

RESOURCE ADEQUACY AND TIME USE IN ONE-PARENT  
AND TWO-PARENT FAMILIES

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## CHAPTER I

### INTRODUCTION

The number of families maintained by one parent has been increasing rapidly. Current statistics indicate that 21 percent of American families with children are headed by one adult (U. S. Bureau of the Census, 1982a). This means that more than six million families are headed by a parent with no spouse present. Of the children under 18 years of age, 20.1 percent are presently being reared in a household with one parent, an increase of 53.9 percent between 1970 and 1981 (U. S. Bureau of the Census, 1982b). While the number of children between the ages of 6 and 17 declined by 11.8 percent from 1970 to 1980, the number of children in this age group in families maintained by one parent increased by over 50 percent (Grossman, 1981). Ninety percent of these one-parent families are maintained by mothers and the remaining 10 percent by fathers (U. S. Bureau of the Census, 1982a). These rapid increases have spurred concern about everyday life experiences in one-parent households. Demographers predict that between 34 and 46 percent of the children now growing up will live in a one-parent household some time before they are 18 years of age (Bane, 1976).

Remarriage will be a reality for many families, for about three-fourths of divorced women and five-sixths of divorced men remarry (Glick, 1975; Ross and Sawhill, 1975). However, there is evidence that the remarriage rate is declining for divorced persons (Glick, 1980).

Nevertheless, the average time between becoming a single parent and remarriage is 4.5 years (Bane and Weiss, 1980). While these years may be perceived as a relatively short time for an adult, they constitute a substantial period of time in the life of a child or in any single stage in the life of a family.

In the past, the two-parent family has been the norm or accepted pattern. Many presumptions concerning one-parent families are prevalent. Because traditional role separation prescribed that the father be the primary economic provider for the family and the mother the primary care-giver, society has viewed almost any variation from the norm as dysfunctional or deviant. This has led to much concern that the one parent alone may not be able to provide the quality of life needed by the children (Dinerman, 1977; Ferber and Birnbaum, 1980; Weiss, 1979b).

The stereotyped image of one parent, usually a mother, struggling to meet the multiple roles of wage earner, homemaker, mother, and father is commonly accepted (Verzaro and Hennon, 1980). Evidence that nearly one-third of separated and divorced mothers initially receive some public welfare assistance contributes to this image (Weiss, 1980). The fact that 40 percent of female-headed one-parent families in 1980 were below the official level of poverty, as measured by income, confounds researchers' ability to assess the economic situation in one-parent families and makes it difficult to separate facts from the stereotyped images of life in a one-parent family (Payton, 1982).

One-parent families have basically the same demands for resources as two-parent families; however, it is usually only one parent who contributes the time for home production of goods and services,

socialization, and day-to-day care for the family unit. Due to the need for financial resources, the adult in the one-parent family is likely to be employed. Nearly 72 percent of all divorced or separated women with children under 18 years of age are in the labor force (U. S. Bureau of Labor Statistics, 1981b). When the age of the children is narrowed to 6 to 17 years, 79 percent of these women are in the labor force. With employment, new concerns arise. Some of these concerns relate to the conflicts between the parental and wage earner roles. Because of the low earning power of women compared to men, the female heads of one-parent families may not be able to produce adequate income to maintain an accustomed level of living.

#### Family Ecosystem

In order to understand one-parent families better, it is necessary to look at both the family and the environment that surrounds it. Families and their members are part of an ecological system, but the family itself may also be considered an ecosystem.

Family members, their external environments as perceived by them, and the web of human transactions carried out through the family organization constitute the basic elements of the family ecosystem (Paolucci, Hall, and Axinn, 1977, p. 15).

Put another way, families are in constant interaction with their environments and are a part of a complex system.

Figure 1 portrays the family ecosystem. The ecosystem framework comes from family systems theory. Kantor and Lehr (1975, p. 10) state, ". . . family systems, like all social systems, are organizationally complex, open, adaptive, and information-processing systems." The family ecosystem is purposive and goal-oriented.

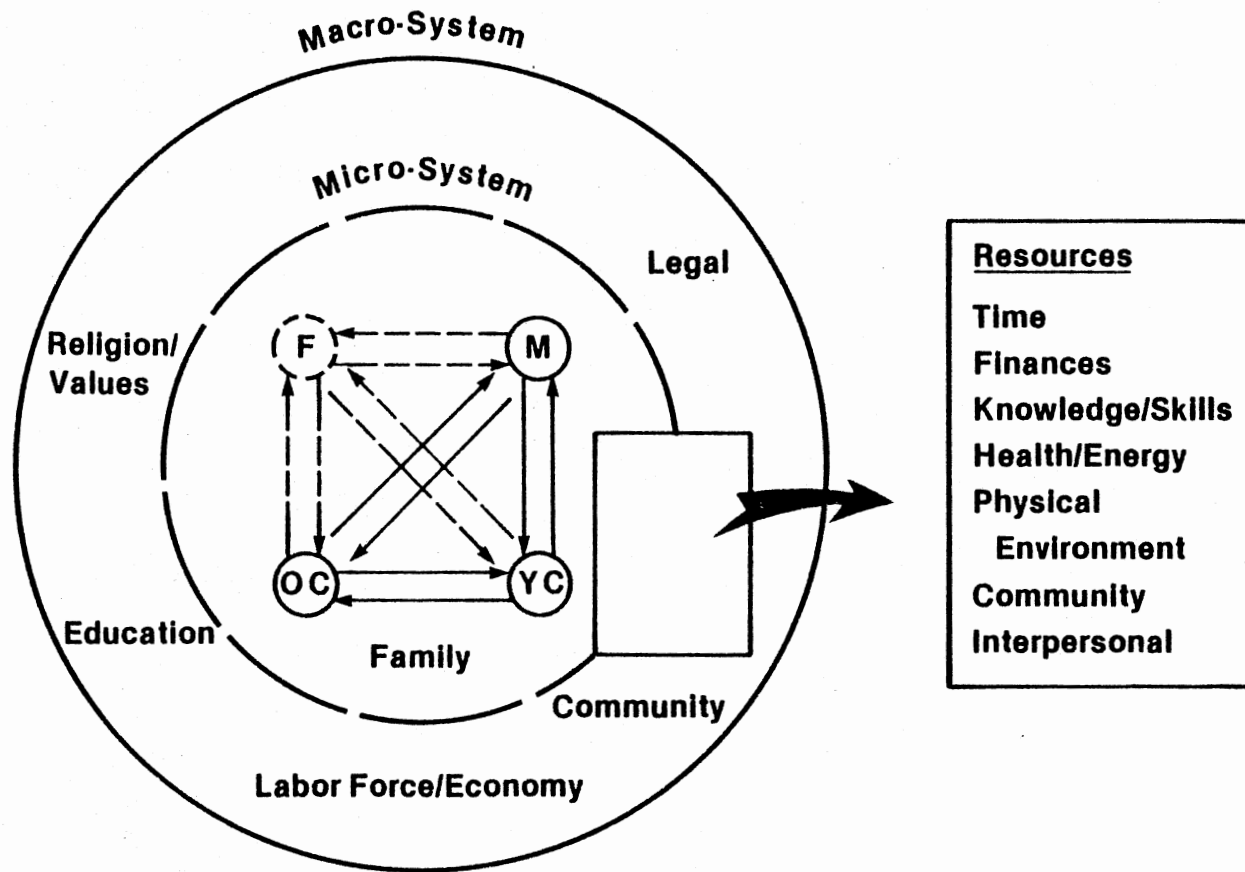


Figure 1. Family Ecosystem

There are boundaries in the family ecosystem to give order and a sense of identity to the family system. First, there is the immediate domain of the family--the micro-system. In Figure 1, the boundary between the micro- and macro-systems is a broken line, representing the permeability of the family perimeter. The micro-system itself represents the family and its changing relationships. Members of the family are represented by letters, "M" for mother, "F" for father, "OC" for older child, and "YC" for younger child. Family members interact with each other to set and work toward goals, share resources, and fulfill commitments to each other and the family unit. Arrows between the symbols represent such interaction. An example of changing family composition within the micro-system is the family in which one parent, due to divorce, leaves the household and no longer participates in the immediate day-to-day activities. Figure 1 shows this situation as a dotted line around "F" (indicating father) and dotted arrows extending to and from "F."

The larger circle in Figure 1 represents the macro-system. This outer boundary delineates the societal systems with which the family interacts. The macro-system is defined as the "overarching patterns of ideology and organization of the social institutions common to a particular culture or subculture" (Bronfenbrenner, 1979, p. 8). In the macro-system are the legal system, religion and values, the education system, the labor force and the economy, and community systems that impact the family and affect its behavior. Aggregate actions of families have a reciprocal impact on the various systems in the macro-system.

Boundaries in the family ecosystem serve to delineate the family from its surrounding environment. It is at the boundary between the

micro-system and the macro-system "that information is exchanged and relationships are determined" (Paolucci et al., 1977, p. 21). Information about the outer macro-system is received into the micro-system at this boundary, and it is here that information about the family system is given to the macro-system.

Boundaries in the ecosystem have differing degrees of permeability, thus regulating the amount of information flowing between the micro- and macro-systems. If the boundary is less permeable, then little exchange of information may take place between the family and its neighbors, acquaintances, or community and government agencies. If the boundary is open or more permeable, there is a greater exchange of information between the family and its neighbors, other families, and support agencies. The more permeable a family system's boundary, the more alternatives are perceived, both inside and outside the family, and the more flexible and adaptable a family is in its ecosystem (Paolucci et al., 1977).

In Figure 1 resources that the family uses to function as a system are shown at the interface of the boundary between the micro-system and the macro-system because resources come from both dimensions of the system. Some human resources, such as health and energy, knowledge and skills, and interpersonal resources, come from within the individuals, i.e. from inside the family. Other resources, such as finances, community services, and the physical environment come from outside the family. Time is a special resource; it may be considered to be the frame in which everything else occurs, or it may be considered a resource; it is always present and will be used in some way, whether by conscious or unconscious design.

Perceived resource availability and utilization may be affected by the permeability of the boundary between the micro-system (family) and the macro-system (larger environment). In a family system with a less permeable boundary, resources may be derived from and shared with fewer systems in the macro-system, thus, limiting the alternatives available to the family. Hence, fewer resources may be perceived to be available from the macro-system. In a family system with a more permeable boundary, the exchange of information and resources might take place in interactions with other families, neighbors, members of organizations, and community support agencies. There are more contacts for a family whose boundary is relatively more open; this may increase the perceived alternative resources available for the family's use.

It is possible that members of one-parent families perceive their resources to be inadequate in a society that has traditionally considered two parents essential to a family system. Can one parent alone with children function as a family system? Deacon and Firebaugh (1981, p. 18) state, "Families are responsible for the maintenance of members and for providing a setting for personal and interpersonal growth and development." If the family accepts these responsibilities, then the group must perceive that it is functioning as a system that serves to maintain a state of equilibrium between the family and its environments (Buckley, 1967).

What, then, are the functions of the family? Brandwein, Brown, and Fox (1974) outline four areas of family functioning. These are (1) economic functions, (2) authority, (3) domestic responsibilities, and (4) social and psychological supports. Functions of the family are based on society's expectations.

One-parent families are influenced by societal expectations for all families; however, a single parent may have problems fulfilling the roles that society has heretofore expected of two parents. The mother maintaining a family is not perceived to be capable of all four functions. Particular concern focuses on how adequately mothers can fulfill the economic and authority functions. Likewise, there is concern that a father maintaining a family alone may not be able to fulfill the domestic functions, because domestic responsibilities have almost always been the domain of the mother. The support function may be the one function that is more nearly equally divided between the parents; hence both mother and father can fulfill this function if they alone head a family. Functions of families are influenced by societal expectations, but they are also shaped by the availability of resources inside and outside the family.

The parent in one-parent families is usually perceived to be filling the dual role of mother and father in everyday life. In reality, this may not be possible. It is probable that the role enacted is more closely aligned to the customary expectations for fathers and mothers. However, a different role may be observed in one-parent families, perhaps one that is a composite of roles in which the one parent acts to meet needs, using resources from the micro-system and macro-system. If different patterns of perceived adequacy of resources and time use are present in one-parent families, then this may indicate a changing parental role in one-parent families. If, however, parental behavior in one-parent families is more similar to that of the mother or father in two-parent families, then perceptions about resources and actual use of a resource such as time may reflect this similarity.



## Need for Research

There is much information about the socioeconomic characteristics of one-parent families, but these numbers tell little about the interaction of this increasingly significant number of families and their environment. Knowledge about this interaction can provide insights into the processes that one-parent families utilize to provide adequate resources, allocate these resources, and make adjustments in times of scarcity. Although much is known about the dysfunctional aspects of life in one-parent families, there is little reliable information about the positive aspects of their internal and external relationships to their environment.

Many questions may be raised about lifestyles and resources in families. Are there differences in perceived adequacy of resources in one-parent and two-parent households? Do parents in one-parent families reduce or eliminate some activities as they set and pursue goals? Does day-to-day time use differ in one-parent and two-parent households? Are services of persons outside the family utilized to relieve time pressures on the parent? What is the effect of employment on time use in one-parent and two-parent families? With the present status of research there is little basis for determining the answers to these questions, nor is there a basis for comparison of time use between one-parent and two-parent households.

Educators, policymakers, and those interested in the welfare of the American family can benefit from knowing whether families perceive their resources as adequate or inadequate for their lifestyle. The United States Department of Agriculture (1981) cites one-parent families as one of the high priority audiences to be reached by home economics

programs. In this same document, one-parent families are mentioned as meriting additional attention in program planning and delivery. Likewise, the need for research in family resource management is emphasized.

Research into family resource management and perceptions of adequacy of resources can provide information about trends in family resource concerns. Information derived from a study about resource adequacy and management in one-parent and two-parent families can point the program specialist to areas in which audiences perceive they have the greatest need for information and help in managing resources.

Studies about time allocation in families can form the basis for programs that will address families' perceived problems in meeting resource demands. If a comparison of perceptions of adequacy of time resources in one-parent and two-parent families is coordinated with data on actual time use in these families, then some conclusions can be drawn about perceived time adequacy and time allocations in relation to family structure. Those who work with families on a one-to-one basis would have data on which to counsel families who perceive that their resources, and therefore, choices, are not in equilibrium with their needs.

Knowledge about one-parent families and their lifestyle can be used to reassure one-parent families of their normalcy and ability to cope with day-to-day situations. The societal belief that families without two parents are dysfunctional presents a hardship for one-parent families. Knowledge about one-parent families can enable the general public to be more supportive of this alternative lifestyle.

A comparative study of perceived resource adequacy and resource use by adults in one-parent and two-parent families is essential to

understanding the lifestyle of an increasingly significant number of families. Adults who head families jointly or alone accept responsibility for functions of the family. In this study, these adults are called "parent-providers," a term not previously found in the literature. The categories of parent-providers studied are one-parent mothers, two-parent fathers, and two-parent mothers; no one-parent fathers are included.

### Purpose and Objectives

This study is undertaken to contribute to a better understanding of resource management in one-parent and two-parent families. It involves a comparison of perceived adequacy of resources and use of time as a resource in one-parent and two-parent families. The following objectives are guides for the research:

1. To assess parent-providers' perceived adequacy of resources.
2. To compare parent-providers regarding time allocated to household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities.
3. To examine the relationship between uses of time for household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities by parent-providers.
4. To explore the use of time for a) household work, b) employment/unpaid work, c) family care, d) personal maintenance, e) leisure, and f) other activities, as related to category of parent-provider, perceived adequacy of resources, educational attainment, occupational status, and salary level.
5. To make recommendations for programs for families based on the results of the study.

6. To make recommendations for further research based on the results of the study.

### Hypotheses

The following hypotheses are tested. They are as follows:

- H<sub>1</sub>: There will be no significant difference in perceived adequacy of resources between parent-providers.
- H<sub>2</sub>: There will be no significant difference in time allocated to household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities between parent-providers.
- H<sub>3</sub>: For each parent-provider category, there will be no significant relationship between uses of time for household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities.
- H<sub>4</sub>: There will be no significant relationship between uses of time for selected activities: a) household work, b) employment/unpaid work, c) family care, d) personal maintenance, e) leisure, and f) other activities, and five independent variables: category of parent-provider, perceived adequacy of resources, educational attainment, occupational status, and salary level.

### Assumptions and Limitations

It is assumed that parents can identify the degree of their perceptions of adequacy of resources on a Likert-type scale. It is also assumed that parents in the families can recall time use on the previous

day and can report accurately their time use in specific activities. Because behavior has been shown to be different in times of stress (such as immediately after a divorce or separation), only those one-parent families in which the parents have been legally separated or divorced for at least one year are interviewed. It is assumed that this provides sufficient time for the family to re-establish a pattern of everyday life. A longer period of time might reduce the number of families qualifying for the study due to remarriage. It is assumed that staff members of churches and persons who work with groups of single persons can identify those persons who are one-parent families due to divorce.

The study is limited to 29 one-parent families and 30 two-parent families in a metropolitan area. Because of the small sample size, it is necessary to reduce the variability of factors that might produce spurious relationships among the variables studied. Previous studies show that the number and ages of children are two factors that significantly affect family members' time use (Walker and Woods, 1976). For this reason, the design of the study specifies that there be only two children in each household and that the younger child be 7 to 11 years of age. Analysis of resource use is limited to time. The data represent time use in families in late spring during the school year. Hence, the findings are not generalizable to broader populations nor to all types of resources.

#### Definitions

The following definitions are used to delineate the basic concepts of the study. They are as follows:

Household Work or Household Production is "purposeful activities performed in individual households to create the goods and services that make it possible for a family to function as a family" (Walker and Woods, 1976, p. xx).

Single-Parent Family "consists of one parent and dependent children living in the same household" (Orthner, Brown, and Ferguson, 1976, p. 429). Literature on the family uses both "one-parent" and "single parent" to describe the parent with custody of children heading a family. The adoptive parent who is not married is also called a single parent in family life studies. For the purposes of this study, the term, "one-parent family," is used to describe the family in which the parent is divorced and living with dependent children in the same household.

Two-Parent Family is "husband and wife and their children living together in a separate dwelling unit without the presence of other adults" (Lyerly, 1969, p. 6).

Parent-Provider is interpreted to mean the role assumed by an adult living in the same household with children and accepting responsibility for functions of the family. These functions are broadly interpreted as economic, authority, domestic responsibilities, and social and psychological supports (Brandwein et al., 1974). The responsibility for these functions may be shared, as in a family with two parents in the household, or they may be assumed by one parent in the household, as in the case of one-parent families.

Family Resources ". . . are the means for meeting demands, that is, they provide the characteristics through which the goals and events are achieved or satisfied" (Deacon and Firebaugh, 1981, p. 30). Liston

(1975, p. 36) suggests that there are seven resources that work together to form a "resource input mix." These are space, natural habitat, stock of property, human resources of family members and family group, inflow of money and goods in kind, community resources, and time. In this study, resources are classified as time, financial, health/energy, knowledge/skills, physical environment, interpersonal, and community.

Time may be defined as a context in which everything happens or it may be a resource that the family members allocate according to their perceived needs and values. Linder (1970, p. 2) says ". . . there exists what we experience as a time dimension--a moving belt of time units which makes resources of time available to the individual as it passes." In this study, time is measured in minutes; the individual family members have 1440 minutes of time each day to allocate to specific activities.

Activities of Household Members are classified into six classes. Travel time associated with each activity is included in the time for each category. (Specific definitions and examples are given in Appendix B.) They are summarized as follows:

1. Household work: Food preparation; dishwashing and clean-up; housecleaning; maintenance of home, yard, car and pets; care and construction of clothing and household linens; shopping; and management.
2. Family care: Physical and nonphysical care of household members.
3. Employment/unpaid work: Employment and activities associated with the production of income, and work performed without monetary remuneration, such as work in a family business or volunteer activities.
4. Leisure: Social and recreational activities.

5. Personal maintenance: Personal hygiene and care of self, eating, and sleeping.

6. Other activities: School, organization participation, and other time (time use which did not fit into the other categories or could not be accounted for).

### Summary

The increasing number of families with one parent has caused concern about everyday life experiences in these families. The concern is compounded by the stereotyping of alternative family lifestyles as dysfunctional. How a family achieves a quality of life is directly related to the resources it perceives to be available in its ecosystem. A family's resources emanate from its environments, both from inside the family and from outside the family. The family's perceptions of the adequacy of its health and physical energy, interpersonal, financial, knowledge and skills, community, physical environment, and time resources affect the lifestyle it is able to achieve. It is the purpose of this study to examine the differences in perceived adequacy of resources by parent-providers. The study also addresses parent-providers and differences there may be in their use of time. It is intended that the results of this study will contribute to knowledge about everyday life in these households and to a clearer understanding of families' management of resources.



## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The rapid increase in one-parent families in the 1970's has added to the concern that the family, as it has been known, is changing. The change in family structure due to the absence of one parent is believed to be related to major changes in resource adequacy, employment patterns, the need for and regulation of public and private assistance transfer programs, public and private child care facility usage, and the expansion in the total number of households.

The potential for income and household production is generally considered to be superior in two-parent families because these tasks are shared by two adults. Even though both parents may ideally contribute to the support of children in one-parent families, the lack of enforcement of child support laws, inequities in women's wages compared to men's wages, and the tendency of fathers to remarry and form new families more often than mothers may contribute to the lower resource levels believed to be typical of one-parent families.

