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THE RELATIONSHIP OF COMMITMENT TO FATHER ROLE-IDENTITY AND ROLE PERFORMANCE

A Dissertation

Presented for the

Doctor of Philosophy

Degree

The University of Tennessee, Knoxville

Lee Kirk Darlin

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DEDICATION

This dissertation is dedicated to the memory of my parents

Frederick Leon Darlin

and

Elisha Wiszowaty Darlin

who inspired me to be a teacher

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ABSTRACT

The involvement of fathers in home activities was examined using role-identity theory. Various types of commitment were identified. Focus was on cathectic commitment, the man's level of emotional and mental strength toward the father role-identity, and its relationship to father role performance. The father role-identity was divided into six components (discipliner, educator, provider, nurturer, caregiver and playmate). Special emphasis was placed on the corresponding dimensions of father role performance.

A purposive sample of 213 fathers of preschool age children was collected from churches and child care centers in a southeastern city. Cathectic commitment and role performance instruments were developed using modifications of existing measures. Besides descriptive statistics, analysis included correlations, ANOVA, and ANCOVA. Hypothesized relationships between each of the father role-identity components and dimensions were generally supported. Additional analysis was conducted with interaction terms, controls and other possible determinants.

Many fathers perceive themselves as providers. The "new" nurturant father, popularized in the media, also was a common perception. Most fathers engaged in traditional role performances in the home.

The distinct conceptualization of commitment types in research was suggested. The dividing of the father role-identity and role performance into components and dimensions was recommended.

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CHAPTER I

INTRODUCTION

The image and characteristics of the American family have changed dramatically since the turn of the century due to changes in the economy (e.g. increased female labor force participation), changes in the birth rate and changes in women's rights. Social science research primarily focuses on changes in female familial roles (LaRossa, Gordon, Wilson, Bairan, and Jaret 1991; Day and Mackey 1986); less is known about changes in male familial roles. In conjunction with the women's movement in the 1970s the male role received public examination. Some social scientists advocated new male and father roles and identities (Grønseth 1971; Farrell 1971, 1974; Pleck and Sawyer 1974; Lewis 1981). A men's movement was proclaimed. Currently, some popular magazines state men are changing (Holcomb 1994; Kretchmar 1993; Fader 1993). Various academics assert contemporary males are taking an active interest in child rearing (Gerson 1993; Swenson 1992), but many state that males continue to follow more traditional fatherhood models (Peplau 1983; MacDermid, Huston, and McHale 1990; Thomson, McLanahan, and Curtin 1992; Mederer 1993).

The purpose of this dissertation is to investigate fathers' involvement in the home through the use of role-identity theory with a focus on cathectic commitment. The

father involvement construct was extended to include the diverse dimensions of the "new" father role.

Recent research connects a person's particular view of self as a role performer (role-identity) to role performance (Callero 1985; Buchanan 1985; Reitzes and Burke 1983). The contribution of this research to social psychology is further explication of the role-identity -- role performance connection. Specific hypotheses are presented in the Methodology chapter.

Substantive contributions are made by expanding empirical knowledge of the contemporary father role and by exploring the relationships between role-identity theory concepts using questionnaire data. Self-administered questionnaires were given to fathers with preschool children.

CHAPTER II

CONCEPTUAL DEVELOPMENT

The general theoretical orientation underlying this study is symbolic interaction with emphasis on role and role-identity theory. After presenting these theories, a review of substantive research identifies the major sociological variables influencing the involvement of fathers in the home.

Role Theory

Role theory evolved from different perspectives. The two main theoretical perspectives are structural-functionalism and interactionism (Stryker and Statham 1985, p. 330; Biddle 1986). Structural-functionalists view roles as an integral part of the societal fabric serving to maintain equilibrium and preserve social order in social interactions (Stryker and Statham 1985), and interactionists hold a more fluid view of roles (Turner 1990). Roles are socially constructed and redefined on the basis of the social actors' shared meanings and interpretations of the situations (Biddle 1986; Stryker and Statham 1985).

