

ADJUSTMENT OF FIVE-YEAR-OLD CHILDREN IN  
RELATION TO FATHERS' REPORTED  
ACTIVITIES WITH THEIR  
CHILDREN

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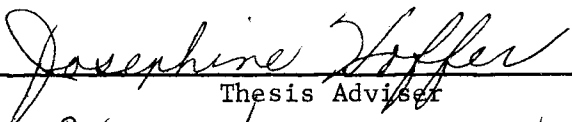
Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
May, 1974


Thesis  
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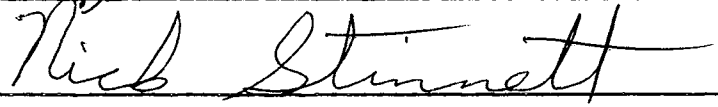
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## ACKNOWLEDGMENTS

The writer would like to express her sincere appreciation to the many people who have given of themselves to help make this study possible. To my major adviser, Dr. Josephine Hoffer, Associate Professor and Acting Head of the Department of Family Relations and Child Development for her guidance, encouragement, and sensitivity. Appreciation is also expressed to Dr. James Walters, Professor of Family Relations and Child Development for his patience and time spent in assisting in the analysis of data; and to Dr. Nick Stinnett, Associate Professor of Family Relations and Child Development, for his critical reading and invaluable suggestions.

The writer also wishes to extend her gratitude to Mrs. Carolyn Rogers and Mrs. Betty Young, owners and directors of private nursery schools in Tulsa, Oklahoma, for their cooperation in allowing data to be obtained from children enrolled in their respective schools. My thanks, to the children and their fathers who responded so willingly. My special thanks to the five fathers who assisted in establishing the validity of the questionnaire used; their comments and questions were of the greatest value to the study.

Finally, my deepest appreciation and love is expressed to my family, Mr. and Mrs. Sebastian Siciliano, Ms. Tonia Bizar and Master Steven B. Bizar for their faith and understanding in me.

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## CHAPTER I

### THE PROBLEM

This study is concerned with the relationship between the personal and social adjustment of five-year-old children and their fathers' reported activities with them. Nash (1965) in a review of literature on fatherhood, emphasized that the child-rearing procedures of the Western Society are mainly matricentric and that most studies have only centered on the influence which mothers have on their children. Only recently have investigations been made in an attempt to understand the impact which fathers have on the development of their children. Walters and Stinnett (1971) in a decade review of literature, have suggested that the impact of the father may be more significant than that of the mother.

Although the role of fathering has recently begun to receive attention, only two areas have been emphasized (Bigner, 1970). These areas include: (a) the effects of the father-son relationship on masculine development; and (b) the effects of father-absence on sex-role identification in boys and on family functioning. Ostrovsky (1959) suggested that even before the age of two the child is ready to include the father into his realm of experience and from this time on the father can become increasingly important in the child's emotional life and the structure of his personality.

### Need for the Study

Bigner (1970) in a review of literature of fathering, reported that no studies dealing with the specific behaviors which might commonly be thought to constitute the concept of fathering have been completed. He further emphasized the need for further research concerning the impact of the father on the personality development of children.

Duvall (1946) and Elder (1949) suggested that the complex changes in Western Society have brought about changes in the concepts of masculinity, femininity, parenthood and fatherhood in particular. These changes reflect a sharp contrast to the traditional concept of fatherhood. The changes in working conditions, including the shorter working day, and the increasing number of women who are joining the labor forces have contributed to this changing concept of fatherhood. The changes in working conditions now allow the father more time to spend with his children and in many cases the mother's contribution to the family's income has changed his role of sole provider. The father's participation in the domestic area, including child-rearing procedures, is becoming more needed and his impact on the child's development is more important than it was previously thought to be.

Ostrovsky (1959) emphasized the need for the father to participate in the development of the child starting in his early childhood years. He further suggested that fathers tend to take a greater interest in the upbringing of their children as they grow older, but his lack of participation during the years of early childhood has conditioned the child to feel removed and a close relationship with the child is difficult to establish.



Kunz (1962) found that a far greater number of today's fathers are participating in family-centered activities than did fathers in the previous generation. Ninety percent of the fathers were reported to be participating in the area of infant care as compared to 47 percent from the previous generation. Ninety percent of the fathers were reported to be participating in the area of child care as compared to 70 percent from the previous generation.