How do parents in one-parent and two-parent families perceive the adequacy of their resources? Are there patterns of resource use that are characteristic of family structure? Previous research findings may help in answering these questions and point the way to the need for further research.

In keeping with the thrust of this study in which resources are examined broadly and the resource of time specifically, the review of literature is organized in two sections. The first section reviews findings related to roles and resources of one-parent families. The second section deals with time studies.

The literature on families includes one-parent families formed by divorce, separation, or death of parents, as well as those formed by single persons through adoption or birth of children. About 90 percent of one-parent families are maintained by mothers and 10 percent are maintained by fathers (U. S. Bureau of the Census, 1982a). While many of the problems of these groups of parents are similar, there are wide variations in the societal perceptions of their problems and needs. This review of literature will focus on one-parent families formed by the separation or divorce of the parents and those families maintained by mothers.

Many time studies have been conducted by home economists and center on the family and home; they span the years from 1915 to the present. Sociologists have also conducted time studies; these studies are concerned with time use of individuals and certain segments of the population. In this review of literature, time studies will be examined to determine methods of data collection, variables studied, and findings.

### One-Parent Family Roles and Resources

Role changes occur in the family headed by one parent; these role changes may be due to the perceptions of the mother or to a reaction to societal pressures. One-parent families have many of the same resources

as two-parent families; however, the literature generally suggests that there are fewer resources and more difficulties in the management of these resources in one-parent families.

### Roles

How do changes in family structure affect roles in families? A change, such as the departure from the living unit of one parent, usually the father, has a profound influence on the role of the remaining parent. Certain activities must go on, such as care and nurturance of family members and interaction with the larger environment. The initial year of being a one-parent family is characterized by disorganization and reorganization (Weiss, 1979a; Hetherington, Cox, and Cox, 1978; Brown, Feldberg, Fox, and Kohen, 1976). This disorganization is evidenced in changes in employment, housing, and child care; roles of children and parents are less clearly defined.

Weiss (1979b) suggests that there is a change in the parent-child relationship in one-parent families. The change is toward more sharing of responsibilities and rights in the household. He notes that children are more likely to be included in decision-making in one-parent families and that children may be asked to assume more responsibilities earlier in one-parent families. Sons in mother-headed families are expected to share responsibilities in the household (Kopf, 1970).

The married mother is seen as adapting her life to that of the husband and children, organizing her life around the husband's job, his wages, his hours of work, and his preferences; when divorce occurs, the woman is not likely to relinquish the role of mother (Brown et al., 1976). With the change from a dependent role to that of head of a

family comes the responsibility of providing adequate income for family needs, constant child care, household management and social interaction with the larger environment. Weiss (1979a) and Lobsenz (1971) suggest that the awesomeness and complexity of the job of parents in one-parent families present the possibility for role and task overload and can bring about conflicts in work and family systems. Weiss suggests that a possible solution is for the single parent to establish and maintain relationships with kin, friends, and neighbors who can be asked to help. These relationships are resources for families to draw on when intra-family resources are in short supply. The presence of a second adult in two-parent families lessens, but does not eliminate, this need.

Male and female roles are seen as very different in relation to the care of children and paid employment (MacKay, Wilding, and George, 1972). Men are perceived as needing to be employed and their presence is not crucial to the well-being of young children. Women, on the other hand, are perceived as not losing respect when they are financially dependent on society because of their role of caring for children in the family, particularly pre-school children. However, the need to be independent and the social contacts that work provides may create some conflicts in roles of mothers maintaining families.

Changes in the function of families are believed to be great when one parent is absent. Glassar and Navarre (1965, p. 100) write

Financial support, child care, and household maintenance are concrete tasks involving temporal and spatial relationships, and in one form or another they account for a large proportion of the waking life of two adult family members. A permanent adjustment then must involve a reduction in the tasks performed and/or a reduction in the adequacy of performance, or external assistance.

If these tasks are typical of two-parent families, when one parent is left to head the family unit, then the remaining parent will either experience overload, or will have to change the number of tasks, responsibility for the tasks, standards or expectations, reallocate resources, utilize other resources, or a combination of these. Logically, the parent who heads the family alone cannot do the same amount of work that two parents previously did.

### Resources

What are family resources and how are they classified in home management literature? Resources are classified as human and nonhuman (Paolucci, Hall, and Axinn, 1977). Family members possess skills, knowledge, human energy, abilities, attitudes and values. Money, facilities, and material objects constitute nonhuman resources. Deacon and Firebaugh (1981) suggest that resources may be classed as human resources (including cognitive attributes, affective attributes, and psychomotor attributes) and material resources (including natural and processed goods, as well as publicly shared resources). Economic and noneconomic resources is another way of grouping resources (Gross, Crandall, and Knoll, 1980). An interdisciplinary approach to resource classification includes 1) human resources--cognitive resources, affective resources, psychomotor resources, and temporal resources, 2) economic resources--money income, elastic income, wealth, and fringe benefits and 3) environmental resources--physical environment resources, social environment resources, and political institutions (Nickell, Rice, and Tucker, 1976).

The many methods of classifying resources indicate their inter-related nature. A "mix" of resources is noted by Liston (1975). The

resource input mix includes the resources of space, natural habitat, stock of property, human resources of family members and family group, inflow of money and goods in kind, community resources, and time. These are combined in varying amounts to fit the situation.

Resources of a family are organized into a system, and a change in one resource produces change in the system (Gross et al., 1980). Moreover, within the system, resources are interchangeable; in times of scarcity of one resource, another resource may be used as a substitute for the scarce resource (Nickell et al., 1976). However, resources in families are interwoven, with changes in allocation of one resource affecting the others. Limited human resources in one-parent families may mean that parents have less time to spend in social activities and participation in community activities (Smith, 1980). Moreover, parents may choose to be employed part-time (and have a lower level of living) in order to have more time at home with their children (Barry, 1979; Weiss, 1979a).

Financial Resources. What are the financial profiles of one-parent and two-parent families? The presence of a father in the household is used as a measure of the status of a family; if a father is present, the family is considered to be better off economically (Bleckman, 1982). In 1980, the median income of families maintained by a female householder was \$10,120 (U. S. Bureau of Labor Statistics, 1981a). In married couple families where only the father was employed the median income was \$20,470, while in married couple families where both husband and wife were employed, the median income was \$27,750. Not surprisingly, two of every five one-parent families live in poverty, compared to six percent of two-parent families (Johnson, 1980).

What factors contribute to the lower income profile of one-parent families? For many families, income is a patchwork of earned income and transfer payments (McEaddy, 1976). Slightly less than one-third of all women who are formerly married receive some welfare assistance sometime during the first four years after they become single (Weiss, 1980). About one-third of mothers of children whose father is not living in the family household receive child support payments (U. S. Bureau of Labor Statistics, 1982a; Brandwein, Brown, and Fox, 1974). For those families receiving child support, the median income from all sources was about \$14,300 in 1978; generally, women in higher income brackets and those in the labor force are more likely to receive higher amounts of child support (U. S. Bureau of Labor Statistics, 1982a). Furthermore, those women with four or more years of college are more likely to receive child support than those who are high school graduates (U. S. Bureau of the Census, 1979a). Also, women who are older and have had some college are more likely to receive alimony; however, only about four percent of divorced or separated women were receiving alimony in 1976 (U. S. Bureau of the Census, 1979a). The average pre-divorce family income in one study was \$12,500; after divorce the family income fell to an average of \$6,100; generally, the higher the income, the greater the drop in income for female-headed families (Kohen, Brown, and Feldberg, 1979).

How is labor force participation related to the low levels of income for one-parent families? One reason for low incomes among female-headed one-parent families is that many women work part-time, part-year, and are in and out of the labor force over their worklife. Only about half the single parents work year-round full-time (Masnick and Bane,

1980). Also, women as a group, tend to be clustered in secretarial, clerical, and retail sales occupations, factory assembly work, and professions such as social work, nursing, and teaching, where incomes are low compared to male dominated fields (Masnick and Bane, 1980). The labor force participation rate for one-parent mothers was 61.1 percent in September, 1982 (U. S. Bureau of Labor Statistics, 1982b). The rate for divorced mothers was 79 percent, separated mothers 62 percent, and never-married mothers 50 percent. Of married mothers, 56 percent were in the labor force.

Reasons for low income in one-parent families are diverse and interrelated. Bane (1976, p. 112) states

There are a number of reasons why women with children but without husbands find themselves in such desperate economic straits. The data suggest the following causes: loss of 'economies of scale'; greater prevalence of divorce and death among poor families; low and irregular levels of alimony, child support, and public assistance; fewer adult earners; fewer opportunities for female heads of families to work; lower wages than men when they do work.

Age of children influences employment decisions for both divorced and married mothers; generally, the younger the children, the lower the labor force participation rate (Weiss, 1979a; Grossman, 1978). Both divorced and married mothers in the labor force may have the additional cost of child care, particularly if children are under school age. However, child care expenses for families headed by mothers represent a higher proportion of family expenditures than for two-parent families. Over seven percent of one-parent family expenditures are for child care, compared to less than three percent in two-parent families (Epstein and Jennings, 1979).

Mothers' perceptions of financial resources provide interesting contrasts. The source of income may influence one-parent mothers'



feelings of being in control of resources. The receipt of welfare dollars is stigmatizing, while income earned is not. Child support and alimony payments are not as reliable as money earned in the labor force (Bould, 1977).

Even though income falls dramatically after divorce, mothers often feel more in control of their financial resources; in some cases, real income may actually increase due to changes in management of family income (Kohen et al., 1979). Nickols (1979a, p. 2) observes, ". . . yet even with reduced resources, women often feel better as heads of their own households because their resources are more truly at their own disposal."

Health and Physical Energy Resources. Are there health problems that are unique to one-parent families? Health problems that limit employment or types of work that can be done are more prevalent among women who head families than among women who do not head households (Mott, 1979). Fatigue is a problem mentioned by mothers in one-parent families (Eblen, 1981; Barry, 1979). A recent study also shows that one-parent families often cut back on health care in order to cope with inflation and rising costs (Yankelovich, Skelly, and White, 1979). To complicate matters further, obtaining health insurance may be a problem for the single mother unless she is covered through an employer-sponsored group policy (Hungerford and Paolucci, 1977).

Community Resources. How do families cope with resource scarcity? Are there other resources to supplement intra-family resources? Community and government resources are often utilized in an attempt to fill some of the gaps in resources in both one-parent and two-parent

families. However, knowledge of and willingness to accept these goods and services may vary from family to family, and not necessarily be related to family structure.

Support groups appear to be helpful to adults heading one-parent families. Hirsch (1980) found that support systems aid in the adaptation to stress caused by major life changes. Schorr and Moen (1979) suggest that these groups would have a changing membership because it is the nature of single parents to move into and out of such groups. Organizations such as Parents Without Partners and Displaced Homemaker Services, provide opportunities for parents to seek support, advice, and assistance with the myriad of problems associated with heading a family (Marano, Levy, and Baylin, 1980; Weiss, 1973; Ilgenfritz, 1961). Seminar groups with a single purpose, such as learning about management of resources, are also helpful to mothers who head families (Nickols, 1979b).

Social networks provide different kinds of aid; three types are 1) instrumental support, consisting of material goods and services, 2) emotional support, such as communication of information creating positive feelings, and 3) interactions with formal systems, providing possible help in locating other sources of aid (Unger and Powell, 1980). Relatives, friends, and neighbors are more likely to be consulted for help with family problems than professionals such as ministers and counselors (Powell and Wines, 1978; Rosenblatt and Mayer, 1972).

One-parent mothers with moderate income are less likely than those with low incomes to receive community support services because the level of their income makes them ineligible to receive such services (Colletta, 1979). Low-income families are also more likely to share

accommodations with relatives; this represents a cross-cutting type of support, including shared financial resources, space and physical environment, and social activities, as well as shared human resources and time.

Housing and Environment Resources. What is the relationship of housing characteristics, mobility, and altered family structure? Housing represents a large expense for one-parent families, with as much as 37 percent of family expenditures going for housing (Epstein, 1979). However, the neighborhood is also a resource, providing contacts with other families and individuals, playmates for children, contacts and help for the parent, and a feeling of belonging (Weiss, 1979a). Schelsinger (1977) suggests that the problem of housing is second only to financial difficulties.

Residential mobility rates for one-parent families seem to be high in the first few years after divorce; one-parent families are more likely to switch from owning to renting than from renting to owning (Masnick and Bane, 1980). Weiss (1979a) observes that single parents seem to require a second or third move before finding the "right residence," but single parents with higher income levels tend to have lower mobility rates (Anderson-Khleif, 1979). Some reasons for high mobility rates may be to obtain financially affordable housing, to move closer to work, friends, or recreation facilities; or to get away from the home occupied during marriage (Masnick and Bane, 1980).

Housing and the surrounding community may be valued for its association with other families. Anderson-Khleif (1979, p. 24) observes that single parents

. . . want housing that is seen as appropriate for other 'regular' families in comparable age groups, life-cycle stages, and occupational groups. Reference groups for single-parent housing are not other divorced families, but are 'regular,' two-parent families at social levels similar to their own.

One-parent families may have different needs for space arrangement within the home. The need for multi-use space for one-parent families is cited by Stackhouse (1975). The possibility of combining the kitchen area and space for dining, entertaining, and leisure activities is one suggestion for allowing members of one-parent families more opportunities for family interaction.

Knowledge and Skills Resources. What knowledge and skills contribute to an improved level of living in one-parent families? Education of the parent is one measure of resources in one-parent families. In 1977, 39 percent of employed mothers who headed families had not finished high school, while nine percent had completed four years of college or more (Johnson, 1978). Among employed wives, 21 percent had not completed high school, and 15 percent had completed four years or more of college. In 1970, the median years of school completed was 12.2 for males and 12.1 for females (U. S. Bureau of the Census, 1975).

The lack of certain skills and abilities associated with the upkeep of the home and car presents problems for one-parent mothers. Because the husband is traditionally expected to handle these matters, his departure from the family may leave a gap in the family's pool of knowledge and skills (Eblen, 1981; Weiss, 1979a; Brown et al., 1976). Two-thirds of the single parents in one study wanted to increase job skills in order to increase salaries (Eblen, 1981).

Interpersonal Resources. What effects do differing levels of interpersonal resources have in one-parent families? Do one-parent families utilize interpersonal resources from outside the family in times of scarcity? Relatives, co-workers on the job, associates in clubs and organizations, friends, and neighbors are all potential sources of interpersonal resources (Hirsch, 1980; Unger and Powell, 1980; Barry, 1979; Weiss, 1979a; Brown et al., 1976; Weiss, 1973). The larger the range of acquaintances for members of families, the greater the pool of potential resources for families.

The absence of a parent in one-parent families means that there is less potential for emotional support, reduced levels of assistance in the household, and fewer opportunities for contacts in the community (Smith, 1980). Single parents, compared to married parents, are more likely to ask for favors from neighbors and to use "weak ties" (relationships with persons who are neither friends nor relatives) for information about such matters as employment, welfare, schools, and child care (Weiss, 1979a).

Children in one-parent families may be sources of additional help, but younger children may also need increased levels of care and supervision. Children may serve as resources to relieve parental task overload (Buehler and Hogan, 1980). Adequate and reliable child care is an identified problem for many one-parent families (Barry, 1979; Weiss, 1979a; Brown et al., 1976; Douvan, 1976).

Time Resources. Are time resources regarded as adequate or deficient in one-parent families? Not surprisingly, time for one-parent mothers is at a premium. Weiss (1979a, p. 61) notes that employed single mothers are probably much like employed married mothers--

". . . doing about as much as they can." Since time is the frame in which all activity occurs, it is closely related to every other resource in families. Time accompanies interpersonal resources; in an emergency employed married mothers usually have another adult to call on to extend their time, but employed one-parent mothers have to make arrangements to "buy" or "borrow" time, either by contracting services (child care or household work), calling on relatives or other persons, or changing standards to accommodate less effort (and time) or lower quality of work. Some of the same strategies may be used by the employed married mother because time budgets show that the amount of time fathers contribute to household work and family care is affected very little by the mother's employment or the presence of children (Robinson, 1982; Meissner, Humphreys, Meis, and Scheu, 1975).

A factor contributing substantially to differences in time in one-parent and two-parent families is the absence of one adult in one-parent families. This has the effect of reducing potential resources by 50 percent. Although the economic effect of one less adult earner (typically the highest paid earner) is profound, the absence of one parent also has great impact on time available for family and household work. The "economies of scale" cited by Bane (1976) and Espenshade (1979) refer to fixed financial costs in the household which are spread over a given number of persons. However, "economies of scale" may also apply to time costs. Some household work activities are essentially fixed costs (e.g., physical care of family members) and can be spread over a greater number of persons in larger families so that the per person cost is less than in smaller families. Some tasks, such as clothing care and food preparation obviously require more time for larger families.

More limited interpersonal resources in one-parent families may mean that there is less time for the parent to participate in community life and social activities (Smith, 1980). If the mother in a one-parent family is employed full time, it may mean higher income, but less time for children, household work, and other activities because the mother's time to provide both wage income and household services is limited (Weiss, 1979a; Vickery, 1978).

In general, heads of one-parent families are concerned about having enough time to spend with their children (DeFrain and Eirick, 1981; Eblen, 1981; Barry, 1979; Nickols, 1979a; Weiss, 1979a; Yankelovich, Skelly, and White, 1977; Glasser and Navarre, 1965; Ilgenfritz, 1961). Thirty-seven percent of single parents, 41 percent of employed mothers, and 19 percent of nonemployed mothers feel that they do not spend enough time with their children (Yankelovich et al., 1977). Women who have higher levels of education spend more time interacting with their children and in child-related travel than mothers with lower levels of education (Hill and Stafford, 1980).

The traditional hours of employment for both one-parent and two-parent wage earners, and the inflexible hours of school, place constraints on time resources in all families. The additional interpersonal resources in two-parent families operate to make time constraints less of a problem. Time and interpersonal resources, as well as all other resources, are closely related; one cannot be allocated without the other. Financial resources result from time spent in the labor force. Interpersonal resources are the sharing of time. Time is required to develop knowledge and skills. Therefore, how families allocate time affects other resources.

## Time Studies

Time is a continuum along which all activities occur. As societies become more complex, time begins to have special value and functions as a medium of exchange (Brown, 1970). Such expressions as "time is money," "saving time," and "spending time" reflect the exchange value associated with time. Trends in society are reflected in interest in and the study of time. The increased rate of participation of women in the labor force and subsequent changes in the allocation of time in families have affected the study of time use. Another influence on time studies is the phenomenon called the "growing poverty of time" (Berry, 1978). The widespread feeling that people lack enough time to do all of the things they want to do may have prompted some of the studies of time allocation. Empirical testing of theories of the allocation of time has also contributed to the interest in time research (Becker, 1965). Time use studies are reviewed to determine methods of data collection, variables studied, and significant findings.

### Home Economics Time Studies

How do adults allocate their time? What characteristics of families affect parental time use? Home economics has a rich tradition of time studies in family households. Many studies are based on time use of rural homemakers and are for the purpose of improving time management in the home.

Few time studies have focused on one-parent families, nor have they been included in many broader studies. One study (Lyerly, 1969) of time use in one-parent families, drawn from data collected for the Walker and Woods study (1976) in upstate New York, included 56 mother-



headed, one-parent families and 266 two-parent families with pre-school or elementary school children. Data are from time diary interviews with the homemaker recalling one day's activities and a time diary filled in by the homemaker for a second day of the same week. Data represent activities for different seasons and different days of the week.

This study concludes that homemakers in one-parent families spend less time for household work and more time for "work other than homemaking" than do homemakers in two-parent families. One-parent homemakers are more likely to be employed, and this employment, along with number and age of children affects time use for household work. Specifically, findings indicate that one-parent families use less time for food preparation and after-meal cleanup, house care, clothing care, management, and marketing than two-parent families. One-parent families, however, spend more time on child care than two-parent families.

Most home economics time studies involve two-parent families, and findings indicate that certain family characteristics affect homemaker time use. The greater the number of persons in the household, the greater the number of hours spent in homemaking by the wife (Manning, 1968; Cowles and Dietz, 1956; Wiegand, 1954; Wilson, 1929). The presence of children increases homemaking time by mothers due to the nurturance and care needed by children and partly due to the additional food preparation, laundry, and housecleaning for more persons (Nickols and Fox, 1980; Walker and Woods, 1976; Hall and Schroeder, 1970; Cowles and Dietz, 1956; Wiegand, 1954, Warren, 1940; Wilson, 1929).

Age of children in a household has an important influence on mothers' time spent in homemaking (Nickols and Fox, 1980; Walker and Woods, 1976; Hall and Schroeder, 1970; Manning, 1968; Cowles and Dietz, 1956; Wiegand, 1954; Warren, 1940; Wilson, 1929). Younger children, particularly those under school age, require more physical and non-physical care, and thus increase the time mothers spend in total homemaking tasks.

How do outside activities affect homemaker time use? Time that rural homemakers spend in farm work reduces their household work time (Warren, 1940; Wilson, 1929). As more women enter the labor force, employment has become a major influence on homemaker time. Household work time decreases as hours of paid employment increase (Nickols and Fox, 1980; Walker and Woods, 1976; Hall and Schroeder, 1970). Mothers who are involved in community activities use less time for homemaking tasks (Warren, 1940).

