u>
	101%	100%
	N = 28	N = 26 ^a
Use of material rewards:		
1. Never	42%	18%*
2.	8%	14%
3.	8%	0%
4. Sometimes	35%	54%
5.	4%	0%
6.	0%	7%
7. Regularly	<u>4%</u>	<u>7%</u>
	101%	100%
	N = 26	N = 28
Use of praise:		
1. Doesn't praise	0%	0%
2. Seldom praise	7%	0%
3.	4%	0%

Table 3 (Continued)

	Reported by:	
	Fathers	Mothers
4. Sometimes praises	29%	14%
5.	14%	14%
6.	7%	7%
7. Regularly praises	<u>39%</u>	<u>64%*</u>
	100%	100%
	N = 28	N = 28

^aNot all items were ascertained for all parents. For such items, N's reported will be less than 28.

*p < .05.

Table 4

Permissiveness of Nudity Indoors, Masturbation and Sex Play,
and Sex Anxiety of Parent

	Reported by:			
	Fathers		Mothers	
	Boys	Girls	Boys	Girls
Nudity Indoors				
1. Not at all	15%	14%	8%	8%
2.	8%	21%	0%	0%
3. Moderately	31%	21%	23%	69%**
4.	23%	36%	69%	23%**
5. Entirely	<u>23%</u>	<u>7%</u>	<u>0%</u>	<u>0%</u>
	100%	100%	100%	100%
	N = 13	N = 14	N = 13	N = 13
Masturbation				
1. Not at all	0%	0%	0%	8%
2.	0%	14%	0%	0%
3. Moderately	31%	50%	0%	15%
4.	39%	14%	43%	31%
5. Entirely	<u>31%</u>	<u>21%</u>	<u>57%</u>	<u>46%</u>
	101%	99%	100%	100%
	N = 13	N = 14	N = 14	N = 13
Sex Play				
1. None evident	36%	7%*	36%	21%
2.	7%	14%	50%	21%*

Table 4 (Continued)

	Reported by:			
	Fathers		Mothers	
	Boys	Girls	Boys	Girls
3. Moderately	31%	64%*	62%	27%*
4.	39%	7%*	23%	36%
5. Entirely	<u>0%</u>	<u>7%</u>	<u>0%</u>	<u>0%</u>
	101%	99%	100%	99%
	N = 13	N = 14	N = 13	N = 11
Sex Anxiety:				
1. None evident	36%	7%*	36%	21%
2.	7%	14%	50%	21%*
3.	14%	0%	14%	29%
4. Moderate	14%	50%*	0%	14%
5.	14%	21%	0%	7%
6.	14%	0%	0%	0%
7. High	<u>0%</u>	<u>7%</u>	<u>0%</u>	<u>7%</u>
	99%	99%	100%	99%
	N = 14	N = 14	N = 14	N = 14

*p < .05.

**p < .01.

Table 5

Time Spent Playing with Child, Affectionate Demonstrativeness,
Warmth of Parent-Child Relationship, and
Response to Dependency

	Reported by:	
	Fathers	Mothers
Time spent playing:		
1. Frequently	4%	9%
2. Fairly often	25%	57%**
3. Sometimes	54%	29%*
4. Not very often	14%	14%
5. Practically never	<u>4%</u>	<u>0%</u>
	101%	100%
	N = 28	N = 28
Demonstrativeness:		
1. None	4%	0%
2.	14%	0%
3. Moderately	14%	32%
4.	43%	32%
5. Very	<u>25%</u>	<u>36%</u>
	100%	100%
	N = 28	N = 28
Warmth:		
1. Extremely	11%	32%*
2.	7%	50%***
3. Warm	64%	18%***

Table 5 (Continued)

	Reported by:	
	Fathers	Mothers
4.	4%	0%
5. Not much	7%	0%
6. Ambivalent	<u>7%</u>	<u>0%</u>
	100%	100%
	N = 28	N = 28
Response to dependency:		
1. Strong positive	0%	0%
2. Positive	39%	0%***
3. Somewhat positive	29%	21%
4. Neutral	0%	64%***
5. Negative	29%	11%
6. Strong negative	<u>4%</u>	<u>4%</u>
	101%	100%
	N = 28	N = 28

*p < .05.

**p < .01.

***p < .001.

Table 6
Influences on Child-Rearing Practices

	Reported by:	
	Fathers	Mothers
Comparison of own child rearing to that of their parents:		
1. Consciously trying to do things the same	4%	22%*
2. Some ways same, some different	52%	52%
3. Consciously trying to do things dif- ferently	<u>44%</u>	<u>26%</u>
	100%	100%
	N = 25	N = 23
Best source of advice on child rearing:		
1. Instinct, common sense, own childhood	37%	32%
2. Relations, friends, doctors, etc.	11%	24%
3. Religion, Bible, prayer	11%	4%
4. Classes, books, schooling	30%	39%
5. Television	0%	0%
6. Spouse	<u>11%</u>	<u>0%</u>
	100%	100%
	N = 27	N = 28
Importance of effect of religion on child rearing:		
1. Very important	30%	19%
2. Important	19%	42%*

Table 6 (Continued)

	Reported by:	
	Fathers	Mothers
3. Somewhat important	30%	19%
4. Not important	11%	12%
5. Parent's not important, but children's is	11%	8%
6. Don't know	<u>0%</u>	<u>0%</u>
	101%	100%
	N = 27	N = 26
Importance of effect of political beliefs on child rearing:		
1. Important	12%	9%
2. Somewhat	23%	26%
3. Not important	62%	52%
4. Don't know	<u>4%</u>	<u>13%</u>
	101%	100%
	N = 26	N = 23

*p < .05.

Table 7
 Significant Correlations Found Between Fathers and Mothers^a

Variable	Spearman's rho
Use of reasoning	.58***
Wife's judgment of husband's strictness	.54
Husband's judgment of wife's strictness	.49
Comparison of own child-rearing practices to that of same sex parent	.46
Demand for aggression	.45
Sex anxiety	.44**
Permissiveness for noise in house	.43
Permissiveness for aggression among siblings	.37
Frequency of spanking	.37
Importance of religion	.35*

^aFathers and mothers from the same family were matched for the computation of the Spearman's rho test of correlation.

*p < .05.

**p < .01.

***p < .001.

APPENDICES

APPENDIX A

REVIEW OF LITERATURE

Overview

It has been noted that the role of father in child rearing and child development has long been either minimized or over-looked completely (Earls, 1976; Lamb, 1975; Nash, 1965; Taconis, 1969; Weinraub, 1978). In an early call for a re-evaluation of the importance of fathers as influences on their children's development, Nash suggested that a shift from a family based economy to an industrialized economy may have been a cause for the father's reduced parental role. In addition, Nash postulated that a culturally determined concept of child care as the mother's responsibility has helped remove the father from an active role as a parent as well as leading psychologists to ignore or consider secondary the role of the father in child development. Taconis and Lamb have both proposed that the negative emphasis placed on the father by Freudian theory has been at least partially responsible for the cultural de-emphasis of the father as a primary influence in the lives of children. Earls, a clinical psychologist, acknowledged this tradition and suggested that it is time to go beyond this view, concluding that to ignore the influence of the father may be detrimental to effective mental health measures. Weinraub, writing more recently than the above authors, reported that these traditional views of the father are changing both in society and in the behavioral sciences. She contends that ethological observations of children in naturalistic settings, new attitudes toward sex roles, and an increase in the number of alternative child rearing settings have influenced researchers to widen their focus in child development research to include fathers as well as mothers. It is this research, particularly as it relates to fathers as child rearers, that is the subject of this review.

Father Absence

Interest in fathers as important influences in their children's development first grew out of a concern about the impact of their being absent. Stolz et al. (1954), among others, was concerned about the effects of fathers going off to war on the children left behind. She found children who were born or in early childhood during their father's World War II tour of duty to be alienated from their fathers. Since the early 1950's, many investigations of the effects of father absence have been made. Recent reviewers of the research in this area (Biller, 1971; Hetherington & Deur, 1971) conclude that the issue is a complex one. Among the variables that can influence the nature of the effects of father absence on the child are the reason for the absence (divorce, separation, military duty, death, etc.); the mother's response to the absence, the availability of surrogate male figures, the sex of the child, the cultural milieu of the child, and the age of the child at the time of the onset of absence. The identification of such a wide array of impinging factors makes difficult the extraction of clear-cut generalizations. An attempt at such is beyond the scope of this review, as we are more interested in what the father does with his child than in the effects of his absence.

Father Involvement in Infancy

Traditionally, fathers have not been present at the births of their children and have had only limited access to them during the time mother and infant are hospitalized. Recent increases in the number of father-attended births and the liberalization of hospital regulations regarding fathers' visiting hours have made possible early contact between fathers

and their newborn babies. In a series of observational studies of fathers interacting with their infants within 6 to 48 hours after birth, Parke and Swain (1976) found fathers to be just as nurturant as mothers. Nurturance was defined as the amount of time touching, looking, vocalizing, and kissing done by the parent. Fathers were also observed in feeding situations and were found to be as competent as mothers in terms of sensitivity to infant cues and amount of milk the infant ingested. Only in the amount of smiling and participation in care-taking activities were mothers significantly more active. The father's presence or absence at birth, the mother's presence or absence during the father-infant interaction, and the socio-economic level of the family made no difference in the amount or quality of the father's interaction with his infant.

In 1958, Bowlby coined the term "attachment" to refer to the affectional bond between the infant and its mother. Since that time, mother-infant attachment has received considerable attention in the theoretical and research literature on social development (Ainsworth, 1973). The concept of attachment was first applied to father-infant relationships by Pederson and Robson (1969). Defining attachment behaviors as greeting behavior for father when he appears, Pederson and Robson found such behaviors present in a majority of the 45 first born 8-to-10-month-olds they inquired about. However, this study was based on interviews with mothers about the behavior of infants and fathers.

The first observational study of father-infant attachment was reported by Kotelchuck in 1972. In a review of that initial investigation as well as five subsequent studies, Kotelchuck (1975) reports that, in all studies, 12- to 21-month-old children showed no preference for either

parent, whether observed at home or in laboratory settings. Each study involved a series of separations from and reunions with the child's mother, father, and a stranger. Attachment behaviors, defined as proximity to adult, fussing, and disruption of play, were measured for each setting. In addition, fathers and mothers were interviewed to establish the amount of care-taking of the infant done by each. In spite of great differences between mothers and fathers in time spent care-taking (75% of the fathers had no regular child-care responsibilities), the infants were found to exhibit levels of attachment behavior toward fathers similar to those exhibited toward mothers. However, a minimal amount of parent-infant interaction was deemed necessary for the development of attachment, as those infants that did not relate to their fathers came from families with the lowest levels of father care-taking. In addition, experimental manipulation of father-infant interaction resulted in increased infant-father attachment.

Lamb (1978), reporting on his own investigations of father-infant interaction, corroborated Kotelchuck's (1975) finding of attachment by infants to fathers as well as to mothers. Limiting his definition of attachment to proximity-seeking behaviors and controlling for the social behavior of the adult partner, Lamb observed infants ranging in age from 7 to 24 months old in their own homes in interaction with their mother, father, and a stranger. From 7 to 13 months of age, infants appeared to be attached to both parents and showed no consistent preference for one parent over the other. Only under the stressful condition of the appearance of a stranger did infants show an increase in attachment behaviors toward their mothers more than fathers. However, by the ages of 13 through 24 months, infants were showing definite preferences for fathers.