More research is needed in the area of father-child relationships since the father's participation in the parent role appears to be increasingly more important. Information concerning his interactions through participation with the young child is especially needed since the factors which contribute to the foundation of the development of a child's personality will in turn affect his total contribution to society. This information would also be of value to educators so that they could support and encourage the importance of the male role in nursery and elementary schools.

#### Purposes of the Study

The major purposes of the study were to:

1. Examine the relationship between the (a) personal adjustment, (b) social adjustment, and (c) total adjustment of five-year-old children and their fathers' reported activity at the infancy-toddlerhood and preschool levels with their sons and daughters.
2. Examine the relationship between the (a) personal adjustment, (b) social adjustment, and (c) total adjustment of five-year-old children, classified according to sex, and their fathers'

reported activity at the infancy-toddlerhood and preschool levels with their sons and daughters.

3. Examine the relationship between the reported participation of fathers with their children at the infancy-toddlerhood and preschool levels in routine and special activities.

### Hypotheses

The following hypotheses were examined:

1. There is no significant relationship between the (a) personal adjustment, (b) social adjustment, and (c) total adjustment of five-year-old children and their fathers' reported activity at the infancy-toddlerhood and preschool levels with their sons and daughters.
2. There is no significant relationship between the (a) personal adjustment, (b) social adjustment, and (c) total adjustment of five-year-old boys and their fathers' reported activity at the infancy-toddlerhood and preschool level with their sons.
3. There is no significant relationship between the (a) personal adjustment, (b) social adjustment, and (c) total adjustment of five-year-old girls and their fathers' reported activity at the infancy-toddlerhood and preschool levels with their daughters.
4. There is no significant relationship between the reported participation of fathers with their children at the infancy-toddlerhood and preschool levels in routine and special activities.

## CHAPTER II

### RELATED LITERATURE

Benson (1968) suggested that the classic differences between masculinity and femininity are vanishing as men and women take on similar roles in the labor market. The father no longer simply provides material goods for the family, but makes a domestic contribution in terms of his own view of life. Thus, the father's role in the development of the child is becoming increasingly more important as his participation in child-rearing procedures increase. This increase in his participation affects many areas of the child's development and contributes to the total growth of the child's personality.

#### Father's Influence on Child Development

##### Sex Identification

Parsons (1955) concluded that identification puts more emphasis on the role of the father than the mother in the family. He suggested that the child does not learn this behavior from the parent with whom he identifies, but such a behavior may be a result of a reciprocal role relationship in which the child and parent participate at various times. There are different reciprocal roles for males and females. The father is the one who carries out the differential reinforcements in his relationship with his children and is responsible for the sex-role

learning in the developing child.

Brown (1956) found that father-son relationships were more directly related to sex-typing than mother-son relationships. He noted that high masculine boys were reported to have stronger affectional ties to their fathers, who also took more part in their sons' upbringing than did the fathers of low masculine boys.

Goodenough (1957) studied the sex-typed behaviors of nursery school children and concluded that fathers influence their children's identification more than mothers. She found that the intensity of the father's differentiated sex-appropriate behaviors were greater than that of the mother's. The father's greater interest in sex-differences exerts stronger influence in general sex-typing.

Ostrovsky (1959) who is more critical of fathers, suggested that the father does not supply sex identification as much as the mother since he is not in the home as often. He emphasized that the father's inadequate participation can sometimes be attributed to his almost embarrassed attitude of fathers and men in general, toward children. He suggested that this attitude is partially due to his lack of experience with children, but is basically due to the Western Society's repression of affectionate playfulness and tender feelings on the part of men.

Tasch (1959) interviewed fathers of boys and girls in order to learn their conceptions of the paternal role. Her findings suggested that fathers do differentiate sex-appropriate behaviors between boys and girls. She reported that fathers viewed their daughters as more delicate, and sensitive than sons. The fathers more frequently used physical methods of punishment with their sons than with their daughters.

Hartup and Zook (1960) produced experimental evidence that sex-role

preferences occur early in life. They suggested that these preferences become apparent in the three-year-old child and that by the fourth year the child has clearly defined and established his sex-type.

McCord, McCord and Thurber (1962) used social workers' observations to study the behavior of father-absent boys. They reported that ten to fifteen-year-old father-absent boys showed more anxiety about sex than a matched group of father-present boys. No significant difference could be found in regard to mother dependency between the two groups. Kagan (1968) emphasized that the value of having a traditionally-oriented father who manifests appropriate sex-role behavior is more of a necessity than a disadvantage to the growing child.