Housework done by paid workers and children apparently can substitute for the hours homemakers spend in homemaking tasks (Cowles and Dietz, 1956; Wilson, 1929). However, Warren (1940) observes that household workers are generally employed to get a task done, not necessarily to provide leisure time for the homemaker.

Meal preparation and cleanup activities are the most time consuming tasks for homemakers (Nickols and Fox, 1980; Walker and Woods, 1976; Hall and Schroeder, 1970; Manning, 1968; Cowles and Dietz, 1956; Warren, 1940; Wilson, 1929). Other activities such as housecleaning, physical care of family members, and leisure are affected by other factors and no clear pattern emerges for time allocation.

Time use on weekends is different from that of weekdays (Wiegand, 1954; Wilson, 1929). Fewer hours of homemaker time are spent at household tasks on weekends. Certain household tasks such as food preservation are seasonal and affect homemaker time accordingly (Warren, 1940). The attitude of the homemaker toward specific homemaking tasks affects the time use (Manning, 1968; Warren, 1940). If a homemaker enjoys certain tasks, those tasks usually take longer to complete.

Most studies of time use are concerned with mothers' time use; however, Walker (1973) notes that husbands' hours of employment affect their contribution to household work time, but husbands' time use at household activities is not related to employment of their wives, number of children, or the age of the youngest child. Husbands spend more of their work time in paid work (Nickols and Fox, 1980); their housework contributions tend to be devoted to home maintenance and nonphysical care of children.

How are time use data collected? The literature reports that data in home economics time studies represent a variety of methods of collection. Mailed questionnaires are the basis for the time study of Hall and Schroeder (1970). Personal interviews and homemaker records form the basis for other studies (Manning, 1968; Cowles and Dietz, 1956; Wiegand, 1954; Warren, 1940). A combination of interviews for recall diaries and homemaker-prepared diaries is the method of collection for more recent time studies (Lovingood, 1981; Walker and Woods, 1976).

### Other Studies

Other studies by sociologists and market researchers show how families and individuals use time. Adult roles in society represent

constraints for individuals in their time use. Conflicts between roles may be present in time allocation decisions of unmarried parents; however, no data are found that specifically address this problem. Time use data of unmarried women, some of whom had children, were combined with data of other adults (Robinson, 1977; Berheide, Berk, and Berk, 1976). Nevertheless, some conclusions are helpful in the study of parental roles and time allocation. Sex and work status are predictors of time use both for men and women (Robinson, 1977; Brail and Chapin, 1973). Parent roles have a profound effect on time use, especially for women. As the number of children in a household increases, so do homemaker hours at household work and child care (Lee and Ferber, 1977; Robinson, 1977; Berheide et al., 1976; Brail and Chapin, 1973). Young children in the household increase household work time of wives and husbands (Robinson, 1977).

Employment represents another role affecting time use. When the homemaker is employed, household work time decreases, perhaps as much as 50 percent (Strober and Weinberg, 1980; Robinson, 1977; Berheide et al., 1976). Employed wives also limit the time they spend in volunteer and community work and allocate less time to leisure and sleep; they also tend to use paid help more frequently than nonemployed wives (Strober and Weinberg, 1980). Wife's employment has practically no effect on husband's time use (Lee and Ferber, 1977; Robinson, 1977; Berheide et al., 1976). Robinson (1977) suggests that the absence of a father in the household may reduce total child-parent contact time by up to one-third. Better educated and unmarried women spend less time than average on household work (Robinson, 1977).

Time studies in sociology and marketing use a variety of methods of data collection. Self-administered questionnaires (Strober and Weinberg, 1980) and interviews for recalling weekly time use (Lee and Ferber, 1977) are two methods. Data are also collected by a combination of participant observation and self-administered recall diaries (Berheide et al., 1976).

### Summary

The summary of related literature is relevant to the study of roles and resources in families. Research is reported in relation to role changes and resource adjustments that are believed to occur in families with one parent in the household. Research suggests that role changes occur in the parental role as well as the roles of children. Children are found to have a more active role in family decisions in one-parent families because of more shared responsibilities.

Resources are variously classified in the literature. They are inter-related and a change in the availability of one resource affects the other resources in the environment. The concept of the "mix" of resources describes how families combine financial, health, community, environmental, knowledge and skills, human and time resources to set and achieve goals. The literature strongly suggests that time and financial resources are in shortest supply in one-parent families.

Time studies based on time allocation in families suggest that the composition of the family, ages of children, and employment of the mother are three factors that affect family time use. There is little information on the use of time resources in alternative family structures such as one-parent families. With information about time

allocations in one-parent families, additional insights in family strengths and problems can help families function in a changing environment.

## CHAPTER III

### METHOD AND PROCEDURE

#### Introduction

The study was part of a larger project that investigated the management of resources and relationships in one-parent and two-parent families. The larger project was concerned with many aspects of everyday life in families, including perceived parental behavior, perceptions of family, strategies of management of resources, perceived adequacy of resources, and use of one resource, time. The overall project, and thus the study described here, was based on the ecological premise that a family is a system that impacts and is impacted by its environment. The family attempts to produce equilibrium in its environment; one of the ways that the family may strive to produce equilibrium is through the use of its resources, both from within the family system and from the larger environment. How the family perceives its resources may affect how it attempts to adjust to changes in its environment. How families actually use their resources may vary because of the different ways in which they perceive their resources. This study was designed to examine perceptions of adequacy of resources by parents in one-parent and two-parent families and how these parents use the resource, time.

#### Type of Research

This study was termed descriptive as defined by Best (1977, p. 15).

He stated:

Descriptive research describes what is. It involves the description, recording, analysis, and interpretation of conditions that now exist. It involves some type of comparison or contrast and may attempt to discover relationships that exist between existing nonmanipulated variables.

The family interview method of gathering data was used because the objectives of the study called for information to be supplied by the adults and children in the family. Data were collected primarily by pencil and paper questionnaires and personal interview with trained interviewers recording the responses. Telephone calls were used to screen families for eligibility to participate in the study, and to schedule in-home interviews.

#### Research Design

The design of the study called for an equal number of interviews with adults heading one-parent families and adults heading two-parent families. Since the mean number of children in families is 1.9, the sample was limited to families with two children (U. S. Bureau of the Census, 1982a). Age of the younger child, between seven and eleven years or in grades two to five, was determined by the design of the overall project. The age of the older child ranged up to 18 years or to the senior year in high school.

The overall project also required that families be those in which the parent had been legally separated or divorced for at least one year. The literature supports the conclusion that one year is sufficient time following divorce for a family to re-establish a pattern of everyday experiences (Weiss, 1979a; Hetherington, Cox, and Cox, 1978; Brown, Feldberg, Fox, and Kohen, 1976).



In order to minimize possible differences in the use of time due to the season of the year, the research design called for all interviews to be completed during the months of April and May, prior to the time that schools were dismissed for summer vacation. Daylight savings time began during this period, but use of the resource of time is probably more related to fixed activities such as school and adult employment than to the number of hours of daylight.

In order for the family members to recall time use for a full 24-hour period during a weekday, the research design called for interviews on Tuesday, Wednesday, Thursday, Friday, and Saturday. The design of the study also specified that the children be in school since this is a typical activity of children for the greater part of the year.

The design of the study also specified that there be no persons outside the immediate family living in the household. The presence of additional adults could confound the results of the study regarding perceived adequacy of resources and time use.

Employment of persons in the families (particularly mothers) was not controlled in the sample; it was believed that the other controls in the study would restrict the number of families meeting the research criteria, and this additional factor would contribute to the difficulty of locating sufficient families to fill the research design of 30 one-parent and 30 two-parent families. However, if families selected follow the national patterns, there would likely be a large proportion of employed mothers.

#### Population and Sample

In order to draw a representative sample of one-parent family

respondents from a population, an area containing a large number of one-parent families was selected. Census figures for the city of Tulsa, Oklahoma, showed that there were 9,879 female-headed families and 78,849 male-headed families in this urban area in 1970 (U. S. Bureau of the Census, 1973). About 11 percent of all families in this area were female-headed; this was close to the national average of 10.8 percent in 1970 (U. S. Bureau of the Census, 1979b). No data were available for male-headed one-parent families in this area in this period.

There was no comprehensive list of one-parent families in the Tulsa Metropolitan Area, so it was necessary to develop a frame for sampling. The following procedure was used. The Tulsa World, a daily and Sunday newspaper, published the "Tulsa Singles Calendar" each Sunday, listing group activities for single persons in the area. By collecting the names of groups, names of officers, telephone numbers, and other information from the column for the period from September 1, 1980 to February 1, 1981, a list of organizations for single persons was developed. The listing included many church-related organizations, square dance clubs, social groups, and groups sponsored by public service organizations.

A previous study found that 55 percent of Oklahoma families attend church regularly (Powell and Wines, 1978). For this reason and because of the number of Tulsa churches with programs for single persons, many of whom were single parents, church membership lists were a primary source of names of families for the sampling frame. Several telephone calls to staff members of churches, including pastors, were made in late December, 1980; response was favorable both for numbers of one-parent families in these congregations and willingness of members of the church staffs to provide names of these families for this project.

A letter explaining the study and requesting estimates of the numbers of one-parent and two-parent families meeting the criteria of the project was sent to all Tulsa Metropolitan churches listed in the Classified Telephone Directory of the area telephone directories (Appendix A). These churches were located in Sand Springs, Sapulpa, Sperry, Catoosa, Owasso, Keifer, Bixby, Broken Arrow, Jenks, and Tulsa. The letter included a response form and a stamped addressed envelope for a reply. These letters were also sent to officers of singles social groups, singles and couples square dance clubs, and public and private agencies providing services to one-parent families. Of 478 letters mailed, 462 went to churches, four to singles social groups, nine to square dance clubs, and three to public and private service agencies.

Two follow-up telephone calls, requesting return of the forms, were made to all persons or churches who did not respond to the initial letter within three weeks of the mailing date. Second copies of the letter and form were mailed to 34 churches and groups who indicated that they had not received or had misplaced the first letter. An additional telephone call was made if forms were not returned after about 15 days from a promised response.

Forty-nine churches and organizations initially responded to the letter. After all letter and telephone contacts were completed, 177 churches and organizations had responded. Of these responses, 57 ultimately furnished names of families who might participate in the project; 81 chose not to participate either due to other commitments or policies restricting release of members' names, and 39 could identify no members who met project criteria. A summary of the contacts with churches and organizations is shown in Table I.

TABLE I  
RESULTS OF CONTACTS WITH CHURCHES  
AND ORGANIZATIONS

Response	Sub-Total	Total
Response forms returned by deadline		49
Yes, we will participate	27	
No, we cannot furnish names	18	
No, none meet criteria	4	
Response forms returned after reminder telephone call		46
Yes, we will participate	27	
No, we cannot furnish names	11	
No, none meet criteria	8	
Immediate response to telephone call (no response form returned)		82
Names furnished on telephone	3	
No, we cannot furnish names	52	
No, none meet criteria	27	
No response to telephone call or follow-up letter		164
No contact made in two follow-up telephone calls		117
Letter not deliverable or telephone disconnected		15
Not a group with a membership		<u>5</u>
	Total Responses	478

As forms were received from churches and organizations, the person who signed the form was called to request names and telephone numbers of families for the sampling frame. In many instances, persons providing names had asked families for permission to submit their names; as a result, many families were already familiar with the project when they were contacted. The lists for the two sampling frames consisted of 152 one-parent families and 299 two-parent families; each list was alphabetized by family surname and consecutively numbered. Using a

random numbers table, random selections of 30 one-parent families and 30 two-parent families were made. After these families had been contacted, but the sampling quota was not yet met, other random selections were made and those families contacted. All interviews were completed in April and May, 1981.

All 152 families from the one-parent family sampling frame were contacted and 29 interviews were completed. Nine additional families were identified through telephone calls to churches, previously interviewed parents, and "singles" organizations. Of these nine families, six did not qualify due to the criteria, two did qualify but could not be scheduled for interviews, and one interview was completed. The final sample included 29 families headed by mothers and one family headed by a father. In order to have a homogeneous sample, data for the family headed by the father was excluded from this analysis.

Thirty-one interviews were completed from contacts with 150 two-parent families. One interview was completed for a family in which the children had been out of school for a holiday on the day for which the time data were collected; therefore, their time use data did not meet the criteria for the study and could not be used. Disposition of the contacts with the families is summarized in Table II.

Two doctoral students, using a standard telephone dialogue, contacted the families by telephone to explain the project and schedule interviews. This dialogue identified the researchers and their affiliation with the Family Study Center, College of Home Economics, Oklahoma State University, and the purpose of the project. It also gave information about the data to be collected and the criteria for selecting the families. The dialogue also assured families that responses were

confidential and that they would receive results of the study if they participated in the project. Most telephone calls were made in the evening so that adults in the family could coordinate information and schedule the interview. Furthermore, with the anticipated high incidence of employed mothers, the chance of completing telephone calls was believed to be better in the evening hours. Screening sheets were used to collect data about families and record responses (Appendix A).

TABLE II  
SUMMARY OF TELEPHONE CALLS FOR SCREENING FAMILIES

Results of Telephone Contact	One-Parent Families N	Two-Parent Families N
Completed interviews	30	31
Refused - known to meet criteria	2	12
Refused - not known to meet criteria	10	15
Qualified - could not schedule due to conflicts with family activities	5	17
Did not meet criteria		
Number of children in the household	53	20
Number of adults in the household	4	0
Relationship with children (not adoptive or natural)	0	2
Ages of children	23	41
Family structure not due to divorce	6	0
Changed family structure due to remarriage	3	0
Time as a one-parent family	7	0
Custody of children shared	1	0
Disconnected and incorrect telephone numbers	7	4
Could not contact (no answer)	<u>10</u>	<u>8</u>
Total Contacts	161	150
Response Rate (Percent)	63.8	41.3

## Instrumentation

Four instruments were used to collect the data for this study. They were titled: Individual Information, Family Information, Perceptions of Adequacy of Resources, and Time Record (Appendix B). The Individual Information form requested data about the adults such as age, religious preference, ethnic background, education, employment, salary, and education. The Family Information form asked for information about the family such as housing type and tenure, income data, and financial practices. In one-parent families further information was collected about child support and alimony. The Individual Information form, Family Information Form, and Perceptions of Adequacy of Resources instrument were self-administered paper and pencil questionnaires and were completed by the parents. The Time Record was filled in by the interviewer using responses of each family member.

### Perceptions of Adequacy of Resources

The instrument, Perceptions of Adequacy of Resources (PAR), was developed after a review of literature revealed no instrument to measure how family members felt about the adequacy of their resources. It was designed to collect data about how parents perceived their resources, rather than to objectively measure the actual resources.

Using an extensive list of resources found in home management literature, a set of statements about perceived adequacy of resources was developed in a format to be used with the families. Because of the nature of the overall project and the amount of data to be collected, the instrument was limited to 35 statements; the format was simplified in order to expedite administration. A short paragraph about the

importance of resources introduced the instrument. Another short paragraph gave instructions, assuring the respondent that there were no right or wrong answers, only those that reflected their feelings about their resources.

After the development of a trial instrument, a statistician was consulted to make suggestions about the individual statements and the scoring format. A Likert-type scale that ranged from 1 (strongly disagree) to 7 (strongly agree) was used. The resulting instrument was submitted to a panel of experts, composed of specialists in the Cooperative Extension Service and family economics and home management resident faculty in the College of Home Economics, Oklahoma State University. Their suggestions were incorporated into another version of the instrument which was then submitted to the individual experts for further review. Further suggestions were integrated into the final questionnaire.

Initial efforts to establish reliability were unsuccessful. The instrument was administered to an undergraduate and a graduate class in the College of Home Economics. Results were inconclusive because many of the respondents in the classes were not married or did not have children and left many blank responses. A preliminary alpha reliability of .9217 was established using data from six pilot families and seven families who were interviewed early in the project.

Item means could range from 1.00 (strongly disagree) to 7.00 (strongly agree). Item 11 (mean = 6.09) concerning health insurance, had the highest mean, or greatest agreement of all the items. The least agreement was on Item 24 (mean = 3.35), concerning contacting groups within the community in times of need. That none of the item means were



very close to the disagree end of the continuum may be partially attributed to the middle class nature of the respondents on socioeconomic characteristics.

Two parents did not respond to one item on the PAR. In order to have complete data for the factor analysis, a mean was calculated for each parent using that parent's responses on the other 34 items on the PAR. This value was substituted for the missing item for each parent.

Relationships among the 35 items on the PAR were analyzed using factor analysis. Cattell (1952) suggested that factor analysis can serve in the earliest stages of research to identify significant variables. Factor analysis was used to determine if the 35 items scaled together and whether there were subdimensions that might be identified in the scale. It was believed that factor analysis could aid in the development of this instrument for future studies and would help avoid wasted effort in measuring variables which represent the same subdimensions of a concept.

Nunnally (1967) suggested that in using factor analysis for scale development, there should be 10 respondents for each item on the scale. This study involves 89 respondents and obviously does not meet this criterion. However, initial steps toward creating a scale to measure perceived resource adequacy can be taken through studying the factors present in this scale and their relationships. If factors underlying the scale can be identified, then it may be shown whether the scale is measuring the general concept of resource adequacy or several subdimensions as proposed in the preparation of the instrument.

The principal axis method and Varimax option of orthogonal rotation from the Statistical Analysis System (Helwig and Council, 1979) were

used to factor analyze the 35 items. It was anticipated that all items would reflect the general dimension of resource adequacy by presenting strong factor loadings on the first unrotated factor. Since there were believed to be seven subdimensions on the scale, seven factors were expected. If there were seven factors, then items constructed to measure each of the subdimensions hopefully would load strongly on each of the seven individual factors.

The seven anticipated subdimensions of the scale are shown on Table III, along with the items believed to measure the adequacy of these seven groups of resources. The subdimensions are the resources of time, finances, health and physical energy, knowledge and skills, interpersonal resources, community, and physical environment. (Numbers preceding items indicate the order of the item in the PAR instrument.)

Results of the first unrotated factor analysis of the 35 items for 89 respondents are also shown in Table III. When eigenvalues fell below 1.0, factoring ceased. The first factor explained 21.6 percent of the variance of the 35 items and 31.5 percent of the variance explained by the 10 factors extracted.

Additional factor analyses were then conducted in which the effect of omitting selected items that loaded below 0.29 on the first factor was examined. The threshold of 0.29 was chosen because several items on the scale loaded near 0.30, which is the commonly used threshold (Nunnally, 1967). Removing these items and those loading below 0.29 would have resulted in only 27 items for the next stage in the development of this instrument. Because it was the first use of the instrument and more were planned, retaining as many items as possible and making changes in those items for the next use seemed a reasonable course of action.

TABLE III  
ITEM MEANS, ORIGINAL AND FINAL FIRST FACTOR  
LOADINGS (UNROTATED) OF PERCEPTIONS OF  
ADEQUACY OF RESOURCES SCALE

Item	Means	Original Loading	Final Loading
<b>Time Resources</b>			
2. I have enough time for myself.	3.49	.54	.54
8. I have enough time for the activities that I want to do.	3.80	.50	.51
18. I have enough time for household work.	4.11	.62	.62
21. I have enough time to spend with my spouse (or a friend of the opposite sex).	4.09	.49	.50
27. I have enough time to help my children participate in organized youth activities.	5.15	.40	.42
30. I have enough time to spend with my children.	4.58	.48	.50
<b>Financial Resources</b>			
5. My family has resources to meet a financial emergency.	5.00	.45	.46
10. My job offers security of employment.	5.56	.39	.40
11. My family has adequate health insurance.	6.09	.62	.64
*20. Payments on charge accounts (including credit cards) place a strain on my budget.	2.94	-.06	
23. I have enough money to meet expenses.	5.54	.63	.64
26. My family has enough income to save money regularly.	4.63	.46	.48
<b>Health and Physical Energy Resources</b>			
16. I have enough physical energy for leisure activities.	5.07	.61	.61
17. My health allows me to do what I want	5.76	.42	.42
25. My physical energy is adequate for my activities.	5.19	.69	.70
<b>Knowledge and Skills Resources</b>			
1. I have enough education to meet my long-term goals.	4.74	.40	.40
4. My knowledge is adequate for the work that I do at home and away from home.	5.75	.42	.43
12. I can perform household repairs.	4.73	.29	.30
*15. When something goes wrong, I am able to identify the problem.	5.56	.25	
19. I know how to take care of my family's business matters.	5.78	.46	.47
28. When I need information about rearing children, I can find it.	5.65	.36	.36
34. My knowledge of child rearing is adequate for raising my family.	5.63	.54	.54
<b>Interpersonal Resources</b>			
3. If I need a favor, I feel comfortable asking a neighbor.	4.62	.36	.36
6. When I need advice, I can find a person whose judgment I trust.	5.79	.31	.30
9. My children are a help to me.	5.07	.32	.33
13. There is someone to care for my children when I cannot be at home.	5.20	.40	.40
22. I am able to assist others when they need my help.	5.36	.65	.64
*35. If I need help, I call on my relatives.	4.45	.19	
<b>Community Resources</b>			
24. If I need help, I call on groups within my community.	3.35	.43	.43
29. Religious organizations, as well as public and private groups provide services that I can use.	5.58	.55	.56
31. I have access to government programs that can assist me.	3.10	.29	.28
<b>Physical Environment Resources</b>			
7. My neighborhood is a good place to raise my children.	6.06	.42	.41
14. I am satisfied with the place I live.	5.65	.47	.47
32. Available transportation is adequate for my needs.	6.01	.62	.63
*33. My home has enough space for my family.	5.97	.26	

\*Items removed from scale because of low factor loading.