A role theoretic approach recognizes the influence of social structure on father role change and suggests the importance of examining both the duties and rights associated with family roles (previous studies focus on duties). Two

premises underlie the discussion of the rights and duties associated with the father role. First, the father role does not exist independently of the mother role, for roles can only be understood in relation to other roles. Second, research on roles inappropriately centered on the duties of the father and neglected the rights. The father role provides additional privileges, resources, and rewards, often not addressed.

Every role exists in relationship to other roles (Thoits 1987; Turner 1990). The role of father is paired with the role of mother as well as child, grandfather, and so forth. A male will have difficulty changing the father role if a role partner such as the mother has a different set of definitions/meanings and expectations for behavior than he does. When the father and mother have nonreciprocal and incongruent expectations, role strain or conflict occurs (Thoits 1987, p. 17).

A role consists of rights and duties. Recent research on the father role emphasizes the duties of nurturant fathers (Radin 1981; Baruch and Barnett 1981; Russell 1982; Barnett and Baruch 1987; Crouter, Perry-Jenkins, Huston, and McHale 1987; Levant, Slattery and Loiselle 1987; Atkinson 1987; Entwisle and Doering 1988; Crouter and Crowley 1990; Lam and Haddad 1992). Focus tends to be on the costs, liabilities, or harm to the male who is nurturant (Turner 1990, p. 105). The rights are overlooked. Duties and rights must be included to understand the father role more fully. Rights, also

conceptualized as privileges, should be investigated by those pursuing father role, identity, and involvement research.

Role-identity Theory

Role-identity theory as proposed by McCall and Simmons (1966) and Stryker (1968, 1987) is useful for examining contemporary father roles and fathers' involvement in the home. These theorists separately developed similar frameworks combining the self and social structure, identities and social roles. A role-identity refers to an idealized imaginative conception associated with a position a person occupies (McCall and Simmons 1966; Burke 1989; Wiley 1991). Other people and situations may provide support for a male's imaginative self. To attain support, fathers and their role partners negotiate acceptable performances. The variety found in performance of the father role may reflect differences in men's imaginings and negotiations of their father role-identities (McCall and Simmons 1966, p. 66).

Father Role-identity

An individual may value some aspects of an identity more than others. To some, father means traditional provider, yet to others, father may imply caregiver. If two men highly value their father identities, they may still exhibit substantial differences in their involvement in the home; the variation resulting from what each father perceives as the

important component(s) in the father role-identity. The male whose father role-identity resembles that of traditional provider will most likely be more immersed in paid work, whereas the male who sees his father identity as caregiver will be more involved in the home. Variations in the value placed on the different aspects of the father role-identity will result in various levels of involvement in different activities (Burke and Reitzes 1991). Men's perceptions of the father role-identity should not be assumed to be the same.

Commitment

The concept commitment appears in the role-identity literature, but its meaning is unclear. A discussion of the problems with the concept of commitment provides a basis for making workable distinctions among the phenomena currently grouped under the broad heading of commitment.

For decades, the major problem with the commitment concept was the inconsistent use of the term (Becker 1960). Commitment connoted links among identities, behaviors, relationships, reinforcements/rewards, costs and investments. Four distinct types are: cathectic (cathexis), structural, relational, and cybernetic. Cathectic commitment is the degree of emotional and mental strength toward a particular identity (Jackson 1981). Structural commitment is the link between identity and actions or behaviors (Becker 1960). The element tying identities and relationships is relational

commitment (Stryker 1968). The process of maintaining an identity is designated by the term cybernetic commitment (Burke and Reitzes 1991).

Cathectic Commitment

Commitment denoting adherence to an identity that is defined as commitment to self or identity (McCall and Simmons 1966) is termed "cathectic commitment" or "cathexis." Cathexis is the level of emotional and mental strength toward a particular identity (Stryker 1968, pp. 560-1; Nuttbrock and Freudiger 1991; Jackson 1981).

Cathectic commitment connotes the importance of an identity to a person. The more important an identity is to a person, the more likely that identity would be the last to be forsaken (Jackson 1981, p. 140). The identity that is of most importance (highest ranking of cathectic commitment) may be conceptualized as most prominent (McCall and Simmons 1966).