Heilburn (1965) studied the content of sex-role differentiated behavior and concluded that fathers are more proficient than mothers in differentiating sex-role. He suggested that participation by the father in a secure and consistent relationship with his daughter provides higher feminine development. Mussen and Rutherford (1963) also found that highly feminine first grade girls had fathers who encouraged their daughters more in sex-appropriate activities than did fathers of unfeminine girls.

Leonard (1966) emphasized the need for a girl to establish a desexualized object relationship to her father in order for her to be able later to accept the feminine role without guilt or anxiety and to give love to a young man in her peer group. He suggested that without paternal participation the girl may idealize her father and later seek a love object similar to this ideal.

Biller (1968a) studied children who had ineffectual fathers and compared them to father-absent children. He found that boys from

father-absent homes may in many cases be less retarded in their masculine development than boys from intact mother-dominated homes. Biller (1969b) in a later study also found that kindergarten age father-absent boys' degree of maternal encouragement for masculine behavior was positively related to masculinity of sex-role preference and adoption.

### Emotional Development

Levy (1943) reported that more boys are referred to child-guidance clinics because of maternal over-protection than girls. He found that fathers were frankly inadequate, wife-dominated, uninterested or hostile to their boys in sixteen out of twenty cases that were studied. He further reported that one boy, age four, made good progress when his father was brought into the psychotherapeutic situation and encouraged to take a more positive role in the boy's life.

Lidz, Parker and Cornelison (1956) provided some experimental evidence that indicated that inadequate fathering was a significant antecedent in the development of schizophrenia. They suggested that such a maladjustment is considered to be associated with the lack of stable paternal involvement in childhood.

Peterson, et al. (1959) studied the backgrounds of families of emotionally disturbed children and found: (a) that paternal attitudes were as important as those of the mother in determining maladjustment in their offsprings; (b) that maladjusted children had experienced the effects of paternal emotional disturbance and especially arbitrary discipline by the father; (c) that the children with conduct problems had unconcerned and emotionally distant fathers. Ostrovsky (1959) further emphasized that the inadequate male influence involves the danger of

limiting and inhibiting the child's emotional growth and producing in him serious psychological disturbances.

Keniston (1965) has pointed out that boys who have problems from homes that have all the material comforts are the subjects of an increasing number of research studies. He studied a number of young men who were students at Harvard University who were from upper-upper class families. He reported that nearly everyone of them were distrustful, pessimistic, and resentful. They described the world in which they lived as filled with hostility, injustice, hypocrisy and abuse. They also reported that they remembered their childhood as mostly women-dominated. In none of the cases Keniston studied was a father of an important influence on the boy as he grew up.

Schvaneveldt, Fryer and Ostler (1970) interviewed middle-class nursery school children to seek their perceptions of the emotional impact which fathers have upon them in terms of "goodness" and "badness." Girls more frequently perceived a "good" father as one who displayed affection to others, while a "bad" father was one who disciplined, failed in domestic matters and was emotionally cold. Boys more frequently mentioned a "good" father as one who played with them and a "bad" father as one who disciplined them.

### Social Development

Payne and Mussen (1956) reported that adolescent boys who were similar to their fathers in terms of responses to the California Personality Inventory were rated as significantly more friendly by their teachers than boys who had responses markedly different from their fathers. Gary (1957) also reported that fifth through eighth grade

boys were considered more popular by their peers when they perceived themselves as significantly more like their fathers in terms of an adjective checklist than did boys who rated low on popularity.

A number of studies suggested that father-absent boys have more difficulty in forming peer relationships than do father-present boys. They are less popular with peers because they often lack a secure masculine sex-role orientation (Lynn and Sawrey, 1959; and Stolz, et al., 1954). Bronfenbrenner (1961) reported that the amount of time adolescent boys spent with their fathers was positively related to the amount of leadership and responsibility that the boys displayed in school.

Hoffman (1961) reported that warm companionship of boys with their fathers reflected positive peer-group adjustment. The boys had an outgoing peer-group behavior pattern that included initiation of friendship, frequent attempts at influence but low use of physical force, success in influence and nondependence. The father's relationship was less important to girls in peer-group adjustment.

#### Intellectual Development

Tasch (1959) reported that the area of the development of intellectual ability was reported by fathers as the most frequent area of participation. The fathers reported that their methods most often included setting a good example and answering the child's questions honestly.

McClelland (1961) suggested that males who have been father-absent during childhood generally have lower achievement motivation and experience less career success than do males who have been father-present during childhood.



Bing (1963) reported that the father's reading habits were more closely related to the verbal abilities of his daughter than those of his son, especially if he was a habitual reader. She suggested that the "intellectual" father will enjoy greater rapport with his daughter than his son, especially when both children are young, since it usually takes boys longer than girls to discover the pleasures of reading.