First, the single negatively loaded Item 20 (which measured the effect of the use of credit on the budget) was removed; this was the only item that was worded to result in a high value on the Likert-type scale if the respondent agreed that resources were in short supply. The first unrotated factor explained 22.2 percent of the variance on 34 items and 31.8 percent of the variance on the 10 factors extracted.

In the next factor analysis two additional items, Item 15 (which measured the ability to identify problems) and Item 35 (which measured how the respondents utilized relatives as resources), were removed because they loaded below 0.26. The first unrotated factor explained 23.3 percent of the variance on the 32 items and 32.7 percent of the variance on the 10 factors extracted.

A fourth factor analysis was made, removing one additional item, Item 33 (which measured the adequacy of space in the home). The first unrotated factor explained 23.9 percent of the variance on the 31 items and 32.9 percent of the variance on the 10 factors extracted.

Each of the 31 remaining items loaded at or above 0.28 on the final first unrotated factor, indicating that they were measuring a common dimension; this was called "perceived adequacy of resources." Table IV contains the results of the factor analysis of these items.

Rotated factor loadings of the items were examined and based on the content of the items, names were given to the factors. The results shown in Table IV differ markedly from those in Table III. The seven factors that were expected to be extracted generally were not. The exception was Factor 3, Health and Physical Energy Resources. The three items expected to load strongly on this factor did so.

TABLE IV  
FACTOR LOADINGS FOR 31 ITEMS RETAINED IN FINAL FACTOR ANALYSIS

Item (Proportion of Variance on 31 Items)	Rotated Factor Loadings (Varimax)									
	1	2	3	4	5	6	7	8	9	10
<u>Financial Resources (9.9 percent)</u>										
5. My family has resources to meet a financial emergency.	.80	.04	.05	.15	.14	.07	.06	-.11	.02	-.06
23. I have enough money to meet expenses.	.73	.10	.18	.10	.08	.12	.17	-.17	.23	.18
26. My family has enough income to save money regularly.	.83	.09	.06	.03	-.01	.01	-.02	.14	.01	.21
<u>Child Rearing Resources (8.4 percent)</u>										
27. I have enough time to help my children participate in organized youth activities.	.25	.82	-.13	.15	.03	.12	-.06	.10	.07	.04
30. I have enough time to spend with my children.	.06	.80	.05	.04	.03	.13	.26	.12	.05	.00
<u>Health and Physical Energy Resources (9.4 percent)</u>										
16. I have enough physical energy for leisure activities.	.14	.00	.85	.11	.13	.08	.15	.23	-.04	.18
17. My health allows me to do what I want.	-.01	-.12	.83	.03	-.02	.06	.08	-.05	.14	.06
25. My physical energy is adequate for my activities.	.23	.16	.78	.30	.13	.10	.08	-.02	.12	.08
<u>Knowledge and Skills Resources (6.4 percent)</u>										
1. I have enough education to meet my long-term goals.	.10	-.12	.22	.81	.07	.08	.14	-.02	.03	.04
4. My knowledge is adequate for the work that I do at home and away from home.	.06	.26	.05	.77	.11	-.01	-.12	.14	.20	.08
<u>Neighborhood Resources (5.7 percent)</u>										
7. My neighborhood is a good place to raise my children.	.21	.07	.16	.34	.70	.07	.12	.17	-.07	-.18
14. I am satisfied with the place I live.	.20	-.10	.08	-.05	.70	.02	.32	-.10	.27	.33
<u>Community Resources (6.5 percent)</u>										
24. If I need help, I call on groups within my community.	-.13	.23	.19	.08	.06	.66	.02	.14	.19	.07
31. I have access to government programs that can assist me.	.19	-.08	-.01	-.02	.04	.74	.23	-.11	.03	-.10
<u>Time for Self Resources (7.3 percent)</u>										
2. I have enough time for myself.	-.01	.24	.09	.15	.11	.14	.83	.13	.08	.00
8. I have enough time for the activities that I want to do.	.09	-.05	.20	-.04	.06	.05	.82	.14	.14	.10
<u>Interpersonal Resources (5.3 percent)</u>										
9. My children are a help to me.	-.01	.08	.10	.12	-.02	-.04	.17	.81	.00	.14
<u>Other Resources (8.0 percent)</u>										
32. Available transportation is adequate for my needs.	.29	-.06	.24	.12	.19	.20	-.02	.16	.61	.12
34. My knowledge of child rearing is adequate for raising my family.	.11	.18	-.12	.23	.07	.03	.33	-.09	.68	.03
<u>Other Resources (5.5 percent)</u>										
19. I know how to take care of my family's business matters.	.15	.07	.19	.11	.14	-.05	.07	.01	.18	.79
<u>Items Which Loaded on Multiple Factors</u>										
3. If I need a favor, I feel comfortable asking a neighbor.	-.01	.17	.18	-.01	.44	.39	.00	.35	.00	-.04
6. When I need advice, I can find a person whose judgment I trust.	-.06	.14	.01	.06	.25	.28	.08	.55	.23	-.43
10. My job offers security of employment.	.36	.12	-.03	.46	-.41	-.10	.12	.31	.25	.01
11. My family has adequate health insurance.	.48	.04	.00	.26	-.15	.10	.15	.12	.51	.34
12. I can perform household repairs.	.30	-.15	.24	.00	-.35	.17	.14	.19	-.14	.57
13. There is someone to care for my children when I cannot be at home.	.53	.18	.21	-.14	.11	-.28	-.12	.13	.31	.00
18. I have enough time for household work.	.15	.44	.27	-.07	.07	.38	.47	-.08	.10	.13
21. I have enough time to spend with my spouse (or a friend of the opposite sex).	.11	.33	.43	-.12	.18	-.21	.26	.25	.15	.05
22. I am able to assist others when they need my help.	.09	.21	.41	-.02	-.09	.29	.20	.09	.55	-.03
28. When I need information about rearing children, I can find it.	-.08	.62	.11	-.05	-.10	-.15	.03	-.07	.52	-.05
29. Religious organizations, as well as public and private groups provide services that I can use.	.07	.37	.02	.08	.05	.47	-.13	.14	.49	.30

The items expected to load together on a Time Resources factor did not; two items loaded on Factor 7 that was identified as "Time for Self," and two items loaded strongly on Factor 2, which was named "Resources for Child Rearing." The remaining two items thought to measure time resources had moderate loadings on more than one factor.

Three of the items believed to measure the adequacy of financial resources loaded strongly on Factor 1, which was named "Financial Resources." One item was previously removed from the factor analysis because of a low loading on the first factor. Two items had moderate and low loadings on multiple factors.

Two of the items believed to measure knowledge and skills resources loaded strongly on Factor 4, which was named "Knowledge and Skills Resources." One item loaded strongly alone on Factor 10; one item was previously removed from the analysis because of a low loading on the first factor. One item loaded moderately on Factor 9, and two items had moderate and low loadings on multiple factors. Because of the diverse nature of the items on Factors 9 and 10, they were named "Other Resources."

One item thought to measure human resources loaded strongly on Factor 8, which was named "Interpersonal Resources." Four other items had low and moderate loadings on multiple factors. One item was previously removed from analysis because of a low loading on the first factor.

Two items thought to measure community resources loaded strongly on Factor 6, which was named "Community Resources." One item had moderate loadings on multiple factors.

Two items believed to measure physical environment resources loaded strongly on Factor 5, which was named "Neighborhood Resources." One item loaded strongly on Factor 9, "Other Resources." One item was previously removed from the scale because of a low loading on the first factor.

Seven subdimensions of individual resources were not extracted in the factor analysis. Some items loaded together strongly as expected, but some other items perceived to measure the same subdimension did not load with them. Some items loaded on unexpected factors. Furthermore, some items loaded on more than one factor, indicating that the items were measuring more than one subdimension of resources. This effect was not completely unexpected since resources by definition are interchangeable.

Some of the multiple loading of items may have been due to wording of the items. For example, those items which used the term "family" may have been variously interpreted by the respondents as meaning family of origin, extended family, or nuclear family. The order of presentation of clauses in some items may have emphasized words that obscured the main concept. Action verbs may have generated responses that would have been different from those of attitudinal verbs. Revisions and further testing are needed to develop a scale with meaningful subdimensions to measure perceived adequacy of specific resources.

The subdimensions were not scaled for the PAR because the items failed to form strong factor patterns on seven or fewer factors. In this study, the general scale of 31 items was used as a measure of perceived resource adequacy in one-parent and two-parent families.

### Time Record

The instrument, "Time Record," was adapted from a similar one used to collect data in the study, Time Use: A Measure of Household Production of Family Goods and Services (Walker and Woods, 1976). An adaptation of the original instrument was used in the Oklahoma segment of the project, An Investigation of Rural/Urban Families' Time Use (Nickols and Fox, 1980). This instrument had 18 categories of time use, including household, personal, and other activities for a 24-hour period.

Other researchers had observed that the instrument was easy to use, provided for accurate reporting, and was relatively economical to administer (Walker and Woods, 1976). Sanik (1979, p. 36) also reported:

Pretests were conducted by this author and other graduate students during various stages of development of both the revised time chart and survey questions. Final pretests were conducted as field interviews, testing both the format and the interviewing procedures.

In planning the overall project, Resources and Relationships in One-Parent and Two-Parent Families, the decision was made to adapt and use the Time Record for the collection of data about family time use. The two categories, 1) care of clothing and household linens, and 2) construction of clothing and household linens, were combined into one category -- care and construction of clothing and household linens. The category, "sleeping," was added to provide actual data for comparison of this large block of time in each family member's day.

The order of the categories was changed from the original record format to facilitate the collection of data. The order that activities appeared on the Time Record was food preparation; dishwashing and clean-up; housecleaning; maintenance of home, yard, car, and pets;



care and construction of clothing and household linens; shopping; management; physical care of household members; nonphysical care of household members; personal care of self; eating; sleeping; school; paid work; unpaid work; organization participation; social and recreational activities; and other (Appendix B). Detailed instructions for collecting the time use data and definitions of activities of household members were prepared based on previous research (Sanik, 1979) (Appendix B). Some adjustments were made in the definitions and procedures to accommodate the interdisciplinary nature of the overall project. Pre-tests were made in a pilot study with six families and minor revisions were made in definitions to clarify categorization of some activities.

Time use as recalled by respondents was recorded on the Time Record, which accounted for 24 hours in 10-minute segments. Primary, secondary, and travel time, as defined in the instructions for collecting time use data, were shown on the Time Record. Provision was made to show concurrent activities (Appendix B). Many activities took less than 10 minutes; therefore, some 10-minute segments were divided into 5-minute segments. Notations of the nature of activities were made above a line indicating time duration. Each person doing household work, including paid and unpaid workers was identified on the front of the Time Record by a pre-determined letter or number symbol with the color of the marking indicating sex of the respondent; these symbols were then used in completing the actual Time Record.

A set of questions designed to help family members recall obscure activities such as shopping errands done on the lunch hour was affixed to the interviewers' folders (Appendix B).

## Data Collection

The interview was conducted in the home of each family, usually in the evening; however, 14 interviews were completed during the daytime. More interviews were conducted on Thursday than any other day, although no fewer than 10 interviews were conducted on any one day of the week. Table V summarizes the interviews by day of the week.

The average length of the interviews for one-parent families was 2 hours and 33 minutes, with a range from 2 hours to 3 hours and 45 minutes. The average length of the interviews for two-parent families was 2 hours and 41 minutes, with a range from 1 hour and 55 minutes to 3 hours and 15 minutes. All family members were present in each interview; occasionally it was necessary to schedule the interview so that one member of the family might come in for a portion of the interview and leave following completion of that portion. All data were given by the family member targeted by each part of the project.

TABLE V  
SUMMARY OF INTERVIEW DAYS AND TIME RECALL DAYS

Day of Week of Interview	Day of Time Record Recall	One-Parent Families N	Two-Parent Families N	Total Families N
Tuesday	Monday	4	9	13
Wednesday	Tuesday	6	6	12
Thursday	Wednesday	8	8	16
Friday	Thursday	5	5	10
Saturday	Friday	<u>7</u>	<u>3</u>	<u>10</u>
Total		30	31	61

Interviews were conducted by persons trained in collecting the desired data in a consistent, objective manner. Interviewers were trained by the project directors and two doctoral students. Mock interviews were staged, instruments discussed, and guidelines explained for conducting the interviews. A manual containing detailed instructions for the interview and copies of all instruments was given to each interviewer.

Each interviewer conducted at least one pilot interview with a family in Stillwater, Oklahoma. The pilot interviews were designed to identify problems in the procedures and instruments for collecting data and to give interviewers experience using the instruments for this study. Interviews were scheduled with families in Tulsa beginning in April. Two interviewers worked with each family; one was designated as the "main interviewer" and worked primarily with adults in the family; the other was designated as the "assistant interviewer" and worked with the children in the family. The main interviewers collected all data for this portion of the broader study.

Each family was recontacted the day before or the morning of the interview in order to confirm the date, time, and availability of all family members for the interview. In some instances, interviews were rescheduled due to last minute conflicts or illness of family members.

The Perceptions of Adequacy of Resources instrument was the second instrument presented to all parents. The data for the Time Record was then collected from fathers in two-parent families; Individual Information and Family Information instruments followed. Mothers in both family structures completed Individual Information and Family Information instruments; the Time Record was completed last.

Lead pencils and a ruler were left with the families as a token of appreciation for their cooperation. Every effort was made to make the interviews time-efficient and to insure that the data were complete. However, interviewers were cautioned not to pressure family members to answer questions.

Completed Time Records were inspected for errors such as activities entered in the wrong categories, gaps in the duration lines for family members, and duplications in time use. The primary time was checked and totaled to 1440 minutes. Primary, secondary, and travel times were totaled for each of the 18 categories of time use for adults.

The data were coded on Fortran Coding Forms. Each member of the family, including the absent parent in one-parent families, was assigned a distinct number for statistical analysis. This allowed more efficient analysis of the data by family groups in the interdisciplinary aspects of the project. Data were key punched on computer cards and verified. Data were visually checked for accuracy; frequencies were run by computer to further detect errors; programs were run by computer to further "clean" the data.

#### Analysis of Data

The data analyzed for this study were from 29 mothers in one-parent families and 30 mothers and 30 fathers in two-parent families. These adults were called "parent-providers" because of their roles in serving as parents and providing for their children and their own well-being. The conceptual design of the study identified family structure as the major independent variable. Parent-providers were divided into three categories: one-parent mothers, two-parent fathers, and two-parent mothers.

Descriptive statistics and measures of central tendency were used to summarize socioeconomic data from the Screening Sheet, Family Information form, and Individual Information form. The socioeconomic information included age, education, ethnic background, religious preference, occupation, salary, hours employed, housing type and tenure, and financial practices.

For the study of hypothesis one, the mean of the item means of the general scale, Perceptions of Adequacy of Resources (including 31 items from the original instrument) was the dependent variable. Analysis of variance was used to determine significant differences among the means of parent-providers. The Duncan option (Helwig and Council, 1979) was used to identify means which were significantly different from other means.

For the study of hypothesis two, mean minutes for each class of time use (household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities) were the dependent variables. Data were from the Time Record. Analysis of variance was used to determine significant differences among the means of parent-providers. The Duncan option (Helwig and Council, 1979) was used to identify means which were significantly different from other means.

For the study of hypothesis three, for each parent-provider category, mean minutes of time use for household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities were the dependent variables. Data were from the Time Record. Pearson correlation coefficients were used to test the relationship between time allocations to various activities.

For the study of hypothesis four, six regression equations were used. The dependent variables were mean minutes of time used for a) household work, b) employment/unpaid work, c) family care, d) personal maintenance, e) leisure, and f) other activities from the Time Record. Analysis was by standardized regression models. The five regressors studied were parent-provider category, perceived adequacy of resources, educational attainment, occupational status, and salary level. Dummy variables were used for parent-provider categories: the two categories were one-parent mother and two-parent mother. The parent-provider category of two-parent fathers was the omitted category in the regression analysis. The mean of the 31 item means of the general scale, Perceptions of Adequacy of Resources, was used as a measure of perceived adequacy of resources. Educational attainment was measured as an ordinal scale, assigning values to years of school completed and degrees earned. The range was from high school graduate to advanced graduate degree. In order to have a balanced distribution of respondents, occupations were classified into professional and non-professional categories. Homemakers were placed in the non-professional category based on findings by Nilson (1978) in which respondents classified the occupation, homemaker, similarly to middle level managers and skilled crafts workers. Salary was measured as an ordinal scale in increments of \$5,000, ranging from zero to \$40,000 and over.

#### Summary

Subjects in the study were parent-providers: mothers in 29 one-parent families and fathers and mothers in 30 two-parent families meeting certain criteria and randomly drawn from lists of members of

churches and social organizations in the Tulsa, Oklahoma, metropolitan area. The study was part of an overall project, Management of Resources and Relationships in One-Parent and Two-Parent Families. Data on time use and perceptions of adequacy of resources were collected in the families' homes by trained interviewers. Factor analysis was used to identify underlying factors in the Perceptions of Adequacy of Resources instrument. Analysis of the data was by analysis of variance, correlation, and standardized regression.

## CHAPTER IV

### ANALYSIS OF PERCEPTIONS OF ADEQUACY OF RESOURCES AND OF TIME USE

#### Description of Sample

The 29 mothers in one-parent families and 30 fathers and 30 mothers in two-parent families were from the Tulsa, Oklahoma, metropolitan area. Each parent was the natural or adoptive parent of the two children living in the household. No other persons resided in the household. All one-parent mothers had been divorced or legally separated at least one year at the time of the interviews.

Data on socioeconomic and personal characteristics are summarized in Table VI. Parents in the study were predominantly white, Protestant, and had attended college. The majority of parents in both groups were from 35 to 40 years of age. Sixteen of the one-parent mothers had been married over 10 years prior to divorce or separation. The majority of the parents in the two-parent families had been married from 11 to 15 years.

The majority of both one-parent mothers and two-parent fathers were employed in administrative/professional occupations. The 20 two-parent mothers who were employed were almost equally divided between administrative/professional and technical/clerical/sales occupations. Two one-parent mothers were students and were not in the labor force.



TABLE VI  
SOCIOECONOMIC AND PERSONAL CHARACTERISTICS

Characteristics	One-Parent Families	Two-Parent Families	
	Mothers N=29	Fathers N=30	Mothers N=30
Ethnic Group			
White	27	29	30
Native American	1	1	
Asian American	1		
Religious Preference			
Protestant	23	24	24
Catholic	2		
Jewish	1	3	3
Other	3	3	3
Education			
High School Graduate	3		5
Some Post-Secondary	12	7	11
Bachelor's Degree	10	11	12
Master's Degree	4	6	1
Advanced Degree		6	1
Age			
Under 35	10	3	8
35 to 40	18	18	17
Over 40	1	9	4
Missing			1
Years Married			
5 and Under	2		
6 to 10	11		
11 to 15	14	20	20
16 to 20	2	8	8
21 and Over		2	2
Occupation			
Administrative/Professional	18	22	9
Technical/Clerical/Sales	8	5	8
Service		2	
Farming and Related			1
Precision/Craft/Repair	1	1	2
Homemaker			10
Student	2		
Hours Worked at Primary Job During Previous Week			
None			1
Less than 20			8
20 to 40	14	14	6
More than 40	13	16	5

TABLE VI (Continued)

Characteristics	One-Parent Families	Two-Parent Families	
	Mothers N=29	Fathers N=30	Mothers N=30
Held Second Job	5	8	2
Housing Tenure			
Buying	24	29	29
Renting	4	1	1
Other	1		
Type of Residence			
Single Family Unit	25	30	30
Apartment	3		
Mobile Home	1		
Moves in Past Five Years <sup>a</sup>			
None	10	18	19
One	8	7	7
Two	6	3	1
Three	5	2	3

<sup>a</sup>Fathers and mothers in two-parent families answered questions independently; in some instances, responses of married persons varied.

Compared to two-parent mothers, two-parent fathers and one-parent mothers were more likely to have worked over 40 hours at their primary jobs the previous week. Also, two-parent fathers and one-parent mothers were more likely to have second jobs than two-parent mothers.

The majority of parents in both groups were buying or already owned their homes and were living in single family units. Compared to two-parent families, one-parent families more often reported having moved in the past five years.

There were prominent differences in financial resources and practices (Table VII), even though the two groups of families were very

TABLE VII  
FINANCIAL RESOURCES AND PRACTICES

Characteristics	One-Parent Families Mothers N=29	Two-Parent Families Fathers N=30	Two-Parent Families Mothers N=30
Salary <sup>a</sup>			
None			11
Under \$5,000			6
\$5,000 to \$9,999	4		4
\$10,000 to \$14,999	11 <sup>b</sup>		3
\$15,000 to \$19,999	8	2	2
\$20,000 to \$24,999	5	4	1
\$25,000 to \$29,999		5	
\$30,000 to \$34,999	1	4	
\$35,000 to \$39,999		1	1
\$40,000 and Over		14	2
Total Family Savings <sup>a</sup>			
Under \$1,000	16	4	4
\$1,000 to \$4,999	9	6	9
\$5,000 to \$9,999	2	8	3
\$10,000 to \$14,999	1	3	5
\$15,000 to \$19,999	1		
\$20,000 and Over		9	9
Save Money Regularly <sup>a</sup>	14	24	25
Make Installment Purchases <sup>a</sup>	17	16	22
Number Charge Accounts (Including Credit Cards) <sup>a</sup>			
None	3		
1 to 3	13	10	8
4 to 6	7	7	8
Over 6	6	13	14
Received Public Assistance During Past Five Years <sup>a</sup>	12	2	1
Family Health Insurance	26	30	30

<sup>a</sup>Fathers and mothers in two-parent families answered questions independently; in some instances, responses of married persons varied.