Structural Commitment

Structural commitment is the link between a person and his or her actions (Becker 1960; Alutto, Hrebiniak, and Alonso 1973). Becker (1960) viewed commitment as consistent patterns of actions resulting from "side bets." Side bets are influences that help hold a person to consistent lines of behavior. These influences are part of a person's perceptions of what the negative consequences could be if a contradictory

action were taken. These perceptions of costly consequences keep people in a particular position or patterned action. The perceived aversive consequences are found in cultural expectations, bureaucratic arrangements, personalized adjustment to a position, and social relationships (Becker 1960).

Structural commitment also is equated with resistance to change because of the attractiveness of the present situation or occupation. The more investments a person has in a position or occupation the greater the commitment (Alutto et al. 1973, p. 448). Investments are the positive conditions and circumstances that keep a person in the present position. Structural commitment denotes the conditions or circumstances that keep a person engaging in certain actions.

Relational Commitment

Often confused with cathectic commitment, relational commitment denotes the extent to which interpersonal relationships are based on a particular role/identity. The greater the number of relationships and degree of the depth of the relationships linked to a person's particular identity, the greater the commitment (Serpe 1991; Stryker 1991; Stryker 1968; Stryker and Serpe 1982; McCall and Simmons 1966; McCall 1987). The identity invoked in the closest relationship and in the most relationships is said to be most salient (Stryker 1968).

Cybernetic Commitment

Cybernetic commitment is the process of maintaining an identity. A person cognitively, affectively or behaviorally seeks out support or reinforcement to maintain a particular identity (Burke and Reitzes 1991; McCall and Simmons 1966). When a strong association appears between the identity and behavior, cybernetic commitment exists. Cybernetic commitment moderates the relationship between identity and behavior (Burke and Reitzes 1991, p. 248). Commitment is demonstrated, when a person strives toward congruency. Congruency is achieved when a person's identity is supported by interactive social settings. People seek out conditions that "preserve" or assist them in "living up to" an identity standard or ideal. Cybernetic commitment connects structural and relational commitment to an ideal identity.

Father Involvement in the Home

Since World War II an increasing number of women are spending a larger proportion of married life in the labor force. Female labor force participation has contributed to changes in spousal and parental roles in the home (Ross, Mirowsky, and Huber 1983; Turner 1990, p. 88). Questions about how women juggle the worker role with the traditional wife and mother roles have generated research (Lipman-Blumen and Tickamyer 1975; Bielby and Bielby 1989; Hochschild 1989;

Mederer 1993). Research on management of male roles is less extensive.

The traditional spousal/parenting roles may be less common than in the past (Bumpass 1987, p. 5; Sweet and Bumpass 1987; Bernard 1981). For much of the twentieth century the occupational (economic provider) role was perceived to be a man's major role (Grønseth 1971; Gould 1974; Hochschild 1989). Other roles of varying importance were spouse, friend, and parent (Fein 1977). Additional male roles might be based on leisure and religious activities.

The men's movement of the 1970s with the associated consciousness-raising groups addressed redefinitions of masculinity and of fatherhood (Farrell 1971, p. 26, 1974, p. 134). Twenty years later, magazines devoted to men's issues like Men's Life and Men's Health again suggest men have interests other than sports and work. Not everyone has accepted, advocated or adhered to the "new male role" (Hochschild 1989, p. 190), although some men have become more involved in the home.

Many studies on fathers' family work emphasize the different involvement levels of fathers and mothers in the home (Pleck 1983; Volling and Belsky 1991). Some studies stress the importance of father involvement on child outcomes (Lamb 1976; Crouter and Crowley 1990).

Definitions of father involvement in family work appear to reflect theoretical arguments and practical (measurement)

considerations. Researchers attempting to measure fathers' involvement with their families may use the amount of time expended, activities performed, or combinations of measures on how much time is spent in various activities. For some, family work is apparently synonymous with parental activity (Barnett and Baruch 1987; Konstantareas and Homatidis 1992). A wide range of activities may be considered family work: caregiving, discipline, leisure, and teaching-nurturance. Some researchers (Levant et al. 1987; Barnett and Baruch 1987) include household or home chores in their definitions of family work. These domestic duties include: preparing meals, shopping, paying bills, clothing care, and house cleaning.