Radin (1972) found that there was a positive relationship between the warmth which the father of four-year-old boys demonstrated and I. Q. scores. Boys who received paternal nurturance scored significantly higher than those who received paternal restrictiveness. Walters and Stinnett (1971) in a review of literature, also found that there is a positive relationship between the warm, accepting, and understanding parent and academic achievement, creative thinking and leadership in children.

#### Influence of Father-Absence on Child Development

Bach (1946) studied the father-separated child through doll play techniques. He found that children six through ten years of age who had been separated from their fathers at ages one through three produced an idealistic and feminine phantasy picture of the father. These children were also less aggressive, more submissive, more dependent and more willing to accept authority than those children from intact homes.

Stolz, et al. (1954) studied children who were from four to eight years of age and whose fathers had been absent the first few years of their life because of military service. She found that these significantly more anxious than children whose fathers had been continually

present. They also appeared to be closer to their mothers than their fathers; were less dependent; showed more serious behavior problems and more fears of a serious nature than the control group.

Lynn and Sawrey (1959) examined the effects of father-absence upon Norwegian boys and girls in the second grade. They found that girls developed a greater than average dependency upon their mothers. The boys showed deficiencies in peer adjustment; were insecure in their masculinity, were impulsive and reflected poor personality adjustment.

Stephens (1961) reported a study in which social workers were asked to compare boys from families with a father to boys from fatherless families. The boys from father-absent homes were often judged to be anxious about sex and to be more effeminate than boys of intact homes. Biller (1969b) reported that the actual timing of the father's absence from the family appears to be a crucial variable. He found that boys have less masculine behavior if the father's absence occurred during the first four years of life.

## CHAPTER III

### PROCEDURE AND METHOD

The overall purposes of this study were to (1) examine the relationship between the (a) personal adjustment, (b) social adjustment, and (c) total adjustment of five-year-old children and their fathers' reported activity at the infancy-toddlerhood and preschool levels with their sons and daughters; (2) examine the relationship between the reported participation of fathers with their children at the infancy-toddlerhood and preschool levels in routine and special activities.

To achieve the purposes of this study the following steps were pursued: (1) the review of related literature; (2) the selection of the test to measure personal and social adjustment; (3) the development of a letter of explanation and request for permission to administer the test and questionnaire, a face sheet and an inventory of fathers' activities; (4) the selection of the subjects; (5) the pre-administration of the inventory of fathers' activities; (6) the administration of the inventory of fathers' activities and the California Test of Personality (1953) to the subjects; (7) the analysis of data and interpretation of results.

#### Development of the Questionnaire

##### Inventory of Fathers' Activities (IFA)

A checklist was developed by the investigator and used to identify

fathers' reported activity level with their children (Appendix A). This checklist was subjected to a group of five fathers, not included in the final sample, to ascertain if statements were clear and if responses could be tabulated. A letter to the fathers explaining the intentions of the study and request for permission to administer the California Test of Personality accompanied the checklist (Appendix A).

### Face Sheet

A face sheet was developed by the investigator to obtain selected background characteristics of the fathers (Appendix A). The face sheet was also subjected to the same group of five fathers, not included in the final sample, to ascertain if statements were clear and if responses could be tabulated.

### The California Test of Personality

The California Test of Personality form AA for primary grades was selected as the instrument to be used to measure the personal and social adjustment of the subjects.

The California Test of Personality is organized around the concept of life adjustment as a balance between personal and social adjustment. Personal adjustment is assumed to be based on feelings of personal worth, sense of personal freedom, feelings of belonging, withdrawing tendencies, and nervous symptoms. Social adjustment is assumed to be based on feelings of social security as seen in its six components: social standards, social skills, anti-social tendencies, family relations, school relations, and community relations. Under each of these 12 components are eight questions to be answered either "yes" or "no";

thereby, simplifying the administration of the test, especially with younger children. Validity is increased by requiring a choice between only these two alternative responses (Thorpe, Clark and Tiegs, 1953).

#### Description of Subjects

The subjects for this study were 34 children who had attended or were attending private nursery schools in Tulsa, Oklahoma.

There was an overall total of 60 subjects which included 30 boys and 30 girls. The age range was 5 years, 0 months to 5 years, 11 months. From these 60 children, 34 fathers (56.6 percent) responded to the Inventory of Fathers' Activities. There was an equal number of boys and girls in the sample (17 each) with the largest number of subjects grouped in the ordinal position of youngest of 2 or more children (44.1 percent). Eighty-five percent of the sample was from families of 2 or 3 children (Table I).