<sup>b</sup>Two one-parent mothers reported salaries, but did not report employment at an occupation.

similar in socioeconomic and personal characteristics. Most one-parent mothers had salaries between \$10,000 and \$19,999. Two parent mothers' salaries were most often under \$15,000. Two-parent fathers' salaries ranged much higher, with nearly half in the range of \$40,000 and over. Twenty-four one-parent mothers reported receiving child support, with 20 reporting regular payments. Amounts most often were between \$200 and \$399 monthly. Four one-parent mothers received alimony, usually under \$500 per month.

One-parent mothers reported lower levels of family savings, compared with parents in two-parent families. Most parents in two-parent families reported saving money regularly, compared with just under half of the one-parent mothers. A majority of both groups of parents reported making installment purchases; however, parents in two-parent families reported higher numbers of charge accounts (including credit cards) than did one-parent mothers.

The data showed differences in the availability of other resources in these families. Twelve one-parent mothers reported receiving public assistance or reduced cost/free school lunches during the past five years. Two fathers and one mother in two-parent families reported receiving these forms of public assistance during the past five years. All parents in two-parent families reported having family health insurance, while three one-parent mothers reported no family health insurance. Most parents in both groups reported relatives within a day's visit.

Each family had two children. There were more girls in one-parent families and more boys in two-parent families (Table VIII). The design of the project specified that the younger child be from 7 to 11 years

of age; therefore, a high proportion of children were 10 years of age and under in both groups of families. The majority of the remaining children were between 11 and 13 years of age.

TABLE VIII  
AGE AND SEX OF CHILDREN

Characteristics	One-Parent Families N=29	Two-Parent Families N=30
Sex		
Girls	35	28
Boys	23	32
Age of Children		
7 to 10	33	32
11 to 13	17	21
14 to 18	8	7

Additional data about background characteristics and resources were collected from one-parent mothers. The majority of these mothers had been heads of household from four to six years (Table IX). Eleven families had not moved since becoming one-parent households; however, 18 families had moved from one to five times. Twenty-three evaluated their housing about the same as or better quality than their housing when married. Three mothers reported receiving financial support from relatives, and nine others reported receiving other help from relatives, such as child care, clothing, or other tangible goods.

TABLE IX  
 SOCIOECONOMIC DATA UNIQUE TO  
 ONE-PARENT FAMILIES

Characteristics	One-Parent Mothers N=29
Years as a One-Parent Family	
1 to 3	9
4 to 6	16
7 and Over	4
Moves Since Becoming a One-Parent Family	
None	11
1 to 3	14
4 to 5	4
Housing Quality Compared to Housing when Married	
Better	10
About the Same	13
Worse	6
Receive Financial Support from Relatives	3
Receive Other Help from Relatives (e.g., child care, clothing or other tangible goods)	9

#### Perceptions of Adequacy of Resources

Hypothesis 1: There will be no significant difference in perceived adequacy of resources between parent-providers (one-parent mother, two-parent father, and two-parent mother).

The instrument, Perceptions of Adequacy of Resources (PAR) was used to measure the perceived adequacy of resources of the three categories of parent-providers. Factor analysis of the PAR indicated that 31 of the original 35 items loaded at or above 0.29 on the first unrotated factor and measured a concept called "perceived adequacy of resources." Means of the item means were calculated for each parent-

provider category, using the 31 remaining items. Significance was determined at the .05 level.

Analysis of variance was used to test for differences in the means on perceived adequacy of resources between the parent-provider categories. The General Linear Models procedure of the Statistical Analysis System (Helwig and Council, 1979) was used for the unbalanced data. Mean scores are presented in Table X. Analysis of variance indicated that differences between these means were significant ( $p < .05$ ).

TABLE X  
PERCEPTIONS OF ADEQUACY OF RESOURCES BY  
PARENT-PROVIDER CATEGORY

Parent-Provider	N	Mean of the Item Means on PAR	Duncan Multiple Range Test*	F-Ratio	Significance of F Level
One-Parent Mother	29	4.72	B	4.29	.02
Two-Parent Father	30	5.23	A		
Two-Parent Mother	30	5.16	A		
Total	89				

\*Means with the same letter are not significantly different.

Duncan's Multiple Range Test was used to identify which means were significantly different. Results are presented in Table X. The mean of the parent-provider category, one-parent mothers, was lower and significantly different from the means of both two-parent mothers and two-parent fathers, indicating that as a group, one-parent mothers in

this study felt that their resources were significantly less adequate. Thus the null hypothesis of no significant differences in perceived adequacy of resources among parent-provider categories was rejected.

#### Parent-Providers' Use of Time

Hypothesis 2: There will be no significant difference in time allocated to household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities between parent-providers (one-parent mother, two-parent father, and two-parent mother).

The instrument, Time Record, was used to record duration of various activities for the previous day as recalled by the parent-providers. The 18 categories of time use from the Time Record were collapsed to six broad classes: household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities.

Descriptive statistics for each class of time allocation for each parent-provider category are shown in Table XI. Personal maintenance, including sleeping, eating, and hygiene, took the largest amount of time for all parent-providers (571, 563, and 597 minutes for one-parent mothers, two-parent fathers, and two-parent mothers, respectively). Time allocated to other classes varied, and all six classes of time allocation were tested for significant differences between parent-provider categories.

Analysis of variance was used to test for differences in the means of each class of time allocation by parent-provider category. The General Linear Models procedure of the Statistical Analysis System (Helwig and Council, 1979) was used for the unbalanced data. Significance was determined at the .05 level.



TABLE XI  
PARENT-PROVIDERS' TIME ALLOCATION TO SIX ACTIVITIES

Time Use Activity	N	Mean Minutes	Standard Deviation	Minimum	Maximum
<u>One-Parent Mother</u>					
Household Work	29	136.2	68.0	25	265
Employment/ Unpaid Work	29	468.8	187.2	0	870
Family Care	29	76.4	75.6	0	275
Personal Maintenance	29	570.7	116.8	430	870
Leisure	29	156.6	88.1	10	310
Other Activities	29	31.4	75.4	0	345
<u>Two-Parent Father</u>					
Household Work	30	111.0	76.6	0	270
Employment/ Unpaid Work	30	537.0	127.8	150	780
Family Care	30	36.2	45.9	0	155
Personal Maintenance	30	563.0	83.0	395	740
Leisure	30	167.8	102.8	30	485
Other Activities	30	25.0	66.7	0	250
<u>Two-Parent Mother</u>					
Household Work	30	264.7	160.5	60	625
Employment/ Unpaid Work	30	240.2	205.3	0	600
Family Care	30	93.8	65.9	0	250
Personal Maintenance	30	596.8	88.4	380	780
Leisure	30	227.3	150.4	35	660
Other Activities	30	17.2	38.2	0	145

#### Household Work

Mean minutes of time allocated to household work by parent-provider category are presented in Table XII. Analysis of variance indicated that differences between the means were significant ( $p < .05$ ).

Duncan's Multiple Range Test was used to identify which means were significantly different. Results are presented in Table XII. The mean

TABLE XII  
 TIME ALLOCATION BY PARENT-PROVIDERS  
 (N=89)<sup>a</sup>

Class of Time Parent-Provider	Mean Minutes	Duncan Multiple Range Test <sup>b</sup>	F-Ratio	Significance of F Level
<u>Household Work</u>				
One-Parent Mother	136.2	B	16.69	.01
Two-Parent Father	111.0	B		
Two-Parent Mother	264.7	A		
<u>Employment/Unpaid Work</u>				
One-Parent Mother	468.8	A	23.26	.01
Two-Parent Father	537.0	A		
Two-Parent Mother	240.2	B		
<u>Family Care</u>				
One-Parent Mother	76.4	A	6.50	.01
Two-Parent Father	36.2	B		
Two-Parent Mother	93.8	A		
<u>Personal Maintenance</u>				
One-Parent Mother	570.7		1.00	.37
Two-Parent Father	563.0			
Two-Parent Mother	596.8			
<u>Leisure</u>				
One-Parent Mother	156.6	B	3.14	.05
Two-Parent Father	167.8	B		
Two-Parent Mother	227.3	A		
<u>Other Activities</u>				
One-Parent Mother	31.4		0.39	.68
Two-Parent Father	25.0			
Two-Parent Mother	17.2			

<sup>a</sup>The 89 respondents include 29 one-parent mothers, 30 two-parent fathers, and 30 two-parent mothers.

<sup>b</sup>Means with the same letter are not significantly different.

of the parent-provider category, two-parent mother, was higher and significantly different from the means of both categories, one-parent mother and two-parent father, indicating that as a group, two-parent mothers in this study spent a significantly greater amount of time in household work. Consequently, the null hypothesis of no significant difference in time allocated to household work between parent-provider categories in this study was rejected.

#### Employment/Unpaid Work

Mean minutes of time allocated to employment/unpaid work by parent-provider category are presented in Table XII. Analysis of variance indicated that differences between these group means were significant ( $p < .05$ ).

Duncan's Multiple Range Test was used to identify which means were significantly different. Results are presented in Table XII. The mean of the parent-provider category, two-parent mother, was lower and significantly different from the means of both categories, one-parent mother and two-parent father, indicating that as a group, two-parent mothers in this study spent significantly less time in employment/unpaid work. The null hypothesis of no significant difference in time allocated to employment/unpaid work between parent-provider categories in this study was rejected.

#### Family Care

Mean minutes of time allocated to family care by parent-provider category are presented in Table XII. Analysis of variance indicated that differences between these means were significant ( $p < .05$ ).

Duncan's Multiple Range Test was used to identify which means were significantly different. Results are presented in Table XII. The mean of the parent-provider category, two-parent father, was lower and significantly different from the means of both categories, one-parent mother and two-parent mother, indicating that as a group, two-parent fathers in this study spent significantly less time in family care. Thus, the null hypothesis of no significant differences in time allocated to family care between parent-provider categories in this study was rejected.

#### Personal Maintenance

Mean minutes of time allocated to personal maintenance by parent-provider category are presented in Table XII. Analysis of variance indicated that there were no significant differences between parent-provider categories on this variable ( $p > .05$ ). Thus, the null hypothesis could not be rejected.

#### Leisure

Mean minutes of time allocated to leisure by parent-provider category are presented in Table XII. Analysis of variance indicated that differences between these means were significant ( $p < .05$ ).

Duncan's Multiple Range Test was used to identify which means were significantly different. Results are presented in Table XII. The mean of the parent-provider category, two-parent mother, was higher and significantly different from both categories, one-parent mother and two-parent father, indicating that as a group, two-parent mothers in this study spent significantly more time in leisure. Thus, the null

hypothesis of no significant differences in time allocated to leisure between parent-provider categories was rejected.

### Other Activities

Mean minutes of time allocated to other activities by parent-provider category are presented in Table XII. Analysis of variance indicated that there were no significant differences between parent-provider categories on this variable ( $p > .05$ ). Thus, the null hypothesis of no significant differences in time allocated to other activities between parent-providers in this study could not be rejected.

Data were examined to determine whether families had paid and unpaid workers performing work in their homes on the day of recalled time use. Workers other than immediate family members were the exception in families in this study. In one instance, a one-parent family had 30 minutes of work done by a friend (unpaid worker), and a two-parent family was visited by a relative who spent 410 minutes of time in unpaid work in the family home. In two instances, two-parent families had paid workers (a gardener and housekeepers) who spent 345 and 390 minutes, respectively, performing work in the family home.

### Relationship Between Classes of Time Use

Hypothesis 3: For each parent-provider category, there will be no significant relationship between uses of time for household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities.

Data from the Time Record were used to compare time use in six broad classes of time. Comparison was by Pearson correlation coefficients. Coefficients provided the evidence of strength in a linear relationship between the independent and dependent variables. The sign

of the coefficient indicated whether the relationship was positive or negative. A positive coefficient indicated that the relationship was positive, meaning that the independent variable and dependent variable increased or decreased in the same direction. A negative coefficient indicated that as the independent variable increased or decreased, the dependent variable decreased or increased, respectively. Significance was determined at the .05 level.

Generally, associations between classes of time use were inversely related, indicating that an increase in one class of time use by parent-providers was associated with a decrease in another class of time use. This was expected because parents had a fixed amount of time--1440 minutes per day--and any shift in time devoted to one class of time use necessarily entailed a shift in another class of time use.

#### Parent-Provider: One-Parent Mother

For one-parent mothers, all associations between time use for employment/unpaid work and the other classes of time use were negatively related (Table XIII). Three associations between time use for employment/unpaid work and a) time use for family care, b) time use for personal maintenance, and c) time use for other activities were significantly associated. As time use for employment/unpaid work increased, time use for family care, personal maintenance, and other activities decreased. No other significant relationships between classes of time use for one-parent mothers were found in this study. However, the associations between time use for employment/unpaid work and a) time use for household work and b) time for leisure approached significance ( $p < .10$ ).

TABLE XIII  
CORRELATIONS BETWEEN CLASSES OF TIME USE  
FOR PARENT-PROVIDER

Time Use by Parent-Provider	N	Correlation Coefficients (r) (Level of Significance)				
		Household Work	Employment/ Unpaid Work	Family Care	Personal Maintenance	Leisure
<u>One-Parent Mother</u>						
Employment/Unpaid Work	29	-.34 (.07)				
Family Care	29	+.29 (.13)	-.40* (.03)			
Personal Maintenance	29	-.01 (.95)	-.59* (.01)	-.11 (.58)		
Leisure	29	-.19 (.33)	-.32 (.09)	-.11 (.57)	-.09 (.62)	
Other Activities	29	-.12 (.53)	-.49* (.01)	+.02 (.93)	+.15 (.44)	+.06 (.76)
<u>Two-Parent Father</u>						
Employment/Unpaid Work	30	-.34 (.07)				
Family Care	30	-.12 (.52)	-.25 (.18)			
Personal Maintenance	30	+.17 (.37)	-.51* (.01)	+.15 (.41)		
Leisure	30	-.25 (.19)	-.36* (.05)	-.09 (.63)	-.31 (.09)	
Other Activities	30	-.25 (.18)	-.17 (.36)	-.11 (.55)	-.10 (.61)	-.12 (.53)
<u>Two-Parent Mother</u>						
Employment/Unpaid Work	30	-.68* (.01)				
Family Care	30	+.14 (.45)	-.25 (.18)			
Personal Maintenance	30	+.05 (.79)	-.34 (.07)	+.06 (.76)		
Leisure	30	-.30 (.11)	-.28 (.13)	-.24 (.20)	-.22 (.24)	
Other Activities	30	+.26 (.17)	-.19 (.30)	-.15 (.43)	+.06 (.77)	-.23 (.22)

\*Significant at the .05 level.

Parent-Provider: Two-Parent Father

For two-parent fathers, two associations between time use for employment/unpaid work and a) time use for personal maintenance and b) time use for leisure were significantly associated (Table XIII). The associations were negative, indicating that an increase in time use for employment/unpaid work was associated with a decrease in the other two classes of time use. No other significant relationships between classes of time use for two-parent fathers were found in this study. However, the association between time use for employment/unpaid work and time use for household work approached significance ( $p < .10$ ), as did the association between time use for leisure and time use for personal maintenance.

Parent-Provider: Two-Parent Mother

One significant relationship between classes of time use was found for two-parent mothers (Table XIII). There was a negative association between time use for employment/unpaid work and time use for household work. For this group of two-parent mothers, as time for employment/unpaid work increased, time use for household work decreased. The association between time use for employment/unpaid work and time use for personal maintenance approached significance ( $p < .10$ ).

Summary

In general, associations between classes of time use for all three categories of parent-provider were negative, indicating that an increase in one class of time use was associated with a decrease in another class (Table XIII). Furthermore, all significant relationships involved the



class of time use for employment/unpaid work. This indicated the important relationship of employment/unpaid work with other classes of time use for all three categories of parent-provider; however, the higher number of significant relationships for the category of one-parent mother seemed to indicate that for them time use for employment/unpaid work was more inter-related with other classes of time use than for the other parent-providers. In general, low correlations between the classes of time use at household work, family care, personal maintenance leisure, and other activities indicated little relationship between these classes of time use for the parent-providers in this study. This may indicate that allocation of time to a particular use was made independent of other time use decisions.

#### Relationships Between Time Use and Selected Characteristics

Hypothesis 4: There will be no significant relationship between uses of time for selected activities: a) household work, b) employment/unpaid work, c) family care, d) personal maintenance, e) leisure, and f) other activities, and five independent variables: category of parent-provider, perceived adequacy of resources, educational attainment, occupational status, and salary level.

Data for the study of the relationships between classes of time use and selected socioeconomic and personal characteristics were from the Individual Information instrument, the Perceptions of Adequacy of Resources instrument, and the Time Record. Significance was determined at the .05 level. Standardized regression coefficients were used to compare the relative contributions of the five independent variables to the overall predictability of the multiple regression equation for each of six uses of time. The variable, parent-provider, was coded as

a two stage dummy variable with categories for one-parent mother and two-parent mother, and with two-parent father as the omitted category.

#### Household Work

The relationship of selected variables and the dependent variable, minutes spent in household work, was examined in a standardized regression equation. The independent variables used in this analysis (one-parent mother, two-parent mother, perceived adequacy of resources, educational attainment, occupational status, and salary level) explained 35 percent ( $p < .05$ ) of the variability in time spent in household work by the respondents (Table XIV). Two variables were significantly related to time spent in household work. With a Beta of .35, being a two-parent mother had a stronger relationship with time spent in household work than any other variable after the effects of all the other independent variables on the dependent variable were adjusted. The other variable significantly related to the dependent variable was occupational status, with a Beta of  $-.22$ . Lower occupational status was related to more time spent in household work. Being a one-parent mother, perceived adequacy of resources, educational attainment, and salary level were not significantly related to time spent in household work, although their presence in the equation added three percent to explained variation beyond the two significant variables.

#### Employment/Unpaid Work

The relationship of selected variables and the dependent variable, minutes spent in employment/unpaid work, was examined in a standardized regression equation. The independent variables used in this equation,

(one-parent mother, two-parent mother, perceived adequacy of resources, educational attainment, occupational status, and salary level) explained 52 percent ( $p < .05$ ) of the variability in time spent in employment/unpaid work by the respondents (Table XIV). Three variables were significantly related to time spent in employment/unpaid work. With a Beta of .36, occupational status had the strongest relationship to the dependent variable after the effects of all other variables on the dependent variable were adjusted. With a Beta of  $-.30$ , being a two-parent mother had a negative relationship with time spent in employment/unpaid work after the effects of all the other independent variables on the dependent variable were adjusted. Another variable, salary level, was significantly related to time spent in employment/unpaid work with a Beta of .25. The higher the salary level, the higher the time spent in employment/unpaid work after the effects of all the other independent variables on the dependent variable were adjusted.

In this study, 10 two-parent mothers were homemakers and were in the non-professional category of occupational status. Furthermore, compared to one-parent mothers and two-parent fathers, two-parent mothers were less often employed and worked fewer hours.

Being a one-parent mother, perceived adequacy of resources, and educational attainment were not significantly related to time spent in employment/unpaid work. The presence of these variables in the equation added nothing to the explained variation beyond the three significant variables.

TABLE XIV  
 RELATIONSHIP BETWEEN USE OF TIME  
 AND SELECTED VARIABLES  
 (N=89)<sup>a</sup>

Class of Time Use Independent Variable	Unstandardized Slope (b)	Standard Error	Standardized Slope (Beta)	Probability Level	R <sup>2</sup>
<u>Household Work</u> (Mean Minutes = 171.0)					.35
One-Parent Mother <sup>b</sup>	4.36	36.85	.02	.91	
Two-Parent Mother <sup>b</sup>	95.72	41.92	.35*	.03	
Perceived Adequacy of Resources	16.97	16.11	.10	.30	
Educational Attainment	8.80	10.61	.09	.41	
Occupational Status	-55.99	27.41	-.22*	.04	
Salary Level	-8.52	6.10	-.20	.17	
<u>Employment/Unpaid Work</u> (Mean Minutes = 414.17)					.52
One-Parent Mother <sup>b</sup>	11.52	53.39	.03	.83	
Two-Parent Mother <sup>b</sup>	-134.64	60.73	-.30*	.03	
Perceived Adequacy of Resources	-8.95	23.33	-.03	.70	
Educational Attainment	-0.35	15.38	.00	.98	
Occupational Status	157.77	39.71	.36*	.01	
Salary Level	18.01	8.83	.25*	.04	
<u>Family Care</u> (Mean Minutes = 68.7)					.18
One-Parent Mother <sup>b</sup>	37.05	21.68	.26	.09	
Two-Parent Mother <sup>b</sup>	51.67	24.67	.36*	.04	
Perceived Adequacy of Resources	-9.96	9.48	-.11	.30	
Educational Attainment	-0.80	6.24	-.02	.90	
Occupational Status	-29.97	16.13	-.22	.07	
Salary Level	1.64	3.59	.07	.65	
<u>Personal Maintenance</u> (Mean Minutes = 576.9)					.12
One-Parent Mother <sup>b</sup>	-2.04	32.35	-.01	.95	
Two-Parent Mother <sup>b</sup>	3.04	36.80	.01	.93	
Perceived Adequacy of Resources	-2.13	14.14	-.02	.88	
Educational Attainment	0.96	9.32	.01	.92	
Occupational Status	-66.46	24.06	-.34*	.01	
Salary Level	-0.56	5.35	-.02	.92	

TABLE XIV (Continued)

Class of Time Use Independent Variable	Unstandardized Slope (b)	Standard Error	Standardized Slope (Beta)	Probability Level	R <sup>2</sup>
<u>Leisure</u> (Mean Minutes = 184.2)					.10
One-Parent Mother <sup>b</sup>	-47.74	40.48	-.19	.24	
Two-Parent Mother <sup>b</sup>	3.83	46.05	.02	.93	
Perceived Adequacy of Resources	12.76	17.69	.08	.47	
Educational Attainment	-5.79	11.66	-.06	.62	
Occupational Status	11.40	30.11	.05	.71	
Salary Level	-10.44	6.70	-.26	.12	
<u>Other Activities</u> (Mean Minutes = 24.4)					.04
One-Parent Mother <sup>b</sup>	-3.16	21.44	-.02	.88	
Two-Parent Mother <sup>b</sup>	-19.62	24.39	-.15	.42	
Perceived Adequacy of Resources	-8.70	9.37	-.11	.36	
Educational Attainment	-2.82	6.18	-.06	.65	
Occupational Status	-16.76	15.95	-.14	.30	
Salary Level	-0.13	3.55	-.01	.97	

<sup>a</sup>The 89 respondents include 29 one-parent mothers, 30 two-parent fathers, and 30 two-parent mothers.