Father involvement is a variable in three kinds of studies. First, a few studies describe what types of fathers are involved with their children (Levant et al. 1987; Atkinson 1987; Russell 1987). Second, some studies treat father's involvement as an antecedent of something else, most notably marital satisfaction (Demo 1992; Barnett, Marshall, and Pleck 1992; Belsky 1985). Third, other studies emphasize antecedent variables or determinants for father involvement in the home (Blair and Johnson 1992; Volling and Belsky 1991; Crouter and Crowley 1990; Bielby and Bielby 1989).

Four major variables on father involvement in the home are extensively investigated. Gender-role ideology, subjective conditions, social support, and social-demographic

characteristics affect father involvement in family work (FIFW).

Gender-role Ideology

Gender-role ideology consistently is related to the involvement of fathers in the home. The less traditional the gender-role ideology of fathers and mothers the more the fathers are involved with their children (Coltrane and Ishii-Kuntz 1992; Barnett and Baruch 1987; Levant et al. 1987; Baruch and Barnett 1981; Radin 1981). The mother's gender-role ideology serves a gate-keeping function for the father's involvement. If the father wants to be involved but the mother does not believe in sharing parental involvement, the father is less likely to be involved in the home (Barnett and Baruch 1987; Farrell 1974, pp. 187,194).

Subjective Conditions

Subjective conditions are "relatively stable attitudes and beliefs" that influence a person to act in a particular way (Robins 1990, p. 77). Fathers' subjective perceptions of their family of origin and family of procreation affect their level of involvement in the home (Barnett and Baruch 1987; Crouter et al. 1987).

Family of Origin

Generally, men imitate their fathers' parenting behaviors or try to compensate for the perceived shortcomings of their fathers. Men's recollections of their families of origin shape their current patterns of involvement in the home. Those who remember their fathers as participating in the home even in a limited fashion are more likely to be involved to a greater degree in their present family. People with less positive feelings toward their own father's level of involvement in the home are more likely to be in a family of procreation where the father is more involved in the home (Barnett and Baruch 1987, p. 30; Radin 1981; Radin and Goldsmith 1985).

Family of Procreation

Fathers' perceptions of parenthood and their evaluations of their marital relationships are associated with their parental involvement. If fathers perceive parenthood as a positive experience, the more involved they are in the home (Levy-Shiff and Israelashvili 1988, p. 435).

The more negative a father's marital evaluation in a two income family, the more likely the father is involved in family work (Crouter et al. 1987). Crouter et al. (1987, p. 439) suggest the negative marital evaluation is the result of the mother pushing the father to be more involved. Other reasons casually disregarded are

> work overload of the parents, mothers feeling threatened by fathers encroaching on their territory of activities, mothers complaining about the quality of the fathers' domestic work...(Crouter et al. 1987, p. 439).

Others report that the more involved fathers are, the more positive they are about their marital relationship. Those more satisfied with their marriages are more involved in the home than those who are less satisfied (Feldman, Nash, and Aschenbrenner 1983, Yogman 1983 cited in Cowan and Cowan 1987, p. 148; Levy-Shiff and Israelashvili 1988; Gottman 1993). The contradictory evidence on the connection between marital satisfaction and father involvement suggests additional research is needed.

Social Support

Some forms of social support may be related to father involvement. Father involvement in the home is not influenced by the social support of the extended family or institutional personnel, but is influenced by the support of friends, co-workers, and church members (Ahmeduzzaman and Roopnarine 1992).

Institutional arrangements, particularly those in the workplace generally discourage men from being actively involved in family work. Programs and policies discourage men from taking time off for domestic tasks. Some companies are changing their benefit packages to allow men time off for their families, but social pressures at work keep many men

from taking advantage of the benefits (Sagi and Sharon 1984; Cowan and Cowan 1987).

Mother's gender role ideology may be reconceptualized as a form of social support for father's involvement. When a mother endorses a nontraditional gender role ideology, the father may perceive he has support to become more involved in the home (Baruch and Barnett 1983; Barnett and Baruch 1988; Berman and Pedersen 1987).