The subjects were predominantly from middle class families. The ages of the fathers ranged from 26 to 40 and over. A total of 32.4 percent of the fathers were college graduates and 35.3 percent completed some post-graduate studies; 2.9 percent of the fathers were high school graduates and 29.4 percent had completed some college. The occupational status of the fathers included 50 percent in the field of business and 29.4 percent professional; 5.9 percent were in the fields of labor and self-employed with 8.8 percent listed under other categories (Table II).

#### Collection of Data

The IFA and Face Sheet were mailed to the subjects' fathers (Appendix A). A cover-letter explaining the intentions and procedure of the

TABLE I  
 AGE, SEX, ORDINAL FAMILY POSITION, AND  
 NUMBER OF CHILDREN IN FAMILY  
 (N = 34)

Variable	Classification	Number	Percent
Age	Five	34	100
Sex	Boys	17	50
	Girls	17	50
TOTAL		<u>34</u>	
Ordinal position of child in family	Oldest of 2 or more	12	35.3
	Youngest of 2 or more	15	44.1
	Middle of 3 or more	7	20.6
TOTAL		<u>34</u>	
Number of children in family	Two	19	55.9
	Three	10	29.4
	Four	4	11.8
	Five	1	2.9
TOTAL		<u>34</u>	

TABLE II  
AGE, EDUCATION, AND OCCUPATION OF FATHERS  
(N = 34)

Variable	Classification	Number	Percent
Age	21-25	7	20.6
	26-30	15	44
	31-35	5	14.8
	36-39	7	20.6
	40 and over		
TOTAL		<u>34</u>	
Education	Some high school	1	2.9
	Some college	10	29.4
	College graduate	11	32.4
	Post graduate study	12	35.3
TOTAL		<u>34</u>	
Occupation	Professional	10	29.4
	Labor	2	5.9
	Business	17	50
	Self-employed	2	5.9
	Other	3	8.8
TOTAL		<u>34</u>	

study (Appendix A) accompanied the questionnaire. The investigator contacted by telephone those fathers who responded by returning the completed questionnaire, and arranged for an appointment to administer the California Test of Personality to the children. The test was administered to the subjects by the investigator within their own homes according to the directions in the test manual and all questions concerning the IFA were reviewed with the subjects' fathers and corrections were made when necessary.



## CHAPTER IV

### ANALYSIS OF DATA

The overall purpose of the study was to examine the relationship between the adjustment of five-year-old children and their fathers' reported activity at the infancy-toddlerhood and preschool levels. Another purpose examined was the relationship between the reported participation of fathers with their children at the infancy-toddlerhood and preschool levels in routine and special activities. The data were analyzed by the Spearman Rank Correlation Coefficient. The hypotheses and results are presented as follows:

Hypothesis I. There is no significant relationship between the (a) personal adjustment, (b) social adjustment, and (c) total adjustment of five-year-old children and their fathers' reported activity at the infancy-toddlerhood and preschool levels with their sons and daughters.

Table III reflects there was no significant relationship in personal adjustment, social adjustment or total adjustment of five-year-old boys and girls and their fathers' reported activity level. Therefore, Hypothesis I is held tenable.

Hypothesis II. There is no significant relationship between the (a) personal adjustment, (b) social adjustment, and (c) total adjustment of five-year-old boys and their fathers' reported activity at the infancy-toddlerhood and preschool level with their sons.

TABLE III

SPEARMAN RANK CORRELATION COEFFICIENTS REFLECTING RELATIONSHIPS  
BETWEEN PERSONAL ADJUSTMENT, SOCIAL ADJUSTMENT AND TOTAL  
ADJUSTMENT OF FIVE-YEAR-OLD CHILDREN AND THEIR  
FATHERS' REPORTED ACTIVITY LEVEL WITH  
THEIR SONS AND DAUGHTERS  
(N = 34)

Developmental Level	Adjustment	Spearman r	t	Level of Significance
Infancy-Toddlerhood	Personal	.06	.33	n.s.
	Social	.01	.04	n.s.
	Total	.09	.52	n.s.
Preschool	Personal	.11	.61	n.s.
	Social	.04	.21	n.s.
	Total	.12	.69	n.s.
Infancy-Toddlerhood and Preschool	Personal	.06	.35	n.s.
	Social	.05	.27	n.s.
	Total	.07	.42	n.s.