Lamb also reported that mothers and fathers characteristically interacted with infants in different ways. Fathers most often held their babies to play with them or because the infant wanted to be held. Mothers were more likely to pick up their children for care-taking purposes or to redirect them from a prohibited activity. In addition, fathers' play with their infants tended to be physically stimulating, unpredictable, and idiosyncratic while mothers' play tended to involve conventional games and toys.

Fathers and Intellectual Functioning

Paternal child-rearing practices have been examined in relation to the intellectual functioning of children. Radin (1972) observed 21 lower-class and 21 middle-class white fathers as they interacted with their four-year-old sons in their own homes. All fathers were from intact homes. Stanford Binet and Peabody Picture Vocabulary Tests were administered to the children. The son's IQ levels were found to be positively related to paternal nurturance and negatively related to paternal restrictiveness. Nurturant fathers were described as providing positive reinforcement, consulting with the child, and being sensitive to their sons' needs. Restrictive fathers were characterized as using aversive stimuli and demanding of obedience. A follow-up of this study done one year later with 30 of the original 42 fathers and sons found these same relationships between paternal behavior and the intellectual functioning of their sons to still exist (Radin, 1973). Radin interpreted this persistence over time as an indication that the direction of causality was indeed from father to child.

Epstein and Radin (1975) conducted a similar study of white middle- and working-class fathers and children; but in this case, both boys and girls were involved. Nurturance and restrictiveness were defined and rated using the same procedure as in the Radin (1972) study. In addition to the Stanford Binet test of intelligence, Piagetian tasks were administered. Motivation was also rated on a four-point scale during the administration of the Stanford Binet. While no correlation was found for the Piagetian tasks, scores on the Stanford Binet were again found to be positively related to paternal nurturance for boys. Achievement motivation of sons showed a similar relation to nurturance. The cognitive functioning of girls, however, was not related to their father's nurturance. In addition, paternal nurturance enhanced person-oriented motivation rather than achievement motivation in girls.

The above studies would indicate that the father's influence on cognitive functioning may be stronger for boys than for girls. However, a study by Aldous (1975) indicates that the relationship between problem solving and paternal behavior may be quite complex. In observations of 60 mother-father-third grader triads involving equal numbers of white middle-class boys and girls, Aldous found that for girls, but not for boys, overall father interaction and father's directions were positively related to originality of the children's problem solutions. While both fathers and mothers gave highly original daughters about the same number of directions, fathers gave fewer directions and mothers more directions to low originality girls.

Fathers and Identification

Fathers have received much attention as important figures in the

identification process, particularly of boys. Indeed, detrimental effects of father absence on sex-role development has been a major focus of research (Biller, 1971). A number of researchers have also looked at the relationship of father presence to identification. Mussen and Distler (1960) rated 19 white, middle-class boys on the IT scale for masculinity and then interviewed their mothers using an interview based in content and rating method on that employed by Sears et al. (1957). Based on mothers' reports of maternal and paternal behavior, Mussen and Distler concluded that fathers were more influential than mothers in the masculine identification of their sons. In addition, they found fathers of highly masculine boys to be more overtly affectionate, to have stronger affectional relationships, and be more involved in care-taking and child rearing than fathers of low masculine sons.

In a replication and extension study utilizing the same methodology as the above-described 1960 study, but this time evaluating both boys and girls, Mussen and Rutherford (1963) found similar relationships between paternal variables and the masculinity of boys. However, their results also indicated that paternal characteristics may be involved in sex typing among daughters. While father nurturance and power were not significantly related to femininity in girls, the extent to which the father encouraged and stimulated their daughters to participate in sex-appropriate activities was positively related to femininity. This variable was not significant for mother encouragement, although mother nurturance and power were positively related to feminine identification in girls. The implication from these studies is that fathers affect identification in both sons and daughters and that mothers and fathers influence identification in different ways.

Sears, Rau, and Alpert (1965) also investigated child rearing antecedents of identification in boys and girls. Data for their sample of 21 boys, 19 girls, and their white middle-class parents was garnered from interviews with both parents and observations of the children in both natural (nursery school) and structured settings. Sears et al. (1965) reported finding no evidence to support the conclusions of the Mussen studies that paternal and maternal nurturance and power are of primary importance for appropriate sex typing in same sex parent. Though Sears et al. did find that strength of femininity was positively related for girls to mothers' rewarding of dependency and negatively related for boys to paternal dependency reward. However, they felt that the evidence was insufficient to conclude that the rewarding same-sex parent determined this aspect of identification. Neither did their findings support Mussen's (Mussen & Rutherford, 1963) suggestion that parents differentially affect the identification process. They found permissiveness for sex-related aggressive behaviors to be correlated with masculinity and for non-permissiveness to be correlated with femininity. They reported that this relationship was true for both parents and children of either sex. While the father was seen as an important role model, Sears et al. (1965) report that the father does not necessarily do anything differently from the mother in his child rearing to produce appropriate sex-role identification.

Father Attitudes Toward and Perceptions of Child Rearing

While there have been a great many studies, particularly in recent years, of the effects of father behaviors on children, few studies have

reported the actual child-rearing practices or attitudes of fathers. Gardner (1943) was one of the first and few to do so. From interviews with 300 fathers, Gardner compiled statistics on their perceptions of themselves as fathers. She found that fathers considered their greatest weakness to be lack of affection for and not enough contact with their children--the same criticism they were most likely to have of their own fathers. They felt their greatest strength was that they taught ideal character traits. Fathers reported that they had played with their children as infants frequently and helped with some routine chores (which included walking the floor at night and "doing the spanking"). Half of the fathers preferred deprivation of privileges as a form of punishment, followed in popularity by verbal scolding and physical punishment. Eighty percent of the fathers believed their children should have regular chores around the house. Based on her results, Gardner concluded that fathers were under-rated by society as active child rearers.

Ten years later, Tasch (1952), after interviewing 85 fathers, drew a very similar conclusion. Over half of the fathers in Tasch's study reported quite a bit of involvement in the feeding of infants and about 40% reported doing some minding of the baby, toileting, bathing, etc. For these fathers, spanking was the preferred punishment technique, followed by verbal scolding and deprivation of privileges. Fathers were reported as seeing child rearing as a part of the paternal role and as participating in the daily care of their children. Though these fathers valued companionship with their children, they also stressed the importance of being a good provider. Tasch characterized her fathers as participating more equally in parenting, rather than abdicating child-

rearing responsibilities to the mother, as was the cultural image of the day.

Bigner (1977) reported the responses of 77 white, middle-class fathers of preschool-aged children to forced-answer questionnaires concerning attitudes toward fathering and amount and type of father-child activity. He found fathers' attitudes toward children to be characterized as developmental. He defined developmental attitudes as reflecting democratic behaviors; emphasis on training for self-reliance; assistance in social, emotional, and mental development; frequent demonstration of affection and concern for the child's well-being, happiness, and self-worth. Bigner found fathers who most demonstrated such an attitude to also report being more actively involved with their children. No sex or age differences were found, although both attitude and activity scores tended to be depressed by increased ordinal position of the child.

Comparisons of Fathers and Mothers

A statement similar to the one opening the preceding section can be made here. Although a number of studies have examined the influences of both mothers and fathers, few have reported direct comparisons of the child-rearing patterns of both parents. Although they did not report the actual practices of parents, Eron, Banta, Walder, and Laulicht (1961) reported on the amount of agreement between the responses of fathers and mothers to questions concerning child-rearing practices. In their study, both mothers and fathers of 138 third graders from diverse socio-economic levels were interviewed using an interview composed of close-ended, forced-choice questions. Of 22 correlations obtained between maternal and paternal reports of parenting-related behaviors, only 10 were

significant. The areas in which parents tended to agree were parental rejection, parental aspirations for the child, parental disharmony, punishment for aggression, and parental restrictions. Lowest correlations were found for those items describing child behavior.

Littman, Moore, and Pierce-Jones (1957), however, found mothers and fathers to be in agreement on most aspects of child rearing. They interviewed 206 pairs of white, middle- and lower-class parents of pre-kindergarten children, using an interview schedule patterned after that employed by Sears et al. (1957), but modified to include both open-ended and forced-choice questions. Littman et al. found mothers and fathers to be similar in their reports of historical matters (such as age of weaning, toilet training and so on) in their reported use of such discipline techniques as reasoning, scolding, deprivation of privileges and physical punishment, in their sexual permissiveness and in their enjoyment of playing with their children. The only significant difference found was that fathers expected less than mothers in terms of rules and chores around the house.

Bartz (1978) asked 64 pairs of parents of first and second graders and 64 pairs of parents of teenagers questions concerning their involvement in 11 selected tasks of parenting. Fathers were found to be more involved than mothers in discipline and the development of values, and both parents were more involved in these areas with elementary school children than with teenagers. Fathers and mothers reported similar levels of involvement in social relations, responsibility for money and work, school performance, independence of child, sex-role development, future plans, social relations with the opposite sex, and drug and alcohol education.

Stolz (1966), in a study focusing on influences on child rearing rather than the child-rearing practices themselves, found many differences between mothers and fathers. Based on semi-structured interviews with 39 mothers and 39 fathers, Stolz found women to be most influenced in their child rearing by those aspects of their mothers they wished to change, while men reported being most influenced by the characteristics of their fathers' parenting they wished to retain. Fathers indicated that they stressed values more, placed more importance on socializing agents outside the home (such as school, neighborhood, and television), were more critical of using reward, and were more favorable toward punishment and strict control than mothers. Mothers were found to be more influenced by outside sources of parenting advice than fathers.

A Note on Fathers, Child Rearing, and Methodology

Sears, Maccoby, and Levin (1957) utilized intensive interviews with mothers to gather information on the child-rearing practices of mothers and fathers and on related child behaviors. This technique of interviewing has been widely used in child-rearing research; however, has also been resoundingly criticized (Eron et al., 1961; Yarrow, 1963). Critics contend that when parental reports are used as sources of information for both parental and child behavior, the results are confounded by the response set of the parent. Both Eron et al. and Yarrow report instances in which parental reports of child behavior show little relationship to direct observations of that behavior. Both also suggested that independent assessments of presumed consequent behaviors should be included in future studies of the effects of child-rearing practices.

Eron et al. (1963) were particularly critical of using mother's report as a measure of father behavior. Not only did these authors find only a minimal correlation between mothers' and fathers' perceptions of their child-rearing practices, but they also found that mother and father variables showed different patterns of correlation with direct observation of child behavior. Eron et al. concluded that mothers and fathers observe and react to children differently, and that the observations and reactions of both parents are needed to get a complete picture of parental socialization influences on child behavior.