<sup>b</sup>Coded as a dummy variable; omitted category is two-parent fathers.

\* $p < .05$

### Family Care

The relationship of selected variables and the dependent variable, minutes spent in family care, was examined in a standardized regression equation. The independent variables used in this equation (one-parent mother, two-parent mother, perceived adequacy of resources, educational attainment, occupational status, and salary level) explained 18 percent ( $p < .05$ ) of the variability in the family care time by the respondents (Table XIV). One variable was significantly related to time spent in family care. With a Beta of .36, being a two-parent mother had a

significant relationship with time spent in family care after the effects of all the other independent variables on the dependent variable were adjusted. Being a one-parent mother (Beta = .26) and occupational status (Beta = -.22) were related, although not at the .05 level of significance ( $p < .10$ ) after the effects of all the other independent variables on the dependent variable were adjusted. Perceived adequacy of resources, educational attainment, and salary level were not significantly related to time spent in family care; their presence in the equation added one percent to the explained variation beyond the other three variables.

#### Personal Maintenance

The relationship of selected variables and the dependent variable, minutes spent in personal maintenance, was examined in a standardized regression equation. The independent variables (one-parent mother, two-parent mother, perceived adequacy of resources, educational attainment, occupational status, and salary level) explained only 12 percent ( $p > .05$ ) of the variability in time spent in personal maintenance by the respondents and was not significant (Table XIV). Occupational status (Beta = -.34) was related to the dependent variable after the effects of all the other independent variables on the dependent variable were adjusted. Parent-provider category, perceived adequacy of resources, educational attainment, and salary level were not significantly related to the time spent in personal maintenance; their presence in the equation added nothing to the explained variation beyond the one significant variable.

### Leisure and Other Activities

The relationship of selected variables to the dependent variable, minutes spent in leisure, was examined in a standardized regression equation. The independent variables (one-parent mother, two-parent mother, perceived adequacy of resources, educational attainment, occupational status, and salary level) explained only 10 percent ( $p > .05$ ) of the variability in time spent in leisure by the respondents and was not significant (Table XIV). No significant relationship was found between time spent in leisure and the other variables. Similar results were found in the standardized regression equation examining the relationship of minutes spent in other activities and the six independent variables (Table XIV). Four percent ( $p > .05$ ) of the variability in time spent in other activities by the respondents was explained by the independent variables, but this was not a significant finding.

### Summary

The independent variable, being a two-parent mother, had a significant positive relationship to time use in household work and to time use in family care; it had a significant negative relationship to time use in employment/unpaid work. The independent variable, occupational status, had a significant positive relationship to time use in employment/unpaid work; it was significantly negative in its relationships to time use in household work and to time use in personal maintenance. The independent variable, salary level, had a significant positive relationship to time use in employment/unpaid work.

The independent variables, being a one-parent mother, perceived adequacy of resources, and educational attainment, were not shown to be related to time use in the regression models.



## CHAPTER V

### FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### FOR FURTHER STUDY

The increased incidence of one-parent families has spurred concern that members of these families do not have optimal life experiences. This concern relates to the absence of one adult in the family household and the likelihood that resources have been reduced, especially if the one-parent family results from divorce, rather than death. Resources for maintaining the family and relating to the larger environment are essential in all families. While it initially appears that resources in one-parent families would be deficient compared to two-parent families, comprehensive data on resources in one-parent families are difficult to find. Resources in these studies are often measured by external standards of adequacy and are not associated with perceptions of the parents who head one-parent families. Little data are available to compare resources in one-parent families with those in two-parent families, and research is needed if valid comparisons of the two types of families are to be made.

Family resources may be described as a "mix" of tangible and non-tangible assets and attributes. Families utilize resources they perceive they have to achieve maximum satisfaction. However, if families of differing structures do not have specific resources, or if they perceive they do not have access to certain resources, then

patterns which characterize use of resources in certain family structures may exist. Research can help answer the question of the relationship of family structure to resource adequacy and use.

The purpose of this study was to contribute to a better understanding of resource management in one-parent and two-parent families. Specifically, the study involved a comparison of perceived adequacy of resources and use of time as a resource in one-parent and two-parent families.

The following objectives were guides for the research.

1. To assess parent-providers' perceived adequacy of resources.
2. To compare parent-providers regarding time allocated to household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities.
3. To examine the relationship between uses of time for household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities by parent-providers.
4. To explore the use of time for a) household work, b) employment/unpaid work, c) family care, d) personal maintenance, e) leisure, and f) other activities, as related to category of parent-provider, perceived adequacy of resources, educational attainment, occupational status, and salary level.
5. To make recommendations for programs for families based on the results of the study.
6. To make recommendations for further research based on the results of the study.

The following hypotheses were tested.

- H<sub>1</sub>: There will be no significant difference in perceived adequacy of resources between parent-providers.

- H<sub>2</sub>: There will be no significant difference in time allocated to household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities between parent-providers.
- H<sub>3</sub>: For each parent-provider category, there will be no significant relationship between uses of time for household work, employment/unpaid work, family care, personal maintenance, leisure, and other activities.
- H<sub>4</sub>: There will be no significant relationship between uses of time for selected activities: a) household work, b) employment/unpaid work, c) family care, d) personal maintenance, e) leisure, and f) other activities, and five independent variables: category of parent-provider, perceived adequacy of resources, educational attainment, occupational status, and salary level.

Subjects in the study were parent-providers: mothers in 29 one-parent families, and fathers and mothers in 30 two-parent families. The names of the families were drawn from lists provided by churches and social organizations in the Tulsa, Oklahoma metropolitan area. Each family had two children. One-parent mothers had been divorced or legally separated for at least one year. Interviews were conducted in the families' homes during April and May, 1981. The instruments, Family Information, Individual Information, Perceptions of Adequacy of Resources (PAR), and Time Record were used to collect the data for this study.

#### Summary and Discussion of Findings

Parents in this study were predominantly white, Protestant, and had attended college. The majority of parents in both one-parent and

two-parent families were 35 to 40 years of age and had been married over 10 years. All two-parent fathers and the majority of both one-parent mothers and two-parent mothers were employed, with administrative/professional occupations dominating in all three parent-provider categories. Most families were buying or already owned their homes and were living in single family residences. One-parent families reported a higher number of moves in the previous five years than two-parent families; this may have reflected an attempt to adjust housing and physical environment to present needs as reported by Anderson-Khleif (1979) in an earlier study of housing for one-parent families.

Parents in the two types of families had wide differences in salaries. The lower salaries for two-parent mothers may have been related to the number of mothers who reported working 20 or fewer hours the previous week. Although a majority of the one-parent mothers were in administrative/professional occupations, their lower salaries, compared to those of the two-parent fathers, reflected clustering of the mothers in lower paying female dominated professions such as teaching and nursing. This follows the national profile for all women observed by Masnick and Bane (1980).

The majority of one-parent mothers in this study reported receiving regular child support payments. This rate is higher than that reported by the U. S. Bureau of Labor Statistics (1982a) or by Brandwein, Brown, and Fox (1974). A higher level of child support is related to higher levels of education and employment (U. S. Bureau of Labor Statistics, 1982a; U. S. Bureau of the Census, 1979a), variables found to be typical of the families in this sample. On the basis of these characteristics, the families in this study are judged to be middle to upper-middle class in socioeconomic status.

### Perceptions of Adequacy of Resources

Resources which previous research has shown to be important to families included financial, time, health and energy, community, physical environment, interpersonal, and knowledge and skills. Items on the PAR scale measured aspects of each resource concept. Factor analysis showed the PAR to be a general scale which measured the overall concept of perceived resource adequacy; consequently, adequacy of specific resources was not interpreted from the scale. Results indicated that, as a group, one-parent mothers perceived their resources to be less adequate than did two-parent fathers and two-parent mothers. The mean of the item means for one-parent mothers on the PAR was significantly lower than for parents in two-parent families. Mean scores of fathers and mothers in two-parent families indicated the two groups were similar in their perceptions of adequacy of resources.

Examination of the personal and socioeconomic characteristics of the families can provide some clues as to the comparative adequacy of some resources. Salary levels were much lower for one-parent mothers than for two-parent fathers. Additionally, in 20 of the two-parent families, both parents were employed. Even when typical amounts of child support were added to salaries of one-parent mothers, the combined total of these two sources of family income was far below levels reported by two-parent families. These comparatively low levels of income for one-parent families could be expected to affect their ability to provide forms of protection such as health insurance, to acquire credit, and to save money for future needs and emergencies. Lower levels of financial resources in one-parent families might also affect

the provision for developing human capital in the form of investment in knowledge and skills for both parents and children.

The two groups of parents in this study were drawn from a single population that included churches and social organizations; for this reason, community and physical environment resources were believed to be similar for the two groups of families. The one factor in the immediate micro-environment (i.e., the family) that was different was that one-parent families were maintained by mothers rather than by two parents. Obviously, this would affect the levels of human energy and interpersonal resources available in the household. Logically, two adults would have the potential for contributing more time, energy, knowledge and skills, contacts, and interpersonal resources to the family than one parent alone. Thus, higher levels of interpersonal resources may have been perceived in two-parent families compared to one-parent families.

The vast majority of one-parent mothers and two-thirds of the two-parent mothers in this study were employed; some had two jobs. Weiss (1979a) and Vickery (1978) observe that this may mean a reduction in time for children, household work, and other activities for one-parent mothers. However, in this study, examination of the second hypothesis indicated no significant difference between the two groups of mothers in time spent in family care. Both groups of mothers had relatively high levels of educational attainment, a factor that has been found to be related to greater time spent in interaction with children (Hill and Stafford, 1980). Nevertheless, because of the absence of one adult in the immediate environment to contribute time in one-parent families, time may be perceived to be one resource that is in short supply,

compared to two-parent families. The inflexibility of employment hours, school times, and community services might also contribute to the dilemma of one-parent mothers attempting to meet multiple demands on their time.

### Time Allocation

Parent-providers' time allocations to various activities were significantly different except for time spent in personal maintenance and time spent in the class, "other activities." One-parent mothers allocated, to household work, slightly more than half the time allocated by two-parent mothers; to employment/unpaid work, almost twice the time allocated by two-parent mothers; and to leisure, about two-thirds the time allocated by two-parent mothers. One-parent mothers and two-parent fathers allocated similar amounts of time to these three classes of activities. In family care, one-parent mothers were not significantly different from two-parent mothers, but both groups allocated over twice the time allocated by two-parent fathers to family care.

These findings were in harmony with the findings of Lyerly (1969) who found that one-parent families spent more time in family care than two-parent families; however, Lyerly's study included pre-school children who require more time for care than older children (Walker and Woods, 1976). Lyerly also found that one-parent homemakers used less time for food preparation and after-meal cleanup, house care, clothing care, management, and marketing (variables grouped together as household work in this study) than did homemakers in two-parent families. This was in agreement with the findings of the present study. As in this study, one-parent mothers in Lyerly's study were more likely than two-parent mothers to be employed.

In two classes of time allocation--personal maintenance and "other activities"--parent-providers were not significantly different. Personal maintenance included eating, sleeping, and personal care of self. The data seem to indicate that a certain amount of time is necessary for these three tasks, regardless of the category of parent-provider. "Other activities" included organization participation, school, and time which could not be accounted for, or activities which did not fit the previously specified time use categories.

#### Correlations of Time Use

Correlations between classes of time use indicated that time use in employment/unpaid work had a negative relationship with all other classes of time use for all parent-providers. For one-parent mothers, there was a significant negative relationship between time use for employment/unpaid work and time use for a) family care, b) personal maintenance, and c) other activities. For two-parent fathers, there was a significant negative relationship between time use for employment/unpaid work and time use for a) personal maintenance and b) leisure. For two-parent mothers, there was a significant negative relationship between time use for employment/unpaid work and time use for household work.

The consistent negative association between time use for employment/unpaid work and other classes of time use for all parent-providers was an indication of the pervasive nature of employment/unpaid work for these families. When time is allocated to employment/unpaid work, it is likely to have a profound impact on other aspects of time use in the daily lives of parent-providers.



On a continuum representing the relationship of increased employment/unpaid work and other uses of time, in this study, one-parent mothers are at one extreme, two-parent mothers at the other extreme, and two-parent fathers in between. There were more significant relationships between time use for employment/unpaid work and other classes of time use for one-parent mothers than for the other parent-providers; thus, the impact of increased employment/unpaid work was more pronounced for one-parent mothers than for the other parent-providers. For one-parent mothers, as time use in employment/unpaid work increased, there was significantly less time spent in family care, personal maintenance, and other activities. An increase in employment/unpaid work time for two-parent fathers was associated with less time use for personal maintenance and leisure. Increased employment/unpaid work for two-parent mothers was accompanied by a decrease in household work time.

These findings may be partially explained by the division of labor and complementarity of parental roles in families. Fathers have traditionally been the breadwinners and mothers the nurturers and caregivers. In previous studies, husband's time use has shown little relationship to the wife's time use (Robinson, 1982; Nickols and Fox, 1980; Meissner, Humphreys, Meis, and Scheu, 1975). Hence, time use is often cited as an indicator of roles in two-parent families. Responsibility for family functions, the family's division of labor, is apportioned between two parents whose roles are complementary in use of time. It follows then that as two-parent mothers increase their time in the labor force, they are likely to make changes in time use in household work--one class of time use indicative of the mother role in two-parent families. For two-parent fathers, an increase in employment/unpaid work is apt to be

associated more with an adjustment of his personal time, such as leisure and personal maintenance, than with family work--household work or family member care. Conversely, in one-parent families, there is generally no second adult in the household with whom the mother can divide the day-to-day responsibilities for rearing a family. As a result, an increase in employment/unpaid work requires adjustments in a broader range of classes of time use for the one parent alone to accommodate the provider roles of the family.

After time spent in personal maintenance, time spent in employment/unpaid work was the largest segment of daily time use for one-parent mothers and two-parent fathers. (Two-parent mothers spent just slightly more time at household work than at employment/unpaid work.) Time in employment/unpaid work represented a large commitment of energy for these parent-providers. Furthermore, most of the employment/unpaid work time was for remuneration, one measure of an individual's worth in society.

Time in employment/unpaid work represented a relationship between families and the macro-system. This was a relationship in which resources originated and were exchanged. Our society has emphasized supporting oneself and one's dependents through employment. Traditionally, this support and interaction with the macro-system has been primarily the responsibility of the father. However, as expectations of affluence increased the demand for goods and services among individuals and families, more women became employed. Accompanying this increased entry of women into the labor force was an increase in the formation of one-parent families due to divorce. (There is no clear-cut evidence of a cause and effect relationship between increased

employment of wives outside the home and divorce.) For mothers heading one-parent families, employment is generally a necessity; in this study, 27 of the one-parent mothers were employed and the other two were students. There was wide variation in the number of hours of employment, which contributed to the variability in the associations between the classes of time use.

Women fully supporting families are exceptions to the norms of our society, and the transition from two parents maintaining a family to a mother being the primary support of the family entails adjustments. One of the first adjustments is in time use for the various tasks of everyday life in a family. Time from tasks in the micro-system of the family is exchanged for time in the labor force, a part of the macro-system.

Why were there no significant relationships between classes of time use other than those associated with employment/unpaid work? Robinson (1977) offers concepts about time management that may be helpful in answering this question. He suggests that time use may be divided into two broad categories--obligatory and free time. Employment, household work, and child care constitute obligatory time; leisure and other activities are free time, and personal maintenance involves components of both obligatory and free time. Within categories of parent-provider, social roles may prescribe a certain amount of household work that is necessary to feed, clothe, and provide a suitable environment for family members. Child care, the major aspect of family care, is necessary for socialization of children in all families. Time for personal maintenance appears to be relatively stable and varies little by parent-provider category. Hence, it seems there are certain

classes of time use that are rather fixed--obligatory--in nature, and, according to Robinson (1977), time use is rather stable within roles of parents.

Certain activities, such as school times and other child-oriented activities are community-wide in scope and may impact on parental time use in a somewhat uniform pattern. In this sample, parents were from a metropolitan area which may have tended to reduce the variability in time use that might occur in a broader sample of families. Both of these factors may have limited variability in parental time use, consequently reducing the opportunity for patterns of significant association.

#### Multivariate Analysis of Time Use

Multiple regression was useful in explaining phenomena in which there were five possible contributors to the variation in each of six classes of time use. These independent variables were category of parent-provider (coded as one-parent mother and two-parent mother, two stages of a dummy variable), perceived adequacy of resources, educational attainment, occupational status, and salary level. In addition to exploring the total predictive power of the independent variables, the standardized regression equations controlled the variance in the independent variables and indicated their relative contributions to the explained variation in each of the six classes of time use.

The independent variables explained the greatest amount of variation in time use for employment/unpaid work ( $R^2=.52$ ). The strongest predictor was occupational status; another variable, salary level, was significantly associated with this class of time use. As might be

expected, the variable, two-parent mother, was a statistically significant and negatively related predictor of time use in employment/unpaid work.

The independent variables explained a significant amount of variation in time use for household work ( $R^2=.35$ ). In this study, being a two-parent mother was positively associated with time spent in household work. Because a higher proportion of two-parent mothers than one-parent mothers was in the non-professional category of occupational status, it was not an unexpected finding that occupational status was a significantly negative predictor of this class of time use in this study.

One variable, being a two-parent mother, was a significant predictor of time use in family care. The total equation was significant in explaining variation in time use for family care ( $R^2=.18$ ).

The variable, occupational status, was a statistically significant and negatively related predictor of time use in personal maintenance. However, the five independent variables together were not significant in explaining the variation in this class of time use.

The regression equations did not explain a significant amount of the variation in time use in leisure and time use in other activities. None of the independent variables used in the regression equations were significant predictors of time use in leisure and time use in other activities in this study.

As a group, the standardized regression equations were useful in identifying the strongest relationships between several variables and time use. The parent-provider category of two-parent mother and occupational status were the strongest variables in explaining time use in household work, employment/unpaid work, family care, and personal

maintenance. Educational attainment and perceived adequacy of resources were not significant variables in explaining variation in the six classes of time use, although education has been shown to be related to time use in other studies (Hill and Stafford, 1980; Robinson, 1977). In this study, the educational attainment of all three categories of parents was relatively high, thus limiting the variability in the regression equation and probably contributing to the lack of significant associations.

The findings indicate that occupational status and salary level of parent-providers are predictors of increased time spent in the labor force. If a parent-provider is in the professional/administrative occupations and capable of earning higher levels of salary, then it is more likely that parent-provider will spend more time in the labor force. Future increases in women's occupational status and earning ability may enable women to more efficiently and effectively allocate their time in response to changes in the family ecosystem, such as divorce and responsibility for maintenance of families.

In this study, an increase in time spent in employment/unpaid work is associated with less time spent in other classes of time use, particularly for one-parent mothers. The multiple regression equations seem to indicate that being a two-parent mother is predictive of less time spent in the labor force and more time spent in household and family matters. This may serve to enable the two-parent father to allocate his time to non-family related areas; it may also emphasize the complementary nature of parental roles in two-parent families.

## Conclusions

Were the one-parent mothers in this study filling the roles of both mother and father in their families? Was the behavior of mothers in one-parent families similar to that of two-parent fathers or two-parent mothers? The answer to these questions is not a simple "yes" or "no." Data from this study of one-parent and two-parent families drawn from a population of members of churches, social groups, and social agencies indicated that this population was probably above average in salaries, educational attainment, and occupational status.