Table IV reflects there was no significant relationship in personal adjustment, social adjustment or total adjustment of five-year-old boys and their fathers' reported activity level. Therefore, Hypothesis II is held tenable.

Hypothesis III. There is no significant relationship between the (a) personal adjustment, (b) social adjustment, and (c) total adjustment of five-year-old girls and their fathers' reported activity at the infancy-toddlerhood and preschool levels with their daughters.

Table V reflects there was no significant relationship in personal adjustment, social adjustment or total adjustment of five-year-old girls and their fathers' reported activity level. Therefore, Hypothesis III

TABLE IV  
 SPEARMAN RANK CORRELATION COEFFICIENTS REFLECTING RELATIONSHIPS  
 BETWEEN PERSONAL ADJUSTMENT, SOCIAL ADJUSTMENT AND TOTAL  
 ADJUSTMENT OF FIVE-YEAR-OLD BOYS AND THEIR FATHERS'  
 REPORTED ACTIVITY LEVEL WITH THEIR SONS  
 (N = 17)

Developmental Level	Adjustment	Spearman r	t	Level of Significance
Infancy-Toddlerhood	Personal	.05	.18	n.s.
	Social	.02	.08	n.s.
	Total	.22	.89	n.s.
Preschool	Personal	.09	.36	n.s.
	Social	.10	.39	n.s.
	Total	.20	.81	n.s.
Infancy-Toddlerhood and Preschool	Personal	.03	.13	n.s.
	Social	.10	.37	n.s.
	Total	.16	.63	n.s.

TABLE V  
 SPEARMAN RANK CORRELATION COEFFICIENTS REFLECTING RELATIONSHIPS  
 BETWEEN PERSONAL ADJUSTMENT, SOCIAL ADJUSTMENT AND TOTAL  
 ADJUSTMENT OF FIVE-YEAR-OLD GIRLS AND THEIR  
 FATHERS' REPORTED ACTIVITY LEVEL WITH  
 THEIR DAUGHTERS  
 (N = 17)

Developmental Level	Adjustment	Spearman r	t	Level of Significance
Infancy-Toddlerhood	Personal	.19	.73	n.s.
	Social	.07	.28	n.s.
	Total	.11	.44	n.s.
Preschool	Personal	.31	.25	n.s.
	Social	.20	.25	n.s.
	Total	.28	.14	n.s.
Infancy-Toddlerhood and Preschool	Personal	.24	.95	n.s.
	Social	.05	.20	n.s.
	Total	.14	.55	n.s.

is held tenable.

Hypothesis IV. There is no significant relationship between the reported participation of fathers with their children at the infancy-toddlerhood and preschool levels in routine and special activities.

Table VI indicated a relationship between the participation of fathers with their sons at the infancy-toddlerhood and preschool levels in routine activities ( $p = .05$ ); and in special activities ( $p = .001$ ). Table VI also indicated a relationship between the participation of fathers with their daughters at the infancy-toddlerhood and preschool levels in routine activities ( $p = .001$ ); and in special activities ( $p = .01$ ).

TABLE VI

SPEARMAN RANK CORRELATION COEFFICIENTS REFLECTING RELATIONSHIPS BETWEEN THE REPORTED PARTICIPATION OF FATHERS WITH THEIR CHILDREN AT THE INFANCY-TODDLERHOOD AND PRESCHOOL LEVELS IN ROUTINE AND SPECIAL ACTIVITIES

Children	N	Activities	Spearman r	t	Level of Significance
Sons	17	Routine	.74	4.20	.05
		Special	.82	5.57	.001
Daughters	17	Routine	.80	5.20	.001
		Special	.71	3.89	.01
Sons and Daughters	34	Routine	.76	6.71	.001
		Special	.79	7.38	.001

Table VI further indicated a relationship between the participation of fathers with their children (boys and girls combined) at the infancy-toddlerhood and preschool levels in both routine and special activities ( $p = .001$ ). Both areas of activity (routine and special) reflect a significant relationship between fathers' reported participation with their children at the infancy-toddlerhood and preschool levels. Therefore, Hypothesis IV is rejected.

## CHAPTER V

### SUMMARY, FINDINGS, AND RECOMMENDATIONS

The major purpose of this study was to ascertain the relationship between the adjustment of five-year-old children and their fathers' reported activity at the infancy-toddlerhood and preschool levels. Another purpose was to ascertain the relationship between the reported participation of fathers with their children at the infancy-toddlerhood and preschool levels in routine and special activities. To accomplish these purposes, an Inventory of Fathers' Activities (Appendix A) was developed to determine the fathers' reported level of activity. The California Test of Personality was administered to determine the children's personal, social and total adjustment.