Robbins (1963) has indicated there may be little relationship not only between what parents report and their child's actual behavior, but also a similar lack of accuracy in their reports of their own behaviors. By comparing retrospective amounts of child rearing obtained from parents of three-year-olds with reports they had given previously as a part of a longitudinal study begun at the birth of their child, Robbins determined that parents were quite inaccurate in their reports of such objective aspects of child rearing as age of weaning and toilet training and the use of demand feeding. Although mothers tended to be more accurate than fathers, both parents made errors in the direction of the recommendations of experts on child rearing. An implication of this study is that self reports by parents of their child-rearing practices can at best be considered as measures of parental perceptions of parenting behaviors rather than indications of actual practices. In addition, researchers must consider the influence of social desirability on such reports.

Summary

Attitudes toward fathers as important influences in the lives of

their children have changed considerably over the last few decades, as is reflected in the growing body of research on the father's role in child development. Studies of the effects of child-rearing practices no longer can focus solely on the behaviors of mothers or on mothers' reports of fathers' parenting behaviors. However, few studies have reported the actual child-rearing practices of fathers or compared these practices directly with those of mothers. While it is understood that parent interviews reveal more about attitudes and perceptions than actual parenting practices, it would seem that a comparison of the responses of fathers and mothers to such an interview would provide useful information on the patterns of child rearing among both sets of parents.

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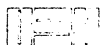
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APPENDIX B

CORRESPONDENCE



Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT

STILLWATER, OKLAHOMA 74074
241 HOAMI ECONOMICS WEST
(405) 624-5057

Within the past two years, Laura Wilson interviewed your wife, and more recently Nancy Houston interviewed your child, as part of an ongoing project on child-rearing practices. During these earlier interviews, much interest was expressed in involving the fathers in the interview process. We are now ready to do that.

We plan to begin conducting father interviews right away and I hope that you will be willing to share your views and experiences as a father with us. John Kinsel will be attempting to telephone you within the next few days to determine your willingness to participate in the study and to answer any questions that you may have.

The interview will consist of essentially the same questions that we asked the mothers, appropriately modified for use with fathers. As before, the interview will require approximately one hour's time, and all responses will be treated confidentially. Since so much of the professional literature on child rearing is based exclusively on information obtained from mothers, we are particularly eager to include the fathers in our study.

If you will be able to cooperate in this study, John will schedule an appointment at your convenience to come and talk with you. I hope that we will have some results from the mother interviews ready to share with you and your wife by the time John calls. Once again, we would like to thank you and your family for the interest and cooperation you have shown in our project. If you have any questions at any time about the project, please do not hesitate to contact John, Laura, or me at the above address.

Best wishes,

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

JCM/vet

APPENDIX C

INTERVIEW SCHEDULE

1. First of all we'd like to get a picture of the family. How many children do you have?
 - 1a. How old are they?

[If more than one child] In this interview we want to talk mostly about X, since he's in the group we are working with.

2. Has X been with you all his life, or have you been separated from him at any time?
 - 2a. [If separated] For how long? How old was he then?
3. And how about his mother--has X been separated from his mother at any time?
 - 3a. [If separated] For how long? How old was X then?
4. Now would you think back to when X was a baby. Who took care of him mostly then?
 - 4a. How much did you do in connection with taking care of X when he was a baby?
 - 4b. Did you ever change the baby's diapers? Feed him? Give him his bath?
5. All babies cry, of course. Some parents feel that if you pick up a baby every time it cries, you will spoil it. Others think you should never let a baby cry for very long. How do you feel about this?
 - 5a. What did you do about this with X?
6. Did you have time to spend with the baby besides the time that was necessary for feeding him, changing him, and just regular care like that?
 - 6a. [If yes] Tell me about what you did in this time. How much did you cuddle him and sing to him and that sort of thing?
7. Do you think that babies are fun to take care of when they're very little, or do you think they're more interesting when they're older?
8. Now would you tell me something about how the feeding went when he was a baby?
 - 8a. Was he breast-fed?
 - 8b. [If not] How was the decision made to use a bottle instead of breast feeding?
 - 8c. How did you decide if it was time to begin weaning?
9. There has been a lot of talk about whether it is better to have a regular feeding schedule for a baby, or to feed him whenever he is hungry. How do you feel about this?
 - 9a. How was this handled with X?
 - 9b. [If schedule] How closely did you stick to that schedule?
10. Have you had any problems about X eating enough, or eating the kinds of food he needs?
 - 10a. What do you do about it?

11. Does X eat at the table with the family for the evening meal?
12. What do you expect of X in the way of table manners?
 - 12a. Do you expect him to stay at the table through the meal or is he allowed to leave the table?
 - 12b. Is he allowed to use his fingers?
 - 12c. How about interrupting adult conversation--is that allowed?
 - 12d. What else do you think can be expected of a seven-year-old in the way of table manners?
13. How have you gone about teaching him his table manners?
14. What do you do about it if he does some of the things you don't allow?
15. And suppose for several days he eats very nicely and doesn't give you any trouble at the table. What would you do?
16. Now we'd like to consider toilet training. When did you start bowel training with X?
 - 16a. How did it go?
 - 16b. How did you go about it?
 - 16c. How long did it take till he was pretty well trained?
 - 16d. What did you do about it when he had accidents after he was mostly trained?
17. Now would you tell me what you have done with X about bed-wetting?
 - 17a. How do you feel about it when he wets his bed?
 - 17b. How do you handle the situation when you find his bed is wet? (Or how did you the last time it happened?)
18. Now we want to talk about sex and modesty training. How do you feel about allowing X to run about without his clothes on?
 - 18a. [If opposed to it] What have you done to teach X about this?
 - 18b. When did you start teaching him about it?
 - 18c. [If not mentioned] How about modesty outdoors?
19. What have you done about it when you have noticed him playing with himself?
 - 19a. How important do you feel it is to prevent this in a child?
20. How about sex play with other children--has this come up yet?
 - 20a. What happened, and what did you do about it?
 - 20b. What about the children wanting to look at each other, or go to the toilet together, or giggling together--how do you feel about it when you notice this sort of thing going on among the children?
 - 20c. [If "never noticed it"] Would you allow this or do you think you'd step in?
21. Now we want to change the subject: the question of being neat and orderly and keeping things clean. What do you expect of X as far as neatness is concerned?
 - 21a. How do you go about getting him to do this?

22. How important do you think it is for him to be careful about marking on the walls and jumping on the furniture and things like that?
 - 22a. What do you do about it if he does these things?
 - 22b. And how about teaching children to respect the things that belong to other members of the family? What have you done about this with X?

23. We'd like to get some idea of the sort of rules you have for X in general--the sort of things he is allowed to do and the sort of things he isn't allowed to do. What are some of the rules?
 - 23a. How about bedtime?
 - 23b. How about making noise in the house--how much of that do you allow?
 - 23c. How about the amount of time he can spend listening to the radio or watching TV programs?
 - 23d. How far away is he allowed to go by himself?
 - 23e. Any other rules?

24. Do you think a child X's age should be given any regular jobs to do around the house?
 - 24a. Does X have any regular jobs he is supposed to do?
 - 24b. [If yes] How do you go about getting him to do this?

25. How much do you have to keep after X to get him to do the things he is supposed to do?

26. Some parents expect their children to obey immediately when they tell them to be quiet or pick something up and so on. Others don't think it's terribly important for a child to obey right away. How do you feel about this?
 - 26a. How does your wife feel about strict obedience?

27. If you ask X to do something, and he jumps up right away and does it, how do you react? (Do you say something to him?)

28. If he doesn't do what you ask, do you ever just drop the subject, or do you always see to it that he does it?

29. Do you keep track of exactly where X is and what he is doing most of the time, or can you let him watch out for himself quite a bit?
 - 29a. How often do you check?

30. How much attention does X seem to want from you?
 - 30a. How about following you around and hanging on to you?
 - 30b. [If not much] Did he ever go through a stage of doing this?
 - 30c. How do you (did you) feel about it when he hangs on to you and follows you around?
 - 30d. How do you generally react, if he demands attention when you're busy?
 - 30e. How about if X asks you to help him with something you think he could probably do by himself?

31. How does X react generally when you have to be away?

32. Have you ever felt that X is growing up too fast in any way?
32a. How did you feel about his starting school?
33. I'm wondering if you could tell me more about how you and X get along together. What sort of things do you enjoy in X?
33a. In what ways do you get on each other's nerves?
33b. Do you show your affection toward each other quite a bit, or are you fairly reserved people, you and X?
33c. Do you ever find time to play with X just for your own pleasure? Tell me about that.
34. Before X started kindergarten, did you teach him anything like reading words, or writing the alphabet, or drawing, or telling time-- things like that?
34a. Anything else you taught him?
34b. How did you happen to teach him these things?
35. How important is it to you for X to do well in school?
35a. How far would you like him to go in school?
36. Now we want to talk about whether you think there are any differences in bring up boys and bringing up girls. How important do you think it is for a boy of X's age to act like a real boy (or girl to be ladylike)?
36a. [For boys] How about playing with dolls and that sort of thing?
36b. [For girls] How about playing rough games and that sort of thing?
36c. Do you feel there is any difference in the way boys and girls ought to act at X's age?
36d. What have you taught him about how you want him to treat little girls?
37. [If X has siblings] Would you tell me something about how X and his brother (sister) get along together?
37a. How do you feel about it when they quarrel?
37b. How bad does it have to get before you do something about it?
37c. How do you handle it when the children quarrel? Give me an example.
37d. Now how about when things are going smoothly among the children: do you do anything to show them that you have noticed this?
37e. [If yes] What sort of thing would you do?
38. In general, how does X get along with the neighborhood children?
39. Have you ever encouraged him to go out and play with other children instead of playing by himself?
39a. [If yes] Tell me about that--how did the subject come up?
39b. How about other children coming in to play here?
39c. Does he play mostly with boys or girls? How do you feel about this?

40. Now how about when X is playing with one of the other children in the neighborhood and there is a quarrel or a fight--how do you handle this?
41. Some people feel it is very important for a child to learn not to fight with other children, and other people feel there are times when a child has to learn to fight. How do you feel about this?
41a. Have you ever encouraged your child to fight back?
42. Sometimes a child will get angry at his parents and hit them or kick them or shout angry things at them. How much of this sort of thing do you think parents ought to allow in a child of X's age?
42a. How do you handle it when X acts like this? Give me an example.
42b. [If this doesn't happen] How did you teach him not to do this?
42c. How much of a problem have you had with X about shows of temper and angry shouting and that sort of thing around the house?
43. How do you handle it if X is saucy or deliberately disobedient?
44. We'd like to get some idea of how X acts when he's naughty. (I know we've been talking about naughty behavior a lot, and we don't mean to imply that he's naughty all the time or anything, but most children do act up once in a while, and we're interested in knowing about it.) For instance, when he has deliberately done something he knows you don't want him to do, when your back is turned, how does he act?
44a. Does he ever come and tell you about it without your having to ask him?
44b. When you ask him about something he has done that he knows he's not suppose to do, does he usually admit it or deny it?
44c. What do you do about it if he denies something you are pretty sure he has done?

We have been talking about how you handle X in many different kinds of situations: table manners, neatness, and so on. Now we'd like to know about how you go about correcting X and getting him to behave the way you want him to, regardless of the particular kind of behavior that is involved.

45. Do you have any system of rewarding him for good behavior?
45a. Do you have any ways that he can earn money?
45b. Can he earn points or gold stars or anything like that?
46. Some parents praise their children quite a bit when they are good, and others think that you ought to take good behavior for granted and that there's no point in praising a child for it. How do you feel about this?
47. In training X, do you ever say: "Your daddy and mother do it this way"? Do you say that? Under what circumstances?