The similarity of time allocated by one-parent mothers and two-parent fathers was of special interest. Mothers' responsibilities have traditionally been associated with homemaking and care-giving tasks in families, but not the breadwinner role. In this study, one-parent mothers showed marked similarity to two-parent fathers in time allocated to household work, employment/unpaid work, and leisure. However, in one aspect of time allocation, one-parent mothers were not unlike two-parent mothers; the two groups were similar in the amount of time allocated to family care. The categories of parents did not differ in time allocated to personal maintenance and other activities. The time allocation pattern of one-parent mothers appeared to merge the role components typically assumed by fathers and mothers in two-parent families. In performing the role of "parent-provider" (a term not found in previous literature, but coined for this study), one-parent mothers combined the obligations of economic functions, authority, domestic responsibilities, and social and psychological support for family maintenance (Brandwein et al., 1974). These four functions have

traditionally been the duties divided between the two adults in two-parent families (Glasser and Navarre, 1965).

Differences within the family micro-system may have contributed to the variation in time allocation to household work. Logically, less time is actually needed to feed, clothe, and provide a suitable environment for three persons than for four persons. For that reason, one-parent families would be expected to spend less time on household work, and this was the case in this study. In the relationship with the macro-system, apparently the need for financial resources in this sample of one-parent mothers was such that they reallocated time which might have been spent in other tasks to accommodate being in the labor force--part of the macro-system. These adjustments in time allocation tended to make the profile of one-parent mothers very similar to that of two-parent fathers in this study. Nevertheless, whatever the demands for time allocation for one-parent mothers, they were not spending significantly less time than two-parent mothers in the care of family members.

Kantor and Lehr (1975) suggest that a family is a complex system, and Buckley (1967) and Paolucci, Hall, and Axinn (1977) theorize that components of a system such as a family act to establish and maintain equilibrium. Changes in a family ecosystem, such as divorce, may disturb the equilibrium within the micro-system (family) and the equilibrium between the micro-system and the macro-system (external environment). Once equilibrium is disturbed, extensive adjustments may be necessary to restore stability in the system. In one-parent families in this study, mothers were making adjustments in their roles. This was apparent in the differing perceptions of resource adequacy and in their



patterns of time use. For the mothers in these one-parent families, a merged role, parent-provider, in which multiple family responsibilities were performed, was present in the family ecosystem.

#### Recommendations and Problems for Further Study

Based on the findings and conclusions of this study, the following recommendations are made. Families are unique and dynamic groups of individuals. They vary not only according to structure and composition, but also according to resource availability and resource adequacy. Those persons who plan programs and contribute to policy formation for families must be aware of the wide range of perceived differences in resources in families of all structures. Programs and policies should reflect the flexibility needed for application to families based on their perceived needs and abilities to provide for their own support and well-being.

Time is a basic resource in families; it is necessary for production of goods and services, and it is necessary for consumption of those goods and services. All other resources are used in conjunction with time. Understanding the dynamics of time use in families can contribute to understanding more about how families function and how they adjust in times of resource shortage. Knowledge of how families of different structures allocate time can help program planners to plan effective programs for families, rather than programs based on stereotyped ideas or out-dated concepts of needs in families.

The study of resources should involve the entire family. While it takes more time to study families as groups of interacting individuals, the study of relationships between persons in the micro-system (family)

and with the macro-system can give a more wholistic picture of what is happening in families than the study of parents or children alone.

Policymakers should consider providing employment opportunities that recognize the family responsibilities of mothers who head families. This might include part-time employment, flexible time scheduling, or on-site care of pre-school children. Pay schedules and career ladders that provide opportunities for advancement for women in general would aid mothers who head families. Before-school and after-school care for school age children, either by the schools or other community agencies would aid mothers who head families to compete for jobs and, at the same time, be assured that children were supervised when not in school.

Educators and counselors should encourage young women and returning women students to pursue careers that would enable them to compete in occupations offering better economic returns on their educational investment and to prepare to support themselves and their families. Because of the limited resources of women who head families, grants, scholarships, and loans are needed to enable them to return to school to increase their human capital and earnings potential. These provisions may be in the form of on-the-job training, educational leaves, or assistance for full-time students. Child care may also be a problem for these women, and educators and administrators should consider ways that they can help student-mothers provide safe and adequate care for their children.

Program planners should consider that one-parent mothers perceive that they have less adequate resources and that this may include knowledge and skills for management of resources. Since they have lower incomes, women (particularly women who head families) need to be

effective and efficient in the management of their resources. Time is a resource believed to be in short supply for families in general (Berry, 1978). Program planners should be innovative and design programs to reach families with special needs, such as one-parent families, who have been shown to have time constraints that limit their participation in conventional educational programs.

As a result of this study, several related problems appear to be topics for further research:

1. There is a need for an instrument for measuring family resources. The instrument, PAR, used in this study was an exploratory attempt to measure resources in families based on their own perceptions of adequacy; it merits further development.

2. In this study, mothers who head families perceived their resources to be less adequate than parents in two-parent families. Further study should focus on determining which resources are perceived as being in short supply.

3. Further study is needed on the inter-relatedness of resources in families, on the substitutability of resources in families, and on patterns of usage of resources in families of varying composition and structures.

4. The study of time as reflected in the Time Record, can be helpful in understanding the patterns of interaction of persons in families and can contribute to a wholistic knowledge of interaction in families. Further study is needed to explore the patterns of interaction in families of varying structures.

5. This study is about time use during the week in one season of the year; additional studies of time use in families in different

seasons of the year can contribute to the understanding of time use in families as they adjust to different situations such as school vacations and weekends. In the case of one-parent families, time use during these periods is of special interest because children may be involved in visitation with the non-resident parent and in other activities unique to this family type.

6. In this study, one-parent families had been functioning in the new family structure for at least one year. Longitudinal studies should be made, beginning soon after structural changes occur and following a panel of respondents over time, to help in understanding changes in the allocation of resources, as families adjust to a one-parent family structure.

7. The one-parent families in this study were formed by divorce and were headed by mothers. Both one-parent and two-parent families had two children of specific ages. Further research in perceived resource adequacy and time use should include one-parent families formed by other circumstances, as well as families of other sizes and composition.

Families, whether one-parent or two-parent in structure, are unique and changing systems. As individual families interact with their environment, they utilize resources both from within the family (micro-system) and from the external environment (macro-system) to achieve utility. This study concludes that there are perceived differences in resource adequacy and use of time resources in one-parent and two-parent families. Because time is a resource that forms the basis for all other resource usage, the difference in time use in one-parent families compared to two-parent families is believed to point to the

presence of a merged role, "parent-provider," in one-parent families headed by mothers. Those concerned with the well-being of families can use this information in counseling, in planning programs, and in developing policies that will enable families to function in their own strengths.

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## APPENDICES

APPENDIX A

IDENTIFICATION OF AND CONTACTS  
WITH FAMILIES

OKLAHOMA STATE UNIVERSITY  
Family Study Center  
Stillwater, Oklahoma 74078

January 22, 1981

Dear Pastor:

Families in today's society are experiencing many changes. Perhaps the change affecting the greatest number is the trend toward more one-parent families. While there is much concern about how living patterns in one-parent families differ from those in two-parent families, there is little reliable information on this topic.

The goal of a research project of the Family Study Center at Oklahoma State University is to determine whether or not there are substantial differences in ways of living in one-parent and two-parent families in the Tulsa area. More specifically, we would like to know whether families differ in the adequacy of resources (e.g. time, support of relatives and friends), management of resources, knowledge of child development, and parenting behavior as seen by both parents and their children.

Churches are interested in the welfare of families and could use the results of this project in planning effective programs for families. For these reasons, we hope that you can assist in the project by helping us locate families who would be interested in participating in the study. To meet the purposes of the project, we need both one-parent and two-parent families with two children, the younger of which is between 7 and 10 years of age. The second child should be older, but not over 17 years of age.

Will you please complete the enclosed form and return it by January 30, 1981. The form is designed to estimate the number of families with the characteristics noted above. The research team will contact you in the near future to obtain a list of families who might participate in the project. Your assistance in providing names of families in no way obligates them to participate.

After obtaining the list of names from you, the research team will contact each family to explain the study and request their cooperation. We plan to interview the families in April and May, 1981. All information collected for this study will be confidential.

Sincerely,

Sharon Y. Nickols, Ph.D.  
Director, Family Study Center

Judith A. Powell, Ed.D.  
Associate Professor

SURVEY FORM FOR STUDY OF  
ONE-PARENT AND TWO-PARENT FAMILIES

Please return to Family Study Center, 114 HEW, Oklahoma State University, Stillwater, Oklahoma 74078 by January 30, 1981. A stamped, addressed envelope is enclosed. For further information, call Virginia Rowland or Jane Teleki at (405) 624-6696.

Name of Church \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Telephone \_\_\_\_\_

Our church is willing to furnish names of families who might participate in this study. Yes \_\_\_\_\_ No \_\_\_\_\_

Staff member providing leadership to single parent group(s):

Name \_\_\_\_\_

Title \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

Person such as Church School Superintendent or Minister of Education, to contact regarding two-parent families:

Name \_\_\_\_\_

Title \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ one-parent families with two children between the ages of 7 and approx. 17 years of age participating in our church programs.

#

\_\_\_\_\_ two-parent families with two children between the ages of 7 and approx. 17 years of age participating in our church programs.

#

If you know of other churches or organizations providing services to one-parent families, will you please write the name of the organization, persons whom we might contact, and telephone numbers on the back of this sheet? Thank you very much.

\_\_\_\_\_ date

\_\_\_\_\_ name of person completing this form

\_\_\_\_\_ telephone number



Family Code 1- \_\_\_\_\_

Interviewers 1) \_\_\_\_\_

2) \_\_\_\_\_

## Screening Call for Interview

## One-Parent Family

Date of call \_\_\_\_\_ Telephone number \_\_\_\_\_

Time of call \_\_\_\_\_ Respondent \_\_\_\_\_

Name of Family \_\_\_\_\_ Mother Father

Number of Children in the Family \_\_\_\_ (If not two, terminate call.)

Number of Adults in Household \_\_\_\_ (If two or more, terminate call.)

Are you the natural or adoptive parent of both children? yes \_\_\_\_ no \_\_\_\_

Date of separation or divorce: \_\_\_\_\_ month \_\_\_\_\_ year

Name of younger child: \_\_\_\_\_ male female

Birthdate of younger child: \_\_\_\_ month \_\_\_\_ year \_\_\_\_ year in school

Name of older child: \_\_\_\_\_ male female

Birthdate of older child: \_\_\_\_ month \_\_\_\_ year \_\_\_\_ year in school

Date of interview \_\_\_\_\_ Day of Week \_\_\_\_\_ Time \_\_\_\_\_

Will both children be at home the day before the interview and at the interview? yes \_\_\_\_ no \_\_\_\_

Alternate phone number (work): \_\_\_\_\_

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

Zip Code

Directions for reaching your home: (landmarks) \_\_\_\_\_

\_\_\_\_\_ Gave FSC telephone number.

Disposition:

Time arrived at home \_\_\_\_\_ Time left home \_\_\_\_\_

Family Code 2-\_\_\_\_\_

Interviewers 1)\_\_\_\_\_

2)\_\_\_\_\_

## Screening Call for Interview

## Two-Parent Family

Date of call \_\_\_\_\_ Telephone number \_\_\_\_\_

Time of call \_\_\_\_\_ Respondent \_\_\_\_\_

Name of Family \_\_\_\_\_

Number of Children in the Family \_\_\_\_ (If not two, terminate call.)

Are both of you the natural or adoptive parents of both children?

yes \_\_\_\_ no \_\_\_\_ (If no, terminate call.)

Name of younger child: \_\_\_\_\_ male female

Birthdate of younger child: \_\_\_\_ month \_\_\_\_ year \_\_\_\_ year in school

Name of older child: \_\_\_\_\_ male female

Birthdate of older child: \_\_\_\_ month \_\_\_\_ year \_\_\_\_ year in school

Date of interview \_\_\_\_\_ Day of Week \_\_\_\_\_ Time \_\_\_\_\_

Will all four family members be at home for the interview? yes \_\_\_\_ no \_\_\_\_

Alternate phone number (work): \_\_\_\_\_

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

Zip Code

Directions for reaching your home: (landmarks) \_\_\_\_\_

\_\_\_\_ Gave FSC telephone number.

Disposition:

Time arrived at home \_\_\_\_\_ Time left home \_\_\_\_\_

OKLAHOMA STATE UNIVERSITY  
Family Study Center  
Stillwater, Oklahoma 74078

April 2, 1981

Dear Colleague,

The study of resources and relationships in one-parent and two-parent families in the Tulsa area has begun. Families whose names were randomly drawn from the lists many of you provided are being contacted for interviews by one of our research teams.

We want to express our gratitude for the help and time that you have given as we developed the project. Many of you have asked for the results of the study; we will be sharing these with you by mail when they are available. We anticipate that coding of data and analysis will occur during the summer and a preliminary report will be available in the fall.

Again, thank you for your continued interest and encouragement. If you have questions about the study, or if we can be of assistance to you, please contact us at the Family Study Center.

Sincerely,

Sharon Y. Nickols  
Director, Family Study Center

Judith A. Powell  
Associate Professor

OKLAHOMA STATE UNIVERSITY  
Family Study Center  
Stillwater, Oklahoma 74078

June 29, 1981

name  
address  
city state zip

Dear greeting :

We would like to express our appreciation for your participation in the project "Managing Resources and Relationships in One-Parent and Two-Parent Families." With your help and that of many other families, the interviewers visited with 30 one-parent and 30 two-parent families before the school year was over. This was our goal and we are happy to have reached it.

It was a special privilege to come into your home and get to know your family. It is especially gratifying to sense the high regard families have for research at Oklahoma State University and the College of Home Economics.

We are now transferring the information provided by the families to computer cards. Toward the end of the summer we can begin some analyses. We will share findings with you as soon as possible. It is so exciting to be working on the first project of this kind in Oklahoma, and indeed, in the nation!

Again, as project directors we thank you and your family for being a part of the project.

Sincerely,

Sharon Y. Nickols  
Director, Family Study Center

Judith A. Powell  
Faculty Associate

OKLAHOMA STATE UNIVERSITY  
Family Study Center  
Stillwater, Oklahoma 74078

June 29, 1981

name  
title  
church  
address  
city state zip

Dear greeting :

We have completed interviews with 60 families in the Tulsa area for the project on Managing Resources and Relationships in One-Parent and Two-Parent Families. Your help with identifying families enabled us to complete the collection of data from 30 one-parent and 30 two-parent families before school was out. This was our goal and we are happy to have reached it!

It is gratifying to sense the high regard you and the families have for Oklahoma State University and the College of Home Economics. The families had a real understanding of the importance of family research and were very cooperative and interested. It was a special privilege to interview the families in their homes and get to know them.

The graduate students on the project are now coding the data and preparing to start analysis in the fall. We will be sharing the findings of the project with you as soon as possible.

Again, as project directors we thank you and your co-workers for assisting us with the project.

Sincerely,

Sharon Y. Nickols  
Director, Family Study Center

Judith A. Powell  
Faculty Associate

APPENDIX B  
INSTRUMENTS AND INSTRUCTIONS  
FOR INTERVIEWERS

Mother \_\_\_\_ Father \_\_\_\_

## INDIVIDUAL INFORMATION

1. What is your ethnic background?

 White Black Native American Spanish-American Asian-American Other (Please specify) \_\_\_\_\_

2. What is your birthdate?

\_\_\_\_\_ Month \_\_\_\_\_ Year

3. What is your religious preference?

 Protestant Catholic Jewish Other (Please specify) \_\_\_\_\_4. What is the highest level of education that you have completed?  
(Please check only one.) Less than high school graduation High school graduation Vocational or technical program Some college, did not graduate College degree, B.S. or B.A.

Please specify college major \_\_\_\_\_

 Advanced degree or degrees (Please list) \_\_\_\_\_Please specify major area of study for advanced degree(s)  
\_\_\_\_\_

5. Are you employed?  
 Yes  
 No
6. If employed, what is your job title? \_\_\_\_\_
7. How many hours did you work for pay at this job last week?  
 Less than 20 hours  
 20 to 40 hours  
 More than 40 hours  
 None
8. Do you work at a second job?  
 Yes  
 No
9. Please give job title (if applicable). \_\_\_\_\_
10. How many hours did you work at this second job last week?  
 Hours
11. Please check the income range that includes your salary. (Please check only one category)  
 Under \$5,000  
 \$5,000 to \$9,999  
 \$10,000 to \$14,999  
 \$15,000 to \$19,999  
 \$20,000 to \$24,999  
 \$25,000 to \$29,999  
 \$30,000 to \$34,999  
 \$35,000 to \$39,999  
 \$40,000 and over



Mother \_\_\_\_\_ Father \_\_\_\_\_

## FAMILY INFORMATION

1. About your housing, are you (Please check only one)  
 Buying (or already own)  
 Renting or Leasing  
 Receiving from friends, relatives, or employer  
 Other (Please specify) \_\_\_\_\_
2. What is the type of your housing? (Please check only one)  
 One family house  
 Condominium  
 Apartment, duplex, etc.  
 Mobile home  
 Other, (Please specify) \_\_\_\_\_
3. Does your family have health insurance?  
 Yes  
 No
4. Is your older child employed?  
 Yes  
 No
5. What is the child's job? \_\_\_\_\_
6. How many hours did the child work for pay last week?  
\_\_\_\_\_ Hours
7. Is the younger child employed?  
 Yes  
 No
8. What is the child's job? \_\_\_\_\_

9. How many hours did the child work for pay last week?  
\_\_\_\_\_ hours
10. Will you please check the range that includes your total family savings? (Please check only one)
- \_\_\_\_\_ Under \$1,000
- \_\_\_\_\_ \$1,000 to \$4,999
- \_\_\_\_\_ \$5,000 to \$9,999
- \_\_\_\_\_ \$10,000 to \$14,999
- \_\_\_\_\_ \$15,000 to \$19,999
- \_\_\_\_\_ Over \$20,000
11. Do you save money regularly?
- \_\_\_\_\_ Yes
- \_\_\_\_\_ No
12. Are you making installment purchases?
- \_\_\_\_\_ Yes
- \_\_\_\_\_ No
13. Do you have charge accounts (including credit cards)?
- \_\_\_\_\_ Yes
- \_\_\_\_\_ No
14. What is the approximate number of charge accounts (including credit cards) that your family has? (Please check only one)
- \_\_\_\_\_ None
- \_\_\_\_\_ 1 to 3
- \_\_\_\_\_ 4 to 6
- \_\_\_\_\_ Over 6

15. How do you use charge accounts, including credit cards? (Please check only one)

Only for regular purchases  
 Only for special purchases  
 Both regular and special purchases  
 We do not use charge accounts.

16. How long have you lived at this address?

Year(s)  Month(s)

17. How many times has your family moved in the last 5 years?

times

18. What was the date of your marriage?

Month  Year

19. Do you have relatives within a day's visit (go and return in one day)?

Yes

No

20. In the past five years, have you received public assistance, such as food stamps, Aid to Families with Dependent Children, Medicaid, or reduced cost/free school lunches?

Yes

No

If you head a one-parent family, please respond to the following items.

21. How many times has your family moved since you became a one-parent family?

times

22. Compared to your housing as a two-parent family, would you say that your present housing is

Much worse  Somewhat better

Somewhat worse  Much better

About the same

23. Do you receive financial support from your relatives?
- Yes
- No
24. Do you receive other help such as child care, clothing, or other tangible goods, from your relatives?
- Yes
- No
25. Do you receive child support payments?
- Yes
- No
26. Is your child support paid regularly?
- Yes
- No
27. Please check the amount you receive each month as child support payment. (Please check only one)
- Under \$100
- \$100 to \$199
- \$200 to \$299
- \$300 to \$399
- \$400 and over
28. The amount of child support above is paid
- for both children
- for only the older child
- for only the younger child
29. How does the amount you receive compare with the amount set in your settlement or court decree?
- It is more.
- It is the same.
- It is less.

30. Do you receive alimony?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

31. What is the amount of your alimony?

\$ \_\_\_\_\_ monthly

\_\_\_\_\_mother

\_\_\_\_\_father

## Perceptions of Adequacy of Resources

Families have a variety of resources such as time, energy, and money. There are other resources that are not so apparent, but they are equally important. Some of these are health, knowledge, skills, physical environment, community, and other persons.

Based on your opinions about the adequacy of your resources, please indicate how much you Agree or Disagree with the following statements. There are no right or wrong responses to the statements. The right answers are what you feel is true for you. If you have questions, please ask the interviewer. The scale below indicates the range of responses from strongly disagree to strongly agree:

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

Circle the number from 1 to 7 which indicates how much you Agree or Disagree with each statement.