The subjects for this study were 34 children who had attended or were attending private nursery schools in Tulsa, Oklahoma, and their fathers. Data from the California Test of Personality were compared with data from the Inventory of Fathers' Activities. Also data from the Inventory of Fathers' Activities at the infancy-toddlerhood level were compared with data from the preschool level in routine and special activities. Data were placed on IBM cards and treated statistically by calculating the Spearman Rank Correlation Coefficient.

#### Findings

The results of this study were as follows:

1. There was no significant relationship between the personal, social, or total adjustment of five-year-old children and their fathers' reported activity at the infancy-toddlerhood and preschool levels.

2. There was no significant relationship between the personal, social, or total adjustment of five-year-old boys and their fathers' reported activity at the infancy-toddlerhood and preschool levels.

3. There was no significant relationship between the personal, social, or total adjustment of five-year-old girls and their fathers' reported activity at the infancy-toddlerhood and preschool levels.

4. There was a significant relationship between the reported participation of fathers with their sons at the infancy-toddlerhood and preschool levels in routine activities ( $p = .05$ ); and in special activities ( $p = .001$ ).

5. There was a significant relationship between the reported participation of fathers with their daughters at the infancy-toddlerhood and preschool levels in routine activities ( $p = .001$ ); and in special activities ( $p = .01$ ).

6. There was a significant relationship between the participation of fathers with their children at the infancy-toddlerhood and preschool levels in both routine and special activities ( $p = .001$ ).

#### Implication

The following implication seems to have relevance from the findings of this study: The role of the father in child-rearing practices seems to be changing and fathers are no longer waiting until after the infancy-toddlerhood level to become actively involved.



## Recommendations

The investigator makes the following recommendations for further research related to this study:

1. This study indicated that there is a significant relationship between fathers' level of participation with their children at the infancy-toddlerhood and at the preschool levels. More research should be done to include the following factors:

- a. A larger sample should be used to gain a more accurate picture of these findings.
- b. A different economic class should be used and compared with the findings in this area.
- c. A follow-up study which would examine the relationship between fathers' (from the previous generation) level of participation with their children at the infancy-toddlerhood and at the preschool levels. Findings should be compared with this study.

2. A longitudinal study should be considered to examine the relationship between fathers' participation and children's adjustment during different developmental stages.

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## APPENDIXES

August 30, 1973

Dear Parent,

I am contacting you to ask you to participate in research involving fathers and their five-year-old children. This research is under the direction of the Department of Family Relations and Child Development at Oklahoma State University and is being conducted in partial fulfillment of my Masters' degree. I am interested in ascertaining the relationship between the personal and social adjustment of five-year-old children and their fathers' reported activities with their children.

I have enclosed the questionnaire and a self-addressed envelope for your convenience. I would be pleased if you would return your response no later than September 17, 1973. Upon receiving your completed questionnaire, I will contact your home by telephone to arrange for an appointment with your child for the purpose of administering a short verbal test. This verbal test will be administered within the participant's home since the familiar surroundings will be more comfortable and in the best interest of the child.

All answers given by both you and your child will be held in the strictest confidence and no names will appear in the written study. Findings will be shared with those participating.

Your cooperation concerning this matter is greatly appreciated.

Sincerely yours,

Darlene Mulliken  
Teacher, Carolyn Rogers' Nursery School

Josephine Hoffer, Adviser  
Associate Professor, Acting Head  
Department of Family Relations  
and Child Development

Enclosures

Name: \_\_\_\_\_  
 Phone: \_\_\_\_\_

### QUESTIONNAIRE

Please check or fill in the appropriate response for each question.

1. Age:   \_\_\_ 1. 20 and below  
           \_\_\_ 2. 21-25  
           \_\_\_ 3. 26-30  
           \_\_\_ 4. 31-35  
           \_\_\_ 5. 36-40  
           \_\_\_ 6. 40 and over

2. Years of education completed:

- \_\_\_ 1. Less than high school  
    \_\_\_ 2. Some high school  
    \_\_\_ 3. High school graduate  
    \_\_\_ 4. Some college  
    \_\_\_ 5. College graduate  
    \_\_\_ 6. Post graduate study

3. What is your occupation?

\_\_\_\_\_

4. Number of years married to present spouse:

- \_\_\_ 1. Less than 5 years  
    \_\_\_ 2. 5-9 years  
    \_\_\_ 3. 10-14 years  
    \_\_\_ 4. 15-19 years  
    \_\_\_ 5. 20-25 years  
    \_\_\_ 6. 26 years or over