- 47a. Who else do you hold up as an example--his older brother (sister)? Grandparents? Other relatives? Playmates?
- 47b. Is there anyone you mention as an example of what not to do? For instance--you're acting just like so-and-so--you wouldn't want to be like him, would you?
48. How often do you spank X?
- 48a. How about your wife? How often does she spank him?
- 48b. For instance, how often has X been spanked in the last two weeks?
49. How about when he was younger--say two or three years old. How often did you spank him then?
50. How does he act when you spank him--does it seem to hurt his feelings, or make him angry, or what?
51. How much good do you think it does to spank X?
52. Do you ever deprive X of something he wants as a way of disciplining him? [Give examples, if necessary] [If yes] How often? (Frequently or rarely)
53. Would you imagine now that you are scolding X for something he has done that you don't want him to do. What would you say to him?
- 53a. What else might you say?
- 53b. Do you warn him about what you might do if he doesn't behave?
- 53c. Do you ever tell him what else might happen if he doesn't behave? (For instance, how about warning him that he might get hurt? How would you say it?)
54. Is there any other kind of remark you make fairly often to X?
55. How often do you tell X that you're going to have to punish him and then for some reason you don't follow through?
- 55a. What kinds of things might keep you from following through?
56. How much do you do these days in connection with taking care of X? What kinds of things do you do?
- 56a. How about helping him to get dressed? Getting his meals? Taking him to school?
- 56b. Do you ever stay with him when your wife is out?
57. Do you show affection toward him quite often (hugging him and kissing him and that sort of thing) or are you fairly reserved with him?
58. When X has to be disciplined, who usually does it, you or your wife (assuming both of you are there)?
- 58a. How strict is your wife with X?
- 58b. Does she ever do anything in disciplining X that you'd rather she not do?

59. In generaly, how well would you say you and your wife agree about the best way to handle X?
 59a. Does she ever think you are too strict or not strict enough?
 59b. Can you give me an example of a case where you didn't agree entirely?
60. We are wondering about who makes the main decisions about the children. In some families it is the father; in others, he leaves it all to the mother. How does that work out in your family?
 60a. For instance, in deciding how far away from the house he's allowed to go by himself?
 60b. How about health matters such as:
 (1) calling the doctor
 (2) or keeping him indoors for the day
 Who decides that?
 60c. Who decides how much X should help you or his mother around the house?
61. How about in other things besides things that affect the children--who generally makes the decisions in your family?
 61a. How about money matters?
 61b. Who handles the money, pays the bills, and so on?
 61c. Who has most to say in deciding what you will do in your leisure time?
 61d. How about if you were considering moving to a different house--who would have the most to say about a decision like that?
62. In some families, the work is more or less divided up between what the wife does and what the husband does. For instance, it will be the wife's job to wash the dishes and the husband's job to mow the lawn and take care of the furnace. In other families everybody helps with everything. How is this in your family?
63. Do you think X takes after you or after his mother more? In what ways?
 63a. Does he imitate your speech or walk or mannerisms at all?
 63b. Does he imitate these things in his mother?
64. Do you think X behaves better with you or with his mother?
 64a. How do you account for this?
65. How much alike would you say you and your wife are? That is, in terms of your temperament, and the things you think are important in life, and so on?
 65a. In what ways are you different from each other? How about in little things?
 65b. [With respect to traits in which different] Would you rather have X be like you or like your wife in this respect?
 65c. [If no difference] In what ways would you like the child to be like the two of you and what ways different?

This brings us pretty much to the end of the interview. There's just one more thing we'd like to consider, and that is how you feel about being a father.

66. I wonder if you would think back to when you first discovered your wife was pregnant with X. How did you feel about it?
66a. How about your wife--how did she feel about it?
67. From the standpoint of your financial condition, and the ages of the other children, and so on, did you feel this was a good time to have a baby?
68. Looking back on it now, do you think things would have worked out better for you if you had waited longer to have X? Tell me about this.
69. Was your wife working before X was born?
69a. How did you feel about her stopping?
69b. Has she gone back to work? Would you like her to?
69c. Do you feel she is satisfied with her role as a mother?
70. Now looking back to your own childhood--how would you compare the way your father raised you with the way you're raising your own children?
70a. [If difference] How do you feel about these changes?

Extension Schedule

1. Nowadays we hear a lot about ERA, Women's Liberation, and the changing roles of men and women. Do you feel that any of these ideas have influenced your life, the way you raise your children, child?
2. At this time do you feel like your family is complete or do you plan to have more children?
3. There seems to be a greater amount of sexual freedom in our society right now, do you feel that this general atmosphere of permissiveness has changed the way parents are handling sex and modesty training of young children, say as young as X?
4. Some people feel a woman should stay at home until her youngest child starts to school or when her youngest is at least three years old and others believe that it is just fine for her to work while her children are infants, and then others feel that the economic need should be the guideline, how do you feel about this?
5. Are circumstances such that you feel that you can raise your family the way you want to, what's interfering? What's helping?

6. Where do you feel you have gotten the most help or best advice with raising your child, children? Friends, relatives, neighbors, books, TV, previous schooling, current classes, church, community, etc.
7. How important is religious training to you? Has your religious training influenced your child rearing practices? How about the influence of political attitudes and beliefs?
8. How much time do you spend with your child each week?
9. Which do you think is easier to bring up, boys or girls?
10. Is there any question that we didn't ask or area that we didn't cover that you think we should have?

APPENDIX D

INTERVIEW ANALYSIS SCHEDULE

	Percent ^a		
1. Sex of child			
1. boy	50		
2. girl	50		
2. Number of children in family		<u>N</u> = 28	<u>M</u> = 2.3
1. one	11		
2. two	57		
3. three	21		
4. four	11		
5. five	0		
6. six or more	0		
7. NA	0		
3. Ordinal position of target child			
1. oldest	14		
2. oldest of two or more	43		
3. youngest of two or more	32		
4. middle of three or more	11		
0. NA	0		
4. Sex distribution of children in family			
No younger siblings			
1. older sibling, same sex	7		
2. older sibling, different sex	14		
3. older siblings, bot sexes	7		
No older siblings			
4. younger sibling, same sex	14		
5. younger sibling, different sex	29		
6. younger siblings, both sexes	4		
Both older and younger siblings			
7. all siblings same sex	0		
8. all siblings different sex	4		
9. siblings of both sexes	11		
0. only child	11		
5. Age difference between X and next oldest sibling			
1. 15 or less months	4		
2. 16-21 months	0		
3. 22-31 months	14		
4. 32-43 months	11		
5. 44-55 months	11		
6. 56-67 months	0		
7. more than 67 months	4		
9. no older sibling	57		
0. NA	0		

^aPercentages reported are based on N = 28. Missing data was not included in the computation of means. Means are based on the N reported for each variable.

	Percent
6. Age difference between X and your next youngest sibling	
1. 15 months or less	4
2. 16-21 months	0
3. 22-31 months	21
4. 32-43 months	14
5. more than 43 months	18
9. no younger sibling	43
0. NA	0
7. Separations from father during first nine months	
1. never	
2. only weekends	
3. 1-3 weeks	
4. fairly frequent weekends	
5. two or more 1-3 week periods	
6. 3 weeks to 2 months	
7. over 2 months to 5 months	
8. over 5 months	
9. father home intermittently	
0. NA	100
8. Separations from father during 9 to 24 months	
1. never	
2. only weekends	
3. 1-3 weeks	
4. fairly frequent weekends	
5. two or more 1-3 week periods	
6. 3 weeks to 2 months	
7. over 2 months to 5 months	
8. over 5 months	
9. father home intermittently	
0. NA	100
9. Separations from father after 2 years	
1. never	
2. only weekends	
3. 1-3 weeks	
4. fairly frequent weekends	
5. two or more 1-3 week periods	
6. 3 weeks to 2 months	
7. over 2 months to 5 months	
8. over 5 months	
9. father home intermittently	
0. NA	100

	Percent	
10. Separations from mother during first 9 months		
1. never		
2. only weekends		
3. 1-3 weeks		
4. fairly frequent weekends		
5. two or more 1-3 week periods		
6. 3 weeks to 2 months		
7. over 2 months to 5 months		
8. over 5 months		
9. mother home intermittently		
0. NA	100	
11. Separations from mother during 9 to 24 months		
1. never		
2. only weekends		
3. 1-3 weeks		
4. fairly frequent weekends		
5. two or more 1-3 week periods		
6. 3 weeks to 2 months		
7. over 2 months to 5 months		
8. over 5 months		
9. mother home intermittently		
0. NA	100	
12. Separations from mother after 2 years		
1. never		
2. only weekends		
3. 1-3 weeks		
4. fairly frequent weekends		
5. two or more 1-3 week periods		
6. 3 weeks to 2 months		
7. over 2 months to 5 months		
8. over 5 months		
9. mother home intermittently		
0. NA	100	
13. Proportional amount of care taking by mother		
1. practically none	0	
2. less than half	0	
3. about half	4	
4. more than half, but considerable help	14	
5. most	75	
6. nearly all rare help	7	
7. all	0	
0. NA	0	
		<u>N</u> = 28 <u>M</u> = 4.9

	Percent	<u>N</u> = 28	<u>M</u> = 3.1
14. Care taking by father			
1. none	0		
2. very little	25		
3. some	40		
4. quite a bit	32		
5. shared equally with mother	4		
6. did more than mother	0		
9. some NA	0		
9. NA	0		
15. Care taking by other agent			
1. none	14		
2. very little	0		
3. some	0		
4. quite a bit	4		
5. approximately half	4		
6. more than half	0		
9. some NA	0		
0. NA	79		
16. What agents care taking			
1. older sibling	0		
2. maid, sitter	0		
3. grandmother	0		
4. other relatives	11		
9. no other agent	89		
0. NA	0		
17. Father's responsiveness to crying		<u>N</u> = 28	<u>M</u> = 3.0
1. extremely unresponsive	7		
2. generally picked up only when some- thing wrong	29		
3. "it depends"	36		
4. relatively responsive	14		
5. highly responsive	14		
18. How much did X cry as a baby			
1. very little	11		
2. some	7		
3. a great deal	4		
4. colicky	4		
0. no evidence	75		
19. Amount of father's affectionate interaction		<u>N</u> = 28	<u>M</u> = 3.4
1. none	0		
2. a little, occasionally	18		
3. some	25		
4. much	54		
5. a great deal	4		
0. NA	0		

	Percent	
20. Amount of enjoyment of babies		
1. none	4	
2. a little	29	
3. some	32	
4. fair amount	32	
5. a great deal	4	
0. NA	0	
21. Preference for baby or older child		
1. likes both	43	
2. prefers baby	0	
3. prefers older child	57	
22. Warmth of affectional bond		$\underline{N} = 28 \quad \underline{M} = 2.2$
1. father cold	4	
2. father moderately warm	71	
3. father very warm and affectionate	25	
23. Was baby breast fed, how long		
1. not breast fed	50	
2. yes, less than a month	0	
3. yes, 1 to nearly 3 months	4	
4. 3-5 months	0	
5. 5-7 months	4	
6. 7-9 months	7	
7. 9-12 months	7	
8. 12-15 months	0	
9. more than 15 months	0	
0. NA	29	
24. If breast fed, how weaned		
1. directly to cup	4	
2. used bottle	7	
3. not breast fed	46	
0. NA	43	
25. Reason for not breast feeding		
1. physically unable	7	
2. doctor advised against it	4	
3. didn't want to (indication of emotional barrier)	0	
4. didn't want to (no emotional barrier)	4	
5. didn't want to, NA why	14	
6. baby ill	0	
8. family pressures against	0	
9. did breast feed	46	
0. no reason given, or did not consider	18	