Socio-demographics

Socio-demographic characteristics utilized by researchers to explain the fathers' involvement in the home include parents' employment, income, and child characteristics. Parents' employment is measured as hours worked, job involvement, occupation, occupational prestige, social class, and wife's employment status. Income is considered in three different fashions: family income, husband's income or as relative income. Children's socio-demographic characteristics of interest are sibsize, birth order, gender, age, and number of preschool children.

Number of Hours Employed

The most influential parental socio-demographic variable is the number of hours the parents' work, the "availability factor." The more time a father spends at work, the less time he potentially has to be involved with his children (Coltrane

and Ishii-Kuntz 1992; Kamo 1991; Crouter and Crowley 1990; Crouter et al. 1987; Barnett and Baruch 1987; Russell 1982). For mothers, the more time they spend at work (hence unavailable), the more time the father is likely to spend in family work (Lam and Haddad 1992; Coltrane and Ishii-Kuntz 1992; Barnett and Baruch 1987).

Relative Income

The use of absolute income has resulted in confusing findings. Some studies find no significant association between income and father involvement (Barnett and Baruch 1987; Lam and Haddad 1992). Other studies reported that the lower the father's income, the less the father is involved (Hochschild 1989; Ahmeduzzaman and Roopnarine 1992). Relative income has an impact on father involvement. The greater proportion of the family income that wives earn, the more involved fathers are in family work (Coltrane and Ishii-Kuntz 1992).

Child Characteristics

Father involvement varies depending on the child's characteristics. The child socio-demographics are important in understanding father involvement. The older the child or children, the less involved the father (Coltrane and Ishii-Kuntz 1992; Barnett and Baruch 1987). Fathers are more involved in family work when the child is a male (Radin and

Goldsmith 1985; Barnett and Baruch 1987; Levy-Shiff and Israelashvili 1988; Crouter and Crowley 1990).

Most researchers report the more children there are in a family the less the father is involved in family work (Kamo 1991; Crouter and Crowley 1990; Russell 1982). Crouter and Crowley's (1990) view is that in larger families fathers are less involved because the father is unable to spend as much time with each individual child. An exception is Barnett and Baruch's (1987) study, where having more children in the home is associated with more paternal involvement. Kamo (1991) addresses the seeming contradiction. The relationship between father involvement and sibsize is curvilinear. Fathers' involvement is greatest with fewer children and with five or more children, and is most limited with three children in the home. Kamo's interpretation of greater father involvement in larger families is because the mother is working to the maximum, and if household tasks are to be done the father has to help.

Summary

Four major variables on father involvement are: gender-role ideology, subjective conditions, social support and socio-demographics (time availability, relative income, child characteristics). Each has an impact on the involvement of fathers in family work.

Integration of Theory with Father Involvement Research

The fathers' involvement in family work (FIFW) literature is devoid of discussion of the theoretical underpinnings of role-identity commitment. The cathectic commitment concept can lead to greater understanding of fathers' involvement in parenting. The first step for integration of role-identity theory with the FIFW research is to clarify relevant concepts.

Father Role-identity

Theoretically, role expectations generate role performance/behavior (Biddle 1986). Various studies show that norms (role expectations) do not always produce corresponding (role) behavior (Hochschild 1989, pp. 190,203; Bielby and Bielby 1989, p. 784). People vary in their role behavior. The key to the variation may lie in the conceptualization of the particular role-identity.

The father role in American society is going through a period of transition. No longer can the assumption be made that the role of father is synonymous with being the provider. What the father role is changing to is still to be realized (Farrell 1974; Entwisle and Doering 1988; Radin and Sagi 1982; Bernard 1981). Various ideas of the new father role include the father as caregiver, the father as teacher, the father as disciplinarian, and the father as nurturer (Lamb 1976;

Hochschild 1989; Kretchmar 1993; Fader 1993). The father role is not singular but contains multiple components.

The sets of role expectations for the father role-identity vary. Historically, the dominant conceptions of the father role include father as moral teacher, breadwinner (provider), gender-role model, and nurturer (Lamb 1986, 1987). Recent studies use one or more of six separate role-identity components to describe the conception of father. Some of the studies divide Lamb's classification categories (Crouter et al. 1987; Crouter and Crowley 1990). Other studies regroup or combine categories (Levant et al. 1987; Eversoll 1979). Usually the definitions of these role-identity components are not provided, vague or tied directly to role performance, i.e. overt behavior, in a tautological manner. Unlike the category "breadwinner" the other components often are ambiguous.