5. List number of children in family by sex and in order of age, starting with the youngest child.

Example:

sex:   M     age:   1    
 sex:   F     age:   3    
 sex:   M     age:   5  

sex: \_\_\_      age: \_\_\_      sex: \_\_\_      age: \_\_\_  
 sex: \_\_\_      age: \_\_\_      sex: \_\_\_      age: \_\_\_  
 sex: \_\_\_      age: \_\_\_      sex: \_\_\_      age: \_\_\_

6. Is your wife gainfully employed outside the home?

\_\_\_ yes           \_\_\_ no

## DIRECTIONS FOR INVENTORY OF FATHERS' ACTIVITIES

The questions on the following pages are about yourself and your son or daughter, \_\_\_\_\_ . We are interested in knowing what kinds of activities you have ACTUALLY participated in or have done with your child and not those which you feel you WOULD LIKE to do. Please do not hesitate to answer the questions honestly and carefully for your answers will be held in the strictest confidence and there are no right or wrong answers.

The questions which appear in this questionnaire are divided into two parts. Part I pertains to activities which may be considered as Routine Activities, whereas, Part II pertains to Special Activities or Situations or those which may require involvement only when the occasion arises. The activities in both parts have also been divided into two Developmental Stages: (1) Infancy-Toddlerhood, and (2) Preschool. Be careful to check both of the Developmental Stages next to each activity according to your participation at that particular time in your child's life. Below are definitions of the possible choices set forth in this questionnaire to assist you in selecting your answers.

## GUIDE FOR INVENTORY OF FATHERS' ACTIVITIES

PART I (Routine Activities)

Daily: "at least once everyday"

Weekly: "at least once a week, regardless of day or days, less than daily"

Sometimes: "every once in awhile, less than weekly, from time to time"

Never: "have not participated at all"

PART II (Special Activities or Situations)

Yes: "have participated in activity at some time"

NA: "not applicable, situation has not occurred"

No: "have not participated in activity"

DEVELOPMENTAL STAGES

Infancy-Toddlerhood: "approximately from birth through 36 months"

Preschool: "approximately from 3 years old through 6 years old"













## DEVELOPMENTAL STAGES

ACTIVITIES	Infancy-Toddlerhood			Preschool		
	Yes	NA	No	Yes	NA	No
PART II (Special Activities or Situations)						
1. Took child to the doctor when needed						
2. Took child to the dentist when needed						
3. Took child on trips--vacations planned with child in mind						
4. Took child to the movies						
5. Took child to special children's features--circus, matinee, etc.						
6. Attended sports events with child						
7. Visited child's school						
8. Gave or took child for haircut						
9. Took child for short trips--visit relatives, friends, etc.						
10. Cared for child when ill						

## DEVELOPMENTAL STAGES

ACTIVITIES	Infancy-Toddlerhood				Preschool		
	Yes	NA	No		Yes	NA	No
PART II (Special Activities of Situations)							
11. Cared for child while mother was not in the home							
12. Comforted child when physically hurt							
13. Comforted child when emotionally hurt							
14. Helped child overcome "nervous habits"							

APPENDIX B



## CALIFORNIA TEST OF PERSONALITY

Definitions of the Components:<sup>1</sup>

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think and act.

Personal Adjustment

- 1A. Self Reliance--An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.
- 1B. Sense of Personal Worth--An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- 1C. Sense of Personal Freedom--An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.
- 1D. Feeling of Belonging--An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.

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<sup>1</sup>Louis P. Thorpe, Willis W. Clark, and Ernest W. Tieg, Manual: California Test of Personality (Los Angeles, 1953), pp. 3-4.

- 1E. Withdrawing Tendencies--The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 1F. Nervous Symptoms--The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

### Social Adjustment

- 2A. Social Standards--The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.
- 2B. Social Skills--An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.
- 2C. Anti-Social Tendencies--An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 2D. Family Relations--The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.
- 2E. School Relations--The student who is satisfactorily adjusted to his school is the one who feels that his teacher likes him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the

student that he counts for something in the life of the institution.

- 2F. Community Relations--The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.

VITA <sup>y</sup>

Darlene M. Siciliano

Candidate for the Degree of

Master of Science

Thesis: ADJUSTMENT OF FIVE-YEAR-OLD CHILDREN IN RELATION TO FATHERS'  
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Biographical:

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