	Percent		
26. Whose decision to breast feed or not			
1. father and mother	4		
2. up to mother	50		
3. between mother and doctor	14		
4. mainly father	0		
0. NA	32		
27. Age at beginning of weaning			
1. under 2 months	4		
2. 2-4.9 months	0		
3. 5-7.9 months	14		
4. 8-10.9 months	4		
5. 11-15.9 months	7		
6. 16-24 months	0		
7. 2 years or older	0		
0. can't remember	71		
28. Whose decision to begin weaning			
1. father and mother	25		
2. up to mother	43		
3. between mother and doctor	11		
4. mainly father	0		
0. NA	21		
29. Severity of weaning		<u>N</u> = 28	<u>M</u> = 2.0
1. child weans self	29		
2. weaned gradually, no punishment	7		
3. fairly gradually	4		
4. moderately abruptly	0		
5. quite abruptly	4		
6. very abruptly	4		
7. very abruptly, with punishment	0		
0. can't remember	54		
30. Scheduling of feeding		<u>N</u> = 28	<u>M</u> = 2.9
1. complete self demand	32		
2. schedule set by child	21		
3. vague attempts at schedule	4		
4. rough schedule	18		
5. fairly rigid schedule	21		
6. rigid feeding schedule	4		
0. NA	0		
31. Severity of feeding problems		<u>N</u> = 27	<u>M</u> = 1.6
1. no feeding problems	54		
2. mild problems	29		
3. finicky about food	14		
4. considerable feeding problem	0		
5. have been severe problems	0		
6. food allergies	0		
0. NA	4		

	Percent	
32. Severity of father's handling of feeding problems		
1. no pressure	11	
2. moderate pressure	18	
3.	0	
4.	4	
5. severe pressure	4	
9. no feeding problem	54	
0. NA	11	
33. Does child eat with family for evening meals		
1. yes always	93	
2. except when company	0	
3. child eats with mother	0	
4. child eats with family sometimes	7	
5. no usually eats before parents	0	
0. NA	0	
34. Amount of restrictions of physical mobility during meals		<u>N</u> = 28 <u>M</u> = 2.1
1. great deal of freedom	18	
2. required to stay most of time	54	
3. child required to stay throughout	29	
9. issue doesn't come up	0	
0. NA	0	
35. Amount of restrictions in use of fingers for eating		<u>N</u> = 26 <u>M</u> = 2.9
1. no restrictions	4	
2. slight restrictions	14	
3. restrictions, no evidence of severity	64	
4. may not use fingers	11	
9. never uses fingers	0	
0. NA	9	
36. Amount of restrictions of interruption of adult conversation		<u>N</u> = 28 <u>M</u> = 2.7
1. no restrictions	0	
2. some restrictions	36	
3. restrictions, parents try to control	61	
4. restrictions evidence of severity	4	
0. NA	0	
37. Level of demands, table manners		<u>N</u> = 28 <u>M</u> = 3.1
1. low demands	4	
2.	14	
3. moderate demands	61	
4.	7	
5. high demands	14	
0. NA	0	

	Percent		
38. Amount of pressure for conformity with table standards		<u>N</u> = 28	<u>M</u> = 3.1
1. no pressure	0		
2.	7		
3. moderate pressure	79		
4.	11		
5. constant and severe pressure	4		
0. NA	0		
39. If child goes for several days without giving trouble at table		<u>N</u> = 25	<u>M</u> = 3.0
1. praise or thanks, indication of emphasis	0		
2. praise or thanks, no emphasis	32		
3. usually pay no attention, sometimes notice	39		
4. don't do anything	14		
9. inapplicable, never happened	4		
0. NA	11		
40. Age of beginning continuous bowel training		<u>N</u> = 16	<u>M</u> = 5.1
1. 0-4 months	0		
2. 5-9 months	0		
3. 10-14 months	4		
4. 15-19 months	18		
5. 20-24 months	21		
6. 25-29 months	7		
7. 30-34 months	0		
8. 35-39 months	0		
9. 40-44 months	7		
0. can't remember	43		
41. Early unsuccessful attempts at bowel training			
1. 0-3 months	0		
2. 4-6 months	0		
3. 7-9 months	0		
4. 10-12 months	0		
5. later than 12 months	4		
9. no such attempts	4		
0. NA	93		
42. Time when training was completed		<u>N</u> = 15	<u>M</u> = 6.7
1. 0-4 months	0		
2. 5-9 months	0		
3. 10-14 months	0		
4. 15-19 months	7		
5. 20-24 months	14		
6. 25-29 months	0		
7. 30-34 months	14		
8. 35-39 months	0		
9. 40-44 months or longer	18		
0. can't remember	46		

	Percent		
43. Time between initiation and completion of bowel training		<u>N</u> = 22	<u>M</u> = 4.0
1. 1-2 months	18		
2. 3-4 months	14		
3. 5-6 months	14		
4. 7-8 months	7		
5. 9-10 months	4		
6. 11-12 months	4		
7. 13-14 months	0		
8. 15-16 months	0		
9. 17 months or more	18		
0. can't remember	21		
44. Father's awareness of bowel training		<u>N</u> = 28	<u>M</u> = 2.4
1. very aware, obviously involved in process	21		
2. has general idea, moderately involved	25		
3. vague answers, little involvement	43		
4. can't remember, no involvement	11		
0. NA	0		
45. Does X still wet the bed			
1. never since 2 years	11		
2. never since 3 years	0		
3. never since 4 years	4		
4. never since 5 years	4		
5. never, NA when stopped	43		
6. occasionally nowadays	25		
7. fairly often	11		
8. almost every night	0		
0. NA	4		
46. Severity of toilet training		<u>N</u> = 28	<u>M</u> = 2.2
1. not at all severe	21		
2.	39		
3. moderate pressure	39		
4.	0		
5. very severe	0		
0. NA	0		
47. Severity of child's reaction to toilet training			
1. no reaction	21		
2.	0		
3. some reaction	7		
4.	0		
5. severe reaction	0		
0. NA	71		

	Percent		
48. Summary of father's involvement in physical care in infancy		<u>N</u> = 28	<u>M</u> = 2.9
1. very involved	14		
2.	18		
3. moderate involvement	36		
4.	29		
5. no involvement	4		
0. NA	0		
49. Summary of father's involvement in decision making about child-care during infancy		<u>N</u> = 27	<u>M</u> = 3.7
1. very involved	11		
2.	4		
3. moderately involved	21		
4.	32		
5. no involvement	29		
0. NA	4		
50. Permissiveness for going without clothes indoors		<u>N</u> = 27	<u>M</u> = 3.1
1. not at all permissive	14		
2.	14		
3. moderately	25		
4. "I don't mind"	29		
5. entirely permissive	14		
0. NA	4		
51. Amount of pressure which father has applied for modesty indoors		<u>N</u> = 28	<u>M</u> = 2.5
1. no pressure	39		
2. slight pressure	14		
3. moderate	39		
4. considerable	0		
5. severe	0		
9. problem hasn't come up	7		
0. NA	0		
52. Age of beginning modesty training			
1. before 2 years	4		
2. 2-3.9 years	7		
3. 4 years or later	7		
0. NA	82		
53. Permissiveness for masturbation		<u>N</u> = 27	<u>M</u> = 3.7
1. not at all permissive	0		
2.	7		
3. moderately	39		
4.	25		
5. entirely permissive	25		
0. NA	4		

	Percent		
54. Severity of pressure which has been applied against masturbation		<u>N</u> = 18	<u>M</u> = 1.9
1. no pressure	25		
2. slight pressure	21		
3. moderate pressure	18		
4. considerable pressure	0		
5. severe pressure	0		
9. issue hasn't come up	36		
0. NA	0		
55. Permissiveness, sex play among children		<u>N</u> = 27	<u>M</u> = 3.0
1. not at all permissive	0		
2.	25		
3. moderately	46		
4.	21		
5. entirely permissive	4		
0. NA	4		
56. Severity of pressure which has been applied against sex play			
1. no pressure	4		
2. slight pressure	18		
3. moderate pressure	11		
4. considerable pressure	4		
5. severe pressure	0		
9. problem hasn't come up	64		
0. NA	0		
57. Father sex anxiety		<u>N</u> = 28	<u>M</u> = 3.5
1. no anxiety evident	21		
2.	11		
3.	7		
4. moderate anxiety	32		
5.	18		
6.	7		
7. high anxiety	4		
0. NA	0		
58. Level of standards, neatness, and orderliness and cleanliness		<u>N</u> = 28	<u>M</u> = 3.5
1. low standards	0		
2.	11		
3. moderate	43		
4.	36		
5. high standards	11		
0. NA	0		

	Percent		
59. Restrictions, care of house and furniture		<u>N</u> = 27	<u>M</u> = 3.6
1. few restrictions	0		
2.	7		
3. moderate	36		
4.	46		
5. many restrictions	7		
0. NA	4		
60. Pressure for conformity to restrictions		<u>N</u> = 28	<u>M</u> = 3.4
1. no pressure	0		
2.	7		
3. moderate	57		
4.	21		
5. extreme pressure	14		
0. NA	0		
61. What is child's bedtime		<u>N</u> = 28	<u>M</u> = 6.5
1. 6:00 or earlier	0		
2. 6:05-6:30	0		
3. 6:35-7:00	0		
4. 7:05-7:30	0		
5. 7:35-8:00	21		
6. 8:05-8:30	36		
7. after 8:30	29		
9. no specific bedtime	14		
0. not mentioned	0		
62. Strictness about bedtime behavior		<u>N</u> = 27	<u>M</u> = 2.7
1. not at all strict	7		
2. few limitations	39		
3. some limitations	32		
4. fairly strict	14		
5. very strict	4		
0. NA	4		
63. Strictness about noise		<u>N</u> = 27	<u>M</u> = 2.7
1. not at all strict	4		
2.	46		
3. moderately strict	29		
4.	14		
5. very strict	4		
0. NA	4		
64. Restrictions on radio and TV		<u>N</u> = 28	<u>M</u> = 2.3
1. no restrictions	43		
2.	7		
3. moderate	32		
4.	14		
5. severe restrictions	4		
0. NA	0		