	SD						SA
1. I have enough education to meet my long-term goals.	1	2	3	4	5	6	7
2. I have enough time for myself.	1	2	3	4	5	6	7
3. If I need a favor, I feel comfortable asking a neighbor.	1	2	3	4	5	6	7
4. My knowledge is adequate for the work that I do at home and away from home.	1	2	3	4	5	6	7
5. My family has resources to meet a financial emergency.	1	2	3	4	5	6	7
6. When I need advice, I can find a person whose judgment I trust.	1	2	3	4	5	6	7
7. My neighborhood is a good place to raise my children.	1	2	3	4	5	6	7
8. I have enough time for the activities that I want to do.	1	2	3	4	5	6	7
9. My children are a help to me.	1	2	3	4	5	6	7
10. My job offers security of employment.	1	2	3	4	5	6	7
11. My family has adequate health insurance.	1	2	3	4	5	6	7
12. I can perform household repairs.	1	2	3	4	5	6	7
13. There is someone to care for my children when I cannot be at home.	1	2	3	4	5	6	7
14. I am satisfied with the place I live.	1	2	3	4	5	6	7
15. When something goes wrong, I am able to identify the problem.	1	2	3	4	5	6	7

	1	2	3	4	5	6	7
	Strongly Disagree						Strongly Agree
				SD			SA
16. I have enough physical energy for leisure activities.	1	2	3	4	5	6	7
17. My health allows me to do what I want.	1	2	3	4	5	6	7
18. I have enough time for household work.	1	2	3	4	5	6	7
19. I know how to take care of my family's business matters.	1	2	3	4	5	6	7
20. Payments on charge accounts (including credit cards) place a strain on my budget.	1	2	3	4	5	6	7
21. I have enough time to spend with my spouse (or a friend of the opposite sex).	1	2	3	4	5	6	7
22. I am able to assist others when they need my help.	1	2	3	4	5	6	7
23. I have enough money to meet expenses.	1	2	3	4	5	6	7
24. If I need help, I call on groups within my community.	1	2	3	4	5	6	7
25. My physical energy is adequate for my activities.	1	2	3	4	5	6	7
26. My family has enough income to save money regularly.	1	2	3	4	5	6	7
27. I have enough time to help my children participate in organized youth activities.	1	2	3	4	5	6	7
28. When I need information about rearing children, I can find it.	1	2	3	4	5	6	7
29. Religious organizations, as well as public and private groups provide services that I can use.	1	2	3	4	5	6	7
30. I have enough time to spend with my children.	1	2	3	4	5	6	7
31. I have access to government programs that can assist me.	1	2	3	4	5	6	7
32. Available transportation is adequate for my needs.	1	2	3	4	5	6	7
33. My home has enough space for my family.	1	2	3	4	5	6	7
34. My knowledge of child rearing is adequate for raising my family.	1	2	3	4	5	6	7
35. If I need help, I call on my relatives.	1	2	3	4	5	6	7

OKLAHOMA STATE UNIVERSITY  
Family Study Center

Management of Resources and Relationships in  
One-Parent and Two-Parent Families

Instructions for Preparing Time Record

We need a record of how each member of the family used his/her time for one day. We will record each family member's use of time for the previous day (24 hours from midnight to midnight). In all cases this will be a weekday, Monday through Friday.

On the left and right sides of the Time Record, household work and other activities are listed; across the top of the form, the 24 hours of the day are listed. Each hour is divided into six ten-minute periods to simplify recalling and recording time. However, time may be recorded in units of 5 minutes by splitting the 10 minute segments.

Recording Time of Family Members

A combination of colors and letters or numbers is used to record each household member's time. (See key last page.) All females are represented by the color red, and all males are represented by the color blue. The symbol, a red "M," is for the mother; the father is represented by a blue "F." The children are shown on the Time Record by their ages written in either red for girls or blue for boys.

Activities will be coded by the definitions listed on the sheet entitled "Definitions of Activities of Household Members." If you are unable to determine the category for recording time for an activity, then code it under "Other" and label the activity.

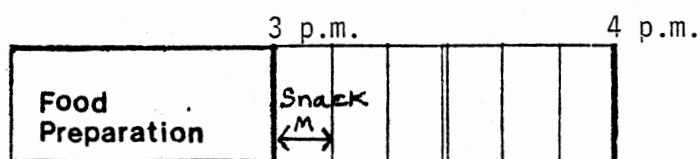


### Primary Time

Primary time is time when the family member is actively doing something that requires main or "primary" attention: that is, time involved in getting ready for the job, working at the job, and cleaning up after the job, but it does not include the time required for a machine to function or food to cook without full attention.

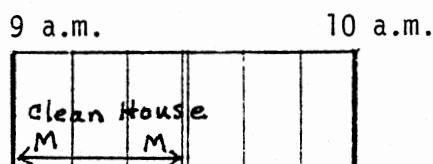
For example, if the mother prepared a snack from 3:00 to 3:10 p.m., write a red "M" in the first 10-minute block after 3 p.m. Draw a red line extending from 3:00 to 3:10 p.m. and write the activity above the line.

Example A.



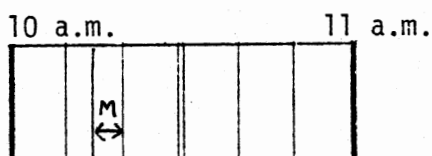
For longer, continuous activities, arrows and lines should be drawn from the start of the activity to the completion time, placing the person's symbol above each end of the arrow ( $\overleftarrow{M} \quad \overrightarrow{M}$ ). Write the specific activity above the line. For example, half hour (30 minutes) activity by homemaker is recorded as below.

Example B.



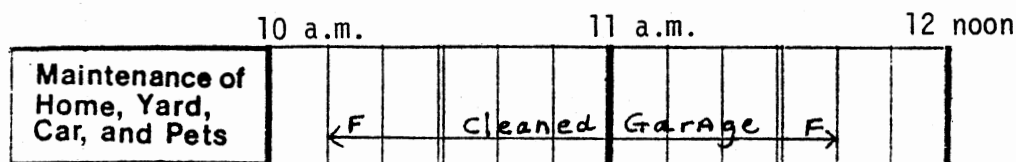
For intervals of approximately 5 minutes, draw a line to divide the 10-minute time block in half and write the person's symbol in the block. Use an arrow to indicate the time length. For example, this is a five minute activity (from 10:15 a.m. to 10:20 a.m.) by the mother.

Example C.



Write the specific activity above the line. For example, if the father cleaned the garage, according to definitions this is recorded as "Maintenance of Home, Yard, Car and Pets." If it took from 10:10 a.m. to 11:40 a.m., place an arrowed line from 10:10 a.m. to 11:40 a.m. with an "F" at each end, and write "cleaned Garage" over the line.

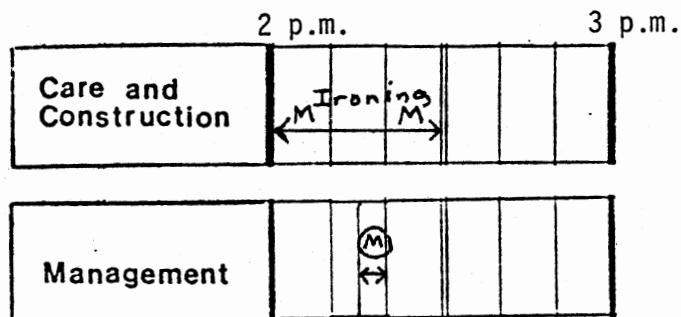
Example D.



### Secondary Time

A person may be engaged in more than one activity at the same time (one activity involving primary attention and the other activity requiring less attention). Secondary time is recorded in the same manner as the primary time with the addition of a circle around the individual's symbol to indicate the activity as secondary. For example, if a person was ironing and thinking about what to prepare for dinner, ironing would be the primary activity (Clothing Care and Construction), and thinking about the dinner menu would be the secondary activity (Management).

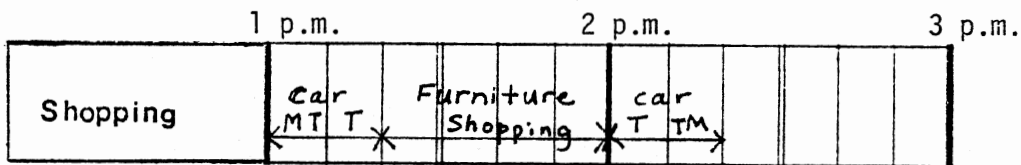
Example E.



### Travel Time

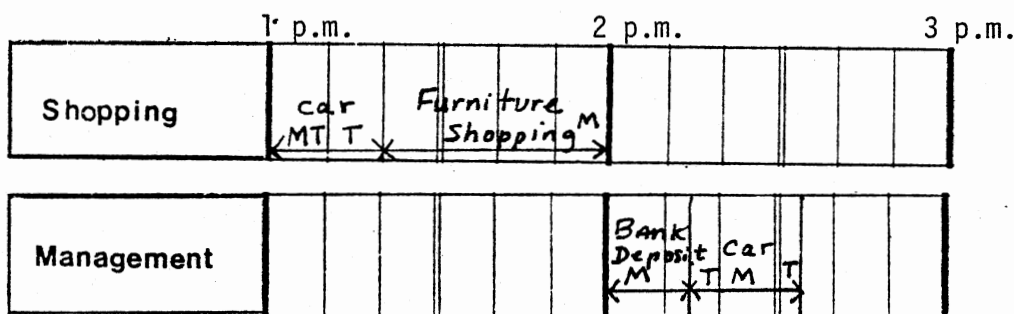
Time spent in traveling to and from an activity should also be recorded. Include transportation time with the activity for which the trip is made and a "T" after the individual's symbol to indicate the approximate time used to travel. Record whether the person walked, rode a bike, used a car, or a bus or other form of transportation. Use an "X" on the arrowed line to indicate when travel was completed and the actual activity begun, as well as when the activity was completed and travel resumed. For example, the mother traveled for 20 minutes (from 1:00 p.m. to 1:20 p.m.) to the store, shopped for 40 minutes (from 1:20 p.m. to 2:00 p.m.), and then traveled home from (2:00 p.m. to 2:20 p.m.).

Example F.



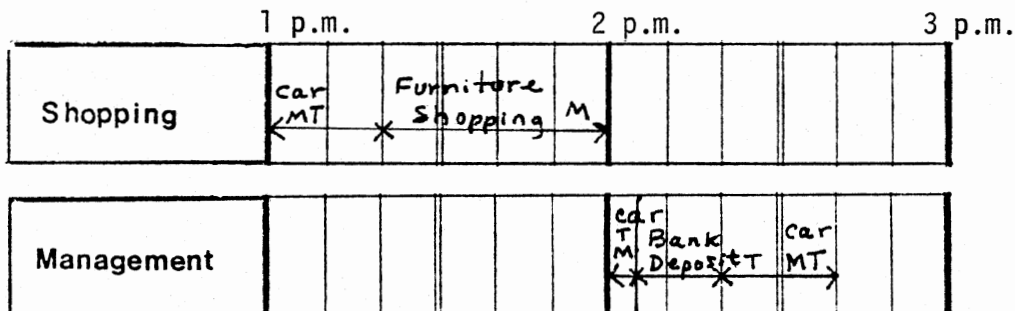
If more than one thing was done on a trip, include the time enroute to the activity of the first stop and assign the time for return trip to the last activity. In the above example, if the worker did not return directly from shopping, but went next door to the bank to make a deposit before returning home, the additional time and travel time would be recorded under management as noted below. Note that the travel time each way is 20 minutes; the shopping time is 40 minutes, and the management time is 15 minutes.

Example G.



If the mother had used the car 5 minutes to drive to the bank, the time would have been recorded in the manner below.

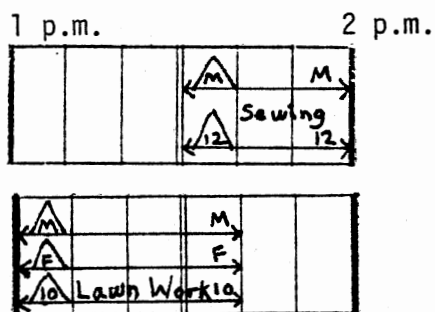
Example H.



Interaction: Two or more household members doing the same activity together.

To show that the same activity was done by more than one person at the same time and in the same place: place a penciled triangle around the symbols for any combination of individuals doing the same activity. Color of the triangle will indicate which persons were interacting; all persons doing the same activity should have the same color triangle. Color of the triangle ( $\Delta$ ) is not important, except that all persons interacting on one activity should have the same color triangle. (The symbols inside the triangle indicate sex of the person.) There may be 2, 3, or 4 triangles of the same color, or 2 pairs of triangles of different colors.

Example I.

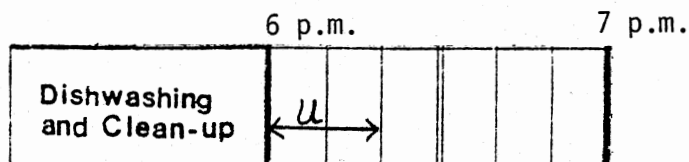


### Nonhousehold or Outside Help

Household work time of workers not living in the household should be recorded in the appropriate category. This worker is identified as either a paid worker (P) or an unpaid worker (U), and whether male (blue "P" or "U") or female (red "P" or "U").

For example, if someone is hired to clean the house, cut the grass, or "babysit" the children, the worker is a paid worker (P). If a relative (who does not live in the household) washed the dinner dishes, he/she is an unpaid worker (U).

Example J.



### Keys to Symbols

Sex of the individual will determine the color the symbol used:

Red, if female  
Blue, if male

Letters, numerals, and shapes will be used to show the identity of the worker.

Mother	M
Father	F
Children	Age Numeral
Paid Worker	P
Unpaid Worker	U
Travel	T
Secondary Time	○

Individuals doing same activity  $\triangle$  (Triangles should be the same color.)

Length of time for an activity:  $\longleftrightarrow$

Beginning and end of travel time:  $\text{---} \text{---} \times \text{---} \times \text{---} \text{---}$

There must be a line for each member of the family in each time period for the entire 24 hours. For some family members, there may be a second line showing secondary time.

		12 midnight	1am	2am	3am	4am	5am	6am	7am	8am	9am	10 pm	11 pm		
FOOD	Food Preparation													Food Preparation	FOOD
	Dishwashing and Clean-up													Dishwashing and Clean-up	
HOUSE	Housecleaning													Housecleaning	HOUSE
	Maintenance of Home, Yard, Car, and Pets													Maintenance of Home, Yard, Car, and Pets	
CLOTHING AND HOUSEHOLD LINENS	Care and Construction													Care and Construction	CLOTHING AND HOUSEHOLD LINENS
SHOPPING	Shopping													Shopping	SHOPPING
MANAGEMENT	Management													Management	MANAGEMENT
HOUSEHOLD MEMBERS	Physical Care													Physical Care	HOUSEHOLD MEMBERS
	Nonphysical Care													Nonphysical Care	
PERSONAL MAINTENANCE	Personal Care (of self)													Personal Care (of self)	PERSONAL MAINTENANCE
	Eating													Eating	
	Sleeping													Sleeping	
WORK (other than household)	School													School	WORK (other than household)
	Paid													Paid	
	Unpaid													Unpaid	
NONWORK	Organization Participation													Organization Participation	NONWORK
	Social and Recreational Activities													Social and Recreational Activities	
OTHER	Other													Other	OTHER

Time Record

Oklahoma State University  
Family Study Center

Management of Resources and Relationships in  
One-Parent and Two-Parent Families

Definition of Activities of Household Members

FOOD

1. Food Preparation

All tasks relating to the preparation of food for meals, snacks and future use, including canning and freezing.

Include time spent setting the table and serving the food.

2. Dishwashing and Clean-up

Washing and drying dishes, loading and unloading dishwasher or dish drainer.

Include after-meal clean-up of table, leftovers, kitchen equipment and garbage.

HOUSE

3. Housecleaning

Any regular or seasonal cleaning of house and appliances, including:

Mopping, vacuuming, sweeping, dusting, waxing  
Washing windows or walls  
Cleaning the oven; defrosting and cleaning the  
refrigerator or freezer  
Making beds and putting rooms in order

4. Maintenance of Home, Yard, Car and Pets

Any repair and upkeep of home, appliances, and furnishings such as:

Painting, papering, redecorating, carpentry  
Repairing equipment, plumbing, furniture  
Putting up storm windows or screens  
Taking out garbage and trash  
Care of houseplants, flower arranging

Daily and seasonal care of outside areas such as:

Yard, garden  
Sidewalks, driveways, patios, outside porches  
Garage, tool shed, other outside areas  
Swimming pool

Maintenance and care of family motor vehicles (car, truck, van, motorcycle, boat)

Washing, waxing  
Changing oil, rotating tires and other maintenance and repair work  
Taking motor vehicle to service station, garage, or car wash

Feeding and care of pets. Also include trips to kennel or veterinarian

#### CLOTHING AND HOUSEHOLD LINENS

##### 5. Care and Construction

Washing by machine at home or away from home, including:

Collecting and preparing soiled items for washing  
Loading and unloading washer or dryer  
Hanging up items and removing from the line  
Folding, returning to closets, chests and drawers  
Hand washing  
Ironing and pressing  
Getting out and putting away equipment  
Polishing shoes  
Preparing items for commercial laundry or dry cleaning  
Seasonal storage of clothing and textiles

Making alterations or mending  
Making clothing and household accessories (draperies, slip-covers, napkins, etc.) include such activities as:

Sewing  
Embroidering  
Knitting, crocheting, macramé  
If these activities are to make product for self, immediate family members or to give as gift, include under number 5.

If activity is primarily to produce product for sale, include time under "paid work" number 14.

If activity is primarily recreation, include time under "recreation" number 17.



## SHOPPING

6. Shopping

All activities related to shopping for food, supplies, services, furnishings, clothing, appliances and equipment (household, yard and workshop), and whether or not a purchase was made.

Include shopping by telephone, by mail, at home, or at the store. Also include:

Comparison shopping (including catalog shopping)  
 Putting purchases away  
 Getting or sending of mail and packages  
 Time spent in hiring of services (cleaning, repair, maintenance, or other)

## MANAGEMENT

7. Management

Make decisions and planning such as:

Thinking about, discussing, and searching for choices  
 Looking for ideas and seeking information  
 Determining what you have available (space, time, money, etc.)  
 Planning--family activities, vacations, menus, shopping lists, purchases and investments  
 Overseeing and coordinating activities  
 Checking plans as they are carried out  
 Thinking back to see how plans worked  
 Financial activities such as:

Making bank deposits and checking bank statements  
 Paying bills and recording receipts and expense  
 Figuring income taxes

## HOUSEHOLD MEMBERS

8. Physical Care

All activities related to physical care of household members other than self such as:

Bathing, feeding, dressing and other personal care  
 First aid or bedside care  
 Taking household members to doctor, dentist, barber

9. Nonphysical Care (Other Activities)

All activities related to the social and educational development of household members such as:

Playing with children to teach skills or share information.  
 Helping children with homework, teaching skills, talking  
 Reading aloud  
 Driving children to or going with children to social  
 and educational activities  
 Attending functions involving your child

#### PERSONAL MAINTENANCE

##### 10. Personal Care of Self

Bathing, getting dressed, other grooming and personal care  
 Making appointments and going to doctor, dentist, beauty shop,  
 barber and other personal services  
 Relaxing, loafing, resting alone  
 Meditation  
 Receiving physical care

##### 11. Eating

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

##### 12. Sleeping

Sleeping and naps

#### WORK (OTHER THAN HOUSEHOLD)

##### 13. School

School  
 Classes related to present or future employment

Include time spent in preparation for each of the above.  
 For example, work or reading done at home or at the  
 library relating to job or classes.

##### 14. Paid

Paid employment and work-related activities, such as work  
 brought home, professional, business and union meetings,  
 conventions, etc.  
 Paid work for family farm or business, babysitting, paper  
 route, yard care for pay.

##### 15. Unpaid

Work or service done either as a volunteer or as an unpaid  
 worker for relatives, friends, family business or farm, social,  
 civic, church or community organizations

## NONWORK

16. Organization Participation

Attending and taking part in:

Religious activities and services  
Civic and political organizations  
Other clubs and organizations

17. Social and Recreational Activities

Reading (not required for school or work)  
Watching TV  
Listening to radio, stereo, etc.  
"Going out" to movies, car shows, museums, sporting event,  
concerts, fairs, etc.  
Participating in any sport, hobby or craft  
Taking a class or lesson for personal interest  
Walking, cycling, boating, "taking a ride," training animals  
Talking with friends or relatives, either in person or by  
telephone  
Entertaining at home or being entertained away from home  
Writing letters, or cards to friends, relatives  
Playing games, musical instruments, etc. If adult is playing  
with child, ask for clarification as to whether activity is  
primarily for fun; include under Social and Recreation. If  
activity is for education, include under Non-Physical Care.

## OTHER

18. Other

Any activity not classified in categories 1 to 17  
Any time block for which you cannot recall, do not know,  
or do not wish to report  
Child's time spent in restricted activity, as a result of  
parental discipline.

TELEVISION NOTATION - record below "other" (in margin).

Record times television was turned on and off: "TV on," "TV off."  
(Record actual time spent watching television under "Social and  
Recreational Activities," number 17.)

## PROBE QUESTIONS FOR TIME RECORD

ASK THESE PROBE QUESTIONS IN EVERY FAMILY.

Record answers on Time Record where possible, but for others, write on front of Time Record.

Did you or any member of your family run errands during the lunch hour?

Did you or any member of your family make telephone calls from work relating to family matters?

Did you or any member of your family run errands on the way to or from work?

Were any members of your family ill on this day?

Did you or any member of your family help children with schoolwork?

Were there any other persons outside your family (such as baby sitters or yard workers) who did work in your home on this day?

Did you or any member of your family watch television on this day?

Was the TV set on while you or any member of your family was doing some other activity?

Were there any special circumstances that affected your time use on this day?

VITA

Virginia Tucker Rowland  
Candidate for the Degree of  
Doctor of Philosophy

Thesis: RESOURCE ADEQUACY AND TIME USE IN ONE-PARENT AND TWO-PARENT FAMILIES

Major Field: Home Economics-Housing, Design, and Consumer Resources

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Professional Affiliations: Omicron Nu and Phi Upsilon Omicron, home economics honoraries; Gamma Sigma Delta, agriculture honorary; American Home Economics Association; Oklahoma Home Economics Association; National Council on Family Relations.