The six father role-identity components or fathers' role-identity conceptions identified from the literature on fathers are provider, disciplinarian, educator, caregiver, nurturer, and playmate (Pleck 1983; Sargent 1977; Eversoll 1979; Cowan and Cowan 1987; Russell and Radin 1983). The most widely used conception of the father role in Western culture is the father as economic provider or breadwinner (Grønseth 1971; Gould 1974; Lein 1979; Bernard 1981; Pleck 1983; Bielby and Bielby 1989). But the father role-identity is not synonymous with "provider" or "breadwinner," for at least five other father role-identity components exist.

The father as disciplinarian includes the aspects of moral training, religious education, and controlling or supervising the conduct of the child (Thomson et al. 1992; Sargent 1977; Lamb 1976). The educator role-identity component embraces what Lamb (1976) identifies as the "sex-role model," that refers to the father functioning as an example for his children of what a man should be like. The educator also is the father serving as a problem solver or educational facilitator (Eversoll 1979; Hochschild 1989, p. 228; Farrell 1974; Brenton 1975, p. 180).

The father as nurturer often includes the other three historical roles plus caregiver and emotional supporter for family members (Lamb 1986, 1987; Hochschild 1989). Some studies limit the nurturant role-identity to the emotional elements (Robinson 1979, p. 54; Eversoll 1979, p. 504).

The caretaker or caregiver role-identity component is sometimes limited to tasks such as cooking, cleaning, and child care (Lein 1979; Cowan and Cowan 1987). Some researchers include all types of activities performed in the home under the heading of caregiving (Crouter and Crowley 1990; Crouter et al. 1987; Levant et al. 1987).

The final father role-identity component is the father as playmate. Play is absent from the traditional father role-identity (Liss-Levinson 1981, p. 21). Yet, studies show that when most fathers, even traditional ones, engage with their child, they play (Pleck 1983). The playmate component is

important to many contemporary fathers (Lamb 1976, p. 7; Russell and Radin 1983, p. 142; Atkinson 1987).

In my preliminary survey of 46 undergraduates, the students were given a list of the six role-identity components identified from the father literature. The list included the role-identity components' definitions and descriptive examples. The respondents added or eliminated any role-identity components that they thought either were part or not part of the father role-identity. The majority of the respondents kept all the components except one. Every respondent crossed out the caregiver component. One respondent, went so far as to write over the word "caregiver" with "MOTHER" in bold letters. The nurturer role component (that often is combined with caregiver) was modified slightly by only one student. The combining of caregiver and nurturer apparently would be premature. No additional components were suggested.

Based on my preliminary work, and previous research six father role components and corresponding role-identity components were identified (Pleck 1983; Sargent 1977; Eversoll 1979; Cowan and Cowan 1987; Russell and Radin 1983; Grønseth 1971; Gould 1974; Lein 1979; Bielby and Bielby 1989). The role-identity components are labeled "disciplinarian," "caregiver," "nurturer," "educator," "provider," and "playmate." The "disciplinarian" refers to the father role-identity component associated with the rights and duties

attached to reinforcing or restricting the children's conduct. The "caregiver" is the father conception that includes the rights and duties associated with food preparation, cleaning, and physical child care. The perception of being the type of father associated with the rights and duties identified with psychological and emotional support is labeled the "nurturer." The conceptualization of the mental, moral or social/etiquette training duties and rights for the father compose the "educator" component. The label "provider" embraces the rights and duties of financially supporting the family. A "playmate" is identified with the rights and duties surrounding leisure, recreational activities and play in the home. Table 1 lists some of the rights/privileges and duties/obligations for each of the role-identity components.

Role Performance

Role enactment, role behavior, and role performance are different terms to describe the same phenomenon. Role performance refers to the person's overt behaviors that are linked to a particular role. In the FIFW research the activities that a parent does in the domestic arena can be considered equivalent to role performance. The most widely used categorization scheme of father involvement in family work is Lamb's (1986). The major divisions of father involvement in family work are interaction, accessibility, and responsibility. The first two divisions focus