	Percent		
65. Amount of interest child expresses in TV		<u>N</u> = 16	<u>M</u> = 2.9
1. child loves it	7		
2. child likes it a lot	14		
3. fairly interested	14		
4. slightly interested	21		
5. not at all interested in it	0		
9. no TV	0		
9. NA	43		
66. Restrictiveness, physical mobility		<u>N</u> = 28	<u>M</u> = 2.6
1. no restrictions	0		
2. a few restrictions	46		
3. quite a bit of restriction	43		
4. restricted to front of house	11		
5. great deal of restriction	0		
0. NA	0		
67. Giving child regular jobs		<u>N</u> = 28	<u>M</u> = 3.0
1. nothing expected of child	0		
2. no regular jobs so far	18		
3. one or two small jobs	61		
4. several regular jobs	21		
5. many regular, difficult jobs	0		
0. NA	0		
68. Kinds of jobs child given to do			
1. setting the table	4		
2. making beds	7		
3. emptying trash	21		
4. dishes	25		
5. cleaning	4		
6. picking things up	0		
7. taking care of siblings (care of pets)	14		
8. gardening, car	11		
9. care of clothes	0		
0. no regular jobs mentioned	14		
69. Second regular job child required to do			
1. setting the table	7		
2. making beds	0		
3. emptying trash	14		
4. dishes	18		
5. cleaning	0		
6. picking things up	7		
7. taking care of siblings (care of pets)	7		
8. gardening, car	11		
9. care of clothes	11		
9. no regular jobs mentioned	25		

	Percent		
70. Father's realistic standards for obedience		<u>N</u> = 28	<u>M</u> = 3.3
1. doesn't expect obedience	0		
2. expects some obedience	14		
3. wants child to obey, but expects some delay	46		
4. wants and expects obedience	32		
5. expects instant obedience	7		
0. NA	0		
71. Mother's standards for obedience		<u>N</u> = 28	<u>M</u> = 3.1
1. doesn't expect obedience	0		
2. expects some obedience	25		
3. wants child to obey, but expects some delay	46		
4. wants and expects obedience	25		
5. expects instant obedience	4		
0. NA	0		
72. Relative level of father and mother obedience demands		<u>N</u> = 28	<u>M</u> = 1.8
1. father is more strict	40		
2. about equal	43		
3. mother more strict	18		
0. NA	0		
73. If child jumps up right away and does what father asks		<u>N</u> = 26	<u>M</u> = 2.1
1. praise or thank, emphasis	14		
2. praise or thank	61		
3. usually pays no attention	11		
4. doesn't pay attention	7		
0. NA	7		
74. How much of a problem does father have with obedience		<u>N</u> = 28	<u>M</u> = 1.9
1. none	25		
2. some	61		
3. much	14		
0. NA	0		
75. Does father ever drop the subject		<u>N</u> = 27	<u>M</u> = 4.2
1. no special value attached to following through	0		
2. fairly often drops subject	4		
3. sometimes drops subject	18		
4. usually carries through	32		
5. practically always carries through	43		
0. NA	4		

	Percent	<u>N</u>	<u>M</u>
76. Keeping track of child		28	3.1
1. practically never checks	11		
2. checks occasionally	29		
3. checks fairly often	4		
4. checks frequently	57		
5. whereabouts of child constantly on his mind	0		
0. NA	9		
77. How much training does X seem to want from father		28	3.5
1. practically none	0		
2. a little	11		
3. some	32		
4. quite a bit	57		
5. a great deal	0		
0. NA	0		
78. Extent to which child wants to be near father, currently		28	2.3
1. doesn't cling, follow, or seek to be near	25		
2. slight tendency	29		
3. some tendency	36		
4. considerable tendency to cling, etc.	11		
0. NA	0		
79. Earlier tendency to cling to father			
1. never showed this	21		
2. some such tendency	11		
3. went through a stage of being very "clingy"	0		
0. NA	68		
80. Extent of child's objections to separation from father		27	3.5
1. no objection to separation	32		
2. occasionally objects	29		
3. fairly often objects	11		
4. usually objects	4		
5. always objects	4		
9. problem hasn't come up	18		
0. NA	4		
81. Amount of dependency exhibited by X at present		28	3.1
1. none	0		
2. a little	21		
3. some	46		
4. quite a bit	32		
5. a great deal	0		
0. NA	0		

	Percent	<u>N</u>	<u>M</u>
82. Father's response to dependency		28	3.3
1. strong positive, rewards, approves of it	0		
2. positive	39		
3. somewhat positive	29		
4. pro/con neutral	0		
5. somewhat negative	29		
6. negative	4		
7. strong negative, punishes for dependence	0		
0. NA	0		
83. Reaction to child's starting school		26	2.3
1. relieved	4		
2. glad to have child achieving independence	64		
3. mixed feelings	14		
4. mild pangs, babyhood at an end	11		
5. hated to see him begin school	0		
0. NA	7		
84. Things father enjoys in X			
1. names attributes	46		
2. names father-child activities	36		
3. names accomplishments of child	18		
0. NA	0		
85. Amount of affectional demonstrativeness		28	3.7
1. none	4		
2.	14		
3. moderately	14		
4.	43		
5. very demonstrative	25		
0. NA	0		
86. Find time to play with X		28	2.9
1. yes, frequently	4		
2. fairly often	25		
3. sometimes	54		
4. not very often	14		
5. practically never	4		
0. NA	0		
87. Type of play done with X			
1. mostly active play	50		
2. mostly quiet play	11		
3. mostly passive play	4		
4. mostly work together	4		
5. combinations of above	21		
0. NA	11		

	Percent	<u>N</u>	<u>M</u>
88. Nature of affectional relationship		28	3.1
1. extremely warm, loving	11		
2.	7		
3. loves child, warm	64		
4.	4		
5. not much warmth	7		
6. ambivalent	7		
7. predominantly hostile	0		
0. NA	0		
89. Father (and mother) teaching of reading, etc. before school		25	2.0
1. no teaching	18		
2. some teaching	57		
3. considerable teaching	14		
0. NA	11		
90. Extent of child's demand for teaching before school			
1. none	0		
2. some	11		
3. considerable	14		
0. NA	75		
91. How important for child to do well in school		28	4.0
1. unimportant	4		
2. not very important	11		
3. fairly important	7		
4. important with reservations	50		
5. important, no reservations	14		
6. very important	14		
0. NA	0		
92. How far is child expected to go in school		27	3.9
1. grade school	0		
2. high school	4		
3. high school, college if wants to	29		
4. college, reservations	43		
5. finish college	18		
6. graduate school	4		
0. NA	4		
93. Sex role differentiation by father for child X's age		28	3.9
1. father believes little or no differ- ence exists	18		
2.	25		
3.	4		
4.	0		
5.	32		
6.	4		
7. Father stresses and trains for wide differentiation	18		
0. NA	0		

	Percent	<u>N</u> =	<u>M</u> =
94. Quarreling among siblings		24	3.0
1. none at all	0		
2.	7		
3. fair amount	68		
4.	11		
5. continual, severe	0		
9. no siblings	11		
0. NA	4		
95. Permissiveness for aggression among siblings		25	2.6
1. not at all permissive	11		
2.	18		
3. moderately permissive	54		
4.	7		
5. entirely permissive	0		
0. NA	11		
96. If children play together nicely for a while		22	2.4
1. praises and thanks, emphasis	7		
2. praises or thanks	43		
3. usually pays no attention	18		
4. does not pay any attention	11		
9. no siblings	11		
0. NA	11		
97. Sociability of child		28	3.7
1. low, prefers to play alone	4		
2. low, other children do not want to play	4		
3. middling	11		
4. high, enjoys playing	82		
9. no other children to play with	0		
0. NA	0		
98. Extent of demand for sociability			
1. father tries to arrange social contacts for child	7		
2. some, but not too much pressure	32		
3. no evidence of demands for sociability	11		
4. father restricts social contacts	0		
9. problem hasn't come up, child naturally sociable	50		
0. NA	0		

	Percent		
99. Level of parent's demands for child to be aggressive toward others		<u>N</u> = 28	<u>M</u> = 2.9
1. none whatever	14		
2. no demands to fight, but not discouraged	21		
3. slight demands	32		
4. moderate	25		
5. high demands	7		
6. mother, no; father, some	0		
7. father, no; mother, some	0		
0. NA	0		
100. Extent to which parent has encouraged child to fight back		<u>N</u> = 28	<u>M</u> = 1.9
1. never	50		
2. occasional, slight	18		
3. moderate encouragement	25		
4. much	7		
5. very strong encouragement	0		
9. problem hasn't come up, child has always defended	0		
0. NA	0		
101. Permissiveness for inappropriate aggression			
1. none	7		
2.	25		
3. moderate	11		
4.	0		
5. entirely permissive	0		
0. NA	57		
102. Amount of aggression within the home		<u>N</u> = 28	<u>M</u> = 2.7
1. none	4		
2. mild	36		
3. some	50		
4. quite a bit	11		
5. a great deal	0		
0. NA	0		
103. Father's permissiveness for aggression toward parents		<u>N</u> = 27	<u>M</u> = 2.0
1. not at all permissive	39		
2.	18		
3. moderately	39		
4.	0		
5. completely permissive	0		
0. NA	4		

	Percent		
104. Severity of punishment which has been used to cut aggression against parents		<u>N</u> = 27	<u>M</u> = 3.3
1. has never been punished in any way for this	4		
2. mild punishment	14		
3. has had moderate punishment	61		
4. has had considerable punishment	11		
5. severe punishment	7		
9. issue hasn't come up	4		
0. NA	0		
105. When child deviates, does he come and tell		<u>N</u> = 24	<u>M</u> = 1.8
1. seldom or never	39		
2. sometimes	32		
3. usually	7		
4. always	7		
9. never deviates	7		
0. NA	7		
106. When asked about deviations, does he admit or deny		<u>N</u> = 26	<u>M</u> = 2.1
1. always admits	11		
2. usually admits	64		
3. tends to deny	18		
0. NA	7		
107. Evidence of super-ego in child		<u>N</u> = 28	<u>M</u> = 2.9
1. no evidence of super-ego	11		
2.	11		
3. moderate super-ego	57		
4. considerable super-ego	21		
5. high super-ego	0		
0. NA	0		
108. Can the child earn money		<u>N</u> = 28	<u>M</u> = 1.8
1. yes, regular system	36		
2. occasionally rewarded with money	54		
3. money not used as reward	11		
0. NA	0		
109. Extent of use of material reward		<u>N</u> = 26	<u>M</u> = 2.7
1. never uses material reward	39		
2.	7		
3.	7		
4. sometimes uses	32		
5.	4		
6.	0		
7. regularly given reward for "good" behavior	4		
0. NA	7		

	Percent		
110. Extent of use of praise		<u>N</u> = 28	<u>M</u> = 5.3
1. doesn't praise	0		
2. seldom	7		
3.	4		
4. sometimes praises	29		
5.	14		
6.	7		
7. regularly praises	39		
0. NA	0		
111. Extent of setting up models of good behavior		<u>N</u> = 28	<u>M</u> = 2.5
1. never uses models	29		
2. does use models, rarely	21		
3. refers to models occasionally	25		
4. refers to models fairly often	21		
5. uses models, NA how often	4		
0. NA	0		
112. Does father refer to models of how not to behave		<u>N</u> = 27	<u>M</u> = 2.5
1. does not use negative, tries to avoid	11		
2. does not use	29		
3. occasionally uses	54		
4. fairly often uses negative	4		
0. NA	4		
113. How often does father spank X		<u>N</u> = 28	<u>M</u> = 3.7
1. never	11		
2. has spanked only once or twice	0		
3. spanks rarely	46		
4. more than twice a year	7		
5. more than once a month	25		
6. about once a week	11		
7. several times a week	0		
8. practically every day	0		
0. NA	0		
114. How often does mother spank child		<u>N</u> = 26	<u>M</u> = 4.1
1. never	7		
2. has spanked only once or twice	0		
3. spanks rarely	36		
4. more than twice a year	18		
5. more than once a month	14		
6. about once a week	11		
7. several times a week	0		
8. practically every day	7		
0. NA	7		

	Percent		
115. How often spanked when younger			
1. rarely	36		
2. occasionally	4		
3. fairly often	18		
4. very often	11		
5. more often than now	14		
6. less often than now	7		
9. rated 1 or 2 above	7		
0. NA	4		
116. How does child act when spanked			
1. hurts his feelings	54		
2. makes him angry	14		
3. hurts his pride	7		
4. makes him feel parent doesn't love him	0		
5. startles him	0		
6. amuses him	0		
7. no particular emotion	11		
9. doesn't bother him	4		
0. NA	11		
117. How much good does it do to spank X		<u>N</u> = 27	<u>M</u> = 2.5
1. does good	36		
2. does good, some reservations	18		
3. pro-con	11		
4. does no good with reservations	25		
5. does no good	7		
9. question inapplicable, never spank	0		
0. NA	4		
118. Extent of use of physical punishment		<u>N</u> = 27	<u>M</u> = 3.7
1. never uses physical punishment	11		
2. has occasionally slapped hands	43		
3.	11		
4.	21		
5.	7		
6.	7		
7. frequently controls deviant behavior by use of painful punishment	4		
0. NA	4		
119. Extent of use of deprivation of privileges		<u>N</u> = 26	<u>M</u> = 4.0
1. never uses deprivation	7		
2.	11		
3.	32		
4.	11		
5.	7		
6.	7		
7. frequently	18		
0. NA	7		

	Percent	
120. What privileges does father withdraw		
1. TV	29	
2. desserts	4	
3. toys	11	
4. playmates	7	
5. movies, radio, story	0	
6. money	4	
7. excursions	7	
8. staying up late	0	
9. other things	11	
0. no privileges withheld	29	
121. Extent of ridicule by father		
1. father never uses ridicule	0	
2. slight use	18	
3. moderate use	11	
4. much use	0	
0. no instance	71	
122. Mother use of ridicule		
1. evidence that used	0	
2. evidence that not used	0	
0. no instance	100	
123. Frequency of use of isolation		$\underline{N} = 24 \quad \underline{M} = 3.0$
1. none	4	
2. slight use	21	
3. moderate use	29	
4. considerable	32	
5. much use	0	
0. NA	14	
124. Use of withdrawal of love		
1. never uses	0	
2. slight	14	
3. moderate	7	
4. considerable	11	
5. much	0	
0. no instance of use or not	68	
125. Mother use of withdrawal of love		
1. evidence that she does use	4	
2. evidence that she does not use	0	
0. no evidence	96	
126. Use of warnings of danger		$\underline{N} = 26 \quad \underline{M} = 2.9$
1. doesn't use	0	
2. uses, reservations	11	
3. uses	82	
4. uses with emphasis	0	
0. NA	7	

	Percent	
127. What kinds of danger		
1. physical injury	89	
2. sex, kidnapping	4	
3. supernatural	0	
4. getting lost	0	
0. NA	7	
128. Extent of use of "reasoning"		<u>N</u> = 27 <u>M</u> = 3.3
1. never	0	
2. rare	14	
3. some	36	
4. considerable	46	
0. NA	4	
129. Father's preferred technique of punishment		
1. physical	25	
2. denial of privileges	21	
3. isolation	18	
4. restraint	0	
5. ridicule	0	
6. withdrawal of love	11	
7. scolding, verbal	21	
0. NA	0	
130. How often say will punish, and then not follow through		<u>N</u> = 27 <u>M</u> = 2.5
1. never	18	
2. seldom	32	
3. sometimes	32	
4. quite often	11	
5. very often	4	
9. doesn't come up	0	
0. NA	4	
131. Things that keep father from following through		
1. just forgets	7	
2. interrupted, too busy	14	
3. can't stand to hurt child	0	
4. realizes wrong	32	
5. public situations	4	
6. tired, sick	0	
7. child tried, sick	0	
8. child atones	11	
0. nothing mentioned	32	

	Percent		
132. How X and his father act toward each other		<u>N</u> = 27	<u>M</u> = 2.7
1. always happy, lots of affection	7		
2.	32		
3. moderate attachment	46		
4.	7		
5. act cold	4		
0. NA	4		
133. Does father ever stay with child		<u>N</u> = 27	<u>M</u> = 3.9
1. practically never, not his job	0		
2. practically never	7		
3. occasionally	21		
4. fairly often	50		
5. yes, frequently	14		
6. yes, frequently, NA	4		
0. NA	4		
134. How much does father do these days in connection with care taking		<u>N</u> = 27	<u>M</u> = 2.6
1. none	11		
2. relatively little	36		
3. moderate amount	36		
4. husband does quite a bit	14		
0. NA	4		
135. Nature of affectional bond, father to child		<u>N</u> = 27	<u>M</u> = 3.1
1. father extremely warm and loving	7		
2.	18		
3. loves child, but less than 1	46		
4.	14		
5. not much warmth	4		
6. ambivalent	7		
7. predominantly hostile	0		
0. NA	4		
136. Who disciplines, you or wife		<u>N</u> = 26	<u>M</u> = 2.7
1. husband	11		
2. husband, usually	18		
3. fifty-fifty	50		
4. wife, usually	14		
5. wife	0		
0. NA	7		
137. How strict is wife with X		<u>N</u> = 24	<u>M</u> = 2.0
1. very strict	14		
2. fairly strict	54		
3. quite lenient	18		
0. NA	14		

	Percent		
138. Does wife do anything in disciplining that husband doesn't want		<u>N</u> = 26	<u>M</u> = 1.6
1. no disapproval	43		
2. some disapproval	46		
3. yes, great deal	4		
9. inappropriate, wife doesn't discipline	0		
0. NA	7		
139. What is it about treatment father doesn't like			
1. kind of physical punishment	0		
2. too hasty	4		
3. unreasonable demands	11		
4. doesn't enforce rules	11		
5. won't do her share	0		
6. kind of technique other than physical	0		
7. too much yelling	18		
8. too much nagging/complaining	4		
0. nothing mentioned father disapproves of	54		
140. Does husband think wife too strict		<u>N</u> = 25	<u>M</u> = 2.0
1. thinks too strict	18		
2. about right	50		
3. not strict enough	21		
0. NA	11		
141. Does wife think husband too strict		<u>N</u> = 17	<u>M</u> = 1.8
1. too strict	32		
2. strict enough	7		
3. not strict enough	21		
4. hasn't said	25		
0. NA	14		
142. Extent of mother-father disagreement on child rearing		<u>N</u> = 26	<u>M</u> = 3.0
1. perfect agreement	4		
2.	32		
3.	39		
4.	7		
5.	4		
6.	4		
7. complete and constant disagreement	4		
0. NA	7		

	Percent		
143. Responsibility for policy regarding children		<u>N</u> = 26	<u>M</u> = 3.1
1. mother entirely	4		
2. mother almost entirely	14		
3. mother mainly responsible	43		
4. share	32		
5. father mainly	0		
6. father almost entirely	0		
0. NA	7		
144. Does father depend on other sources than self and wife			
1. yes, considerable	0		
2. some	4		
3. no dependence	11		
0. NA	86		
145. Responsibility for financial policy		<u>N</u> = 25	<u>M</u> = 3.8
1. wife nearly all	4		
2. wife more	7		
3. share	21		
4. husband mainly	32		
5. husband nearly all	25		
0. NA	11		
146. Who makes leisure time decisions		<u>N</u> = 24	<u>M</u> = 2.3
1. wife most	0		
2. share	64		
3. husband most	21		
9. don't share leisure	7		
0. NA	7		
147. Who makes decision about moving to different house		<u>N</u> = 26	<u>M</u> = 2.0
1. wife	14		
2. share	68		
3. husband	11		
0. NA	7		
148. Adult role differentiation division of labor		<u>N</u> = 26	<u>M</u> = 2.4
1. definite division	18		
2. occasionally help	25		
3. some division	43		
4. little or no division	7		
5. little or no division, wife does both	0		
0. NA	7		

	Percent		
149. Family authority		<u>N</u> = 26	<u>M</u> = 3.8
1. father complete authority	0		
2.	4		
3.	29		
4.	50		
5.	7		
6.	0		
7. mother complete authority	4		
0. NA	7		
150. Doex X take after mother or father more		<u>N</u> = 25	<u>M</u> = 2.9
1. mother	18		
2. mother, some reservations	11		
3. both	25		
4. father most	32		
5. father, no reservations	4		
6. another member of family	0		
9. nobody	4		
0. NA	7		
151. Importance and number of character- istics like mother			
1. not like mother	18		
2. small things	18		
3. important and small	32		
4. like, important	4		
0. NA	29		
152. Characteristics like father			
1. not like father	18		
2. small things	25		
3. important and small	25		
4. like, important	4		
0. NA	29		
153. Behave better with father or mother			
1. father	36		
2. no difference	43		
3. mother	11		
4. with both	4		
5. with either above, bad when both	0		
9. with strangers	0		
0. NA	7		
154. Why (above)			
1. stricter	32		
2. lenient	4		
3. more a playmate	0		
4. around more	0		
5. around less	7		
6. more authority	0		
9. no difference	46		
0. NA	11		

	Percent	<u>N</u>	<u>M</u>
155. How alike are father and mother		26	3.3
1. completely different	0		
2. mostly different	4		
3. equal alike and different	54		
4. alike mostly	36		
5. alike all ways	0		
0. NA	7		
156. Father's evaluation of mother		25	5.2
1. highly critical	4		
2.	4		
3.	4		
4.	11		
5.	18		
6.	36		
7. highly admiring	14		
0. NA	11		
157. How father felt about pregnancy		26	2.9
1. delighted	29		
2. pleased	14		
3. pleased generally	14		
4. mixed feelings	18		
5. generally displeased	11		
6. displeased	7		
0. NA	7		
158. How mother felt about pregnancy		26	2.0
1. delighted	43		
2. pleased	29		
3. pleased generally	4		
4. mixed feelings	14		
5. generally displeased	0		
6. displeased	4		
0. NA	7		
159. Would things have worked out better if waited		25	1.3
1. no	71		
2. some ways yes and no	11		
3. yes	7		
9. couldn't wait	0		
0. NA	11		
160. Father's attitude toward mother stopping working			
1. strongly felt should stop	21		
2. felt should, but can return when child in school	7		
3. felt should, but urges/urged her to return to work	7		
4. Felt she should return to work as soon as possible after birth	7		
5. Doesn't care either way	11		
0. NA	46		

	Percent		
161. Father's perception of mother's satisfaction with mother role		<u>N</u> = 24	<u>M</u> = 1.7
1. entirely satisfied	36		
2. satisfied, some reservations	39		
3. mixed feelings	11		
4. generally dissatisfied	0		
5. entirely dissatisfied	0		
0. NA	14		
162. Mother working during first 2 years			
1. never worked	32		
2. before marriage	0		
3. not since this child born	14		
4. occasional, part-time first 2 years	0		
5. more than 2 days a week during first 2 years	4		
6. full-time first 2 years	4		
7. NA how much or how long	11		
8. NA whether first 2 years	4		
9. not during first 2 years	14		
0. NA	18		
163. Working during childhood			
1. no work during this period	46		
2. half-time for 6-24 months	4		
3. more than half-time	4		
4. half-time continuously	0		
5. more than half-time continuously	4		
9. NA how much	25		
0. NA	18		
164. Father's self-esteem		<u>N</u> = 26	<u>M</u> = 5.7
1. bad, "I am a poor father"	0		
2.	4		
3.	4		
4.	4		
5.	18		
6.	43		
7. high self-esteem	21		
0. NA	7		
165. Which is stricter		<u>N</u> = 26	<u>M</u> = 2.7
1. father much	11		
2. father somewhat	36		
3. about equal	21		
4. mother somewhat	25		
5. mother much	0		
0. NA	7		

	Percent		
166. Rejection father		<u>N</u> = 26	<u>M</u> = 1.8
1. no rejection	39		
2.	36		
3. some	14		
4.	4		
5. complete	0		
0. no evidence rejects or does not	7		
167. Mother rejection			
1. some evidence	4		
0. no evidence of mother rejection	96		
168. Father's child rearing anxiety		<u>N</u> = 26	<u>M</u> = 2.2
1. not at all worried	29		
2.	36		
3. moderately	14		
4.	7		
5. extremely anxious	7		
0. NA	7		
169. Child dominance		<u>N</u> = 26	<u>M</u> = 1.6
1. no evidence	43		
2. some child dominance	46		
3. a great deal	4		
0. NA	7		
170. Amount of care by other agents			
1. none	25		
2. very little	0		
3. some	4		
4. quite a bit	4		
5. more than half	4		
9. some NA how much	4		
0. NA	61		
171. Other agent			
1. older sibling	4		
2. maid, sitter	0		
3. grandmother	0		
4. other relative	0		
9. no other agent	18		
0. NA	79		
172. Comparison of own child rearing with parents'			
1. father's parents more strict	32		
2. about equal	4		
3. less strict	7		
0. NA	57		

	Percent	
173. Is trying to pattern his own methods after father		<u>N</u> = 25 <u>M</u> = 2.4
1. consciously trying to do things the same	4	
2. some ways same, some different	46	
3. consciously trying to do things differently	40	
0. NA	11	
174. Major things doing differently than own father		
1. spending more time with child	29	
2. showing more affection	11	
3. both 1 and 2	7	
4. less strict	25	
5. more strict	4	
6. other	0	
0. NA	25	
175. Thing most valued in own father's child rearing		
1. strictness	7	
2. availability	7	
3. acceptance	7	
4. worked hard to support family	7	
5. other	0	
6. valued nothing	11	
0. NA	61	
176. Influence of ERA on father's life		
1. yes	21	
2. no, already felt that way	11	
3. somewhat	25	
4. no	32	
5. yes, against it	7	
0. NA	4	
177. Influence of ERA on child rearing		
1. yes, child's goals	25	
2. yes, child's chores	4	
3. somewhat	4	
4. no	39	
0. NA	29	
178. Is family complete		
1. yes	75	
2. no	7	
3. unsure	7	
0. NA	11	

	Percent	
179. Influence of societal sexual permissiveness on sex and modesty training		
1. yes	39	
2. yes, in society, but not our family	21	
3. somewhat	18	
4. no	11	
5. don't know	0	
0. NA	11	
180. Attitude toward working mothers		
1. all right any time	0	
2. depends on mother's attitude and desire	7	
3. depends on child's age and attitude	39	
4. not right, unless economic need	29	
5. not right any time	11	
6. don't know	0	
0. NA	14	
181. Importance of religious training		<u>N</u> = 27 <u>M</u> = 2.6
1. very important	29	
2. important	18	
3. somewhat important	29	
4. unimportant	11	
5. parent's not, child's important	11	
6. don't know	0	
0. NA	4	
182. Importance of politics in child rearing		
1. important	11	
2. somewhat	21	
3. unimportant	57	
4. don't know	4	
0. NA	7	
183. Circumstances hindering child rearing		
1. relatives, friends	0	
2. religion	4	
3. neighborhood, schools, community	0	
4. peer pressure, outside influences	4	
5. society	7	
6. finances	32	
7. circumstances unimportant	0	
8. other	11	
0. NA	43	

	Percent	
184. Circumstances helping child rearing		
1. relatives, friends		
2. religion		
3. neighborhood, schools, community		
4. peer pressure, outside influences		
5. society		
6. finances		
7. circumstances unimportant		
8. other		
0. NA	100	
185. Where received best child rearing advice		
1. common sense, own childhood	36	
2. relatives, friends, doctor	11	
3. religion	11	
4. classes, books	29	
5. television	0	
6. wife	11	
0. NA	4	
186. Second source of advice		
1. common sense, own childhood	4	
2. relatives, friends, doctor	14	
3. religion	4	
4. classes, books	11	
5. television	11	
6. wife	4	
0. NA	54	
187. Hours spent per week with child		<u>N</u> = 25 <u>M</u> = 3.6
1. 5 or less	29	
2. 6 to 10	4	
3. 11 to 15	11	
4. 16 to 20	14	
5. 21 to 25	4	
6. 26 to 30	18	
7. 31 or more	11	
0. NA	11	
188. Which is easier to raise--boys or girls		
1. boys	32	
2. girls	29	
3. no difference	14	
4. individual differences not related to sex	11	
0. NA	14	

	Percent
189. Any question not asked	
1. influence of grandparents	0
2. toys	0
3. lessons, scheduling activities	0
4. influence of school, extracurricular activities	0
5. other	7
6. none	82
0. NA	11

APPENDIX E

LIST OF AREAS OF SIGNIFICANT DIFFERENCE

Infancy

Responsiveness to crying

1. Only when something wrong
Fathers, 36%; mothers, 4%, $p < .0001$
2. Moderately to highly responsive
Fathers, 29%; mothers, 54%, $p < .03$

Attitude toward feeding schedule

1. Self demand
Fathers, 32%; mothers, 63%, $p < .02$
2. Fairly rigid schedule
Fathers, 25%; mothers, 0%, $p < .003$

Caretaking by mother

1. Nearly all
Fathers, 7%; mothers, 29%, $p < .02$

Affectionate interaction

1. A little
Fathers, 18%; mothers, 4%, $p < .05$
2. A great deal
Fathers, 4%; mothers, 18%, $p < .05$

Level of Expectations

Table manners

1. Fairly high expectations
Fathers, 7%; mothers, 29%, $p < .02$

Use of house and furniture

1. Moderate restrictions
Fathers, 37%; mothers, 7%, $p < .02$
2. More than moderate restrictions
Fathers, 55%; mothers, 89%, $p < .002$

Neatness

1. Relative high standards
Fathers, 36%; mothers, 14%, $p < .03$

Mobility in neighborhood

1. Few restrictions
Fathers, 46%; mothers, 25%; $p < .05$

Discipline

Use of non-money material rewards

1. Never
Fathers, 42%; mothers, 18%; $p < .03$

Use of praise

1. Regularly uses praise
Fathers, 39%; mothers, 64%; $p < .04$

Permissiveness of Aggression

Fathers' demands for aggression

1. Slight
Boys, 14%; girls, 50%; $p < .02$

Mothers' demands for aggression

1. Slight
Boys, 21%; girls, 43%; $p = .0505$

Sex and Modesty Training

Permissiveness for nudity

1. Less than moderately permissive
Fathers, 30%; mothers, 8%; $p < .02$

Mothers' permissiveness for nudity

1. Moderately permissive
Boys, 23%; girls, 69%; $p < .009$
2. More than moderately permissive
Boys, 69%; girls, 23%; $p < .009$

Permissiveness for masturbation

1. Entirely permissive
Fathers, 26%; mothers, 52%; $p < .03$

Fathers' permissiveness for sex play

1. Moderately permissive
Boys, 31%; girls, 64%; $p < .05$
2. More than moderately permissive
Boys, 39%; girls, 7%; $p < .03$

Mothers' permissiveness for sex play

1. Moderately permissive
Boys, 62%; girls, 27%; $p < .05$

Sex anxiety

1. Moderate to high anxiety
Fathers, 61%; mothers, 14%; $p < .0003$

Fathers' sex anxiety

1. None
Boys, 36%; girls, 7%; $p < .04$
2. Moderate anxiety
Boys, 14%; girls, 50%; $p < .03$

Mothers' sex anxiety

1. Slight anxiety
Boys, 50%; girls, 21%; $p < .05$
2. Moderate to high anxiety
Boys, 0%; girls, 28%; $p < .02$

Sex-Role Differentiation

Sex role differentiation

1. No differentiation
Fathers, 46%; mothers, 79%; $p < .006$
2. Wide differentiation
Fathers, 18%; mothers, 4%; $p < .05$

Parent-Child Relationship

Finds time to play with child

1. Sometimes
Fathers, 54%; mothers, 29%; $p < .03$
2. Fairly often
Fathers, 25%; mothers, 57%; $p < .007$

Affectionate demonstrativeness

1. Undemonstrative
Fathers, 18%; mothers, 0%; $p < .02$

Warmth

1. Extremely warm
Fathers, 11%; mothers, 32%; $p < .05$
2. Very warm
Fathers, 7%; mothers, 50%; $p < .001$
3. Warm
Fathers, 64%; mothers, 18%; $p < .001$

Response to dependency

1. Positive response
Fathers, 68%; mothers, 21%; $p < .0003$
2. Neutral response
Fathers, 0%; mothers, 64%; $p < .0001$

Evaluation of Spouse and Self

Fathers' evaluation of mothers' strictness

1. Not strict enough
Fathers, 24%; mothers, 58%; $p < .003$

Influences on Child Rearing Practices

Comparison with same sex parent

1. Consciously trying to do things same
Fathers, 4%; mothers, 22%; $p < .03$

VITA

John Daniel Kinsel

Candidate for the Degree of

Master of Science

Thesis: PATTERNS OF CHILD REARING: THE FATHER'S PERSPECTIVE IN
COMPARISON WITH THE MOTHER'S VIEW

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Frederick, Maryland, June 15, 1950, the son of Paul W. and Naomi Kinsel; married to Beth Garst Kinsel; one daughter, Sarah Elizabeth Kinsel.

Education: Graduated from Francis Scott Key High School, Union Bridge, Maryland, June, 1968; received Bachelor of Science degree in Early Childhood Education from the University of Maryland, College Park, Maryland, in May, 1973; completed requirements for the Master of Science degree at Oklahoma State University in December, 1980.

Professional Experience: Fifth Grade Teacher, John H. Morrison Elementary School, Dayton, Ohio, 1974-1975; Head Teacher, Greenville Head Start, Greenville, Ohio, 1976-1978; Graduate Teaching Assistant, Children's Center Laboratory School, Oklahoma State University, Stillwater, Oklahoma, 1978-1980.

Professional Organizations: Southern Association on Children Under Six, Oklahoma Association on Children Under Six, and Parents and Teachers for Young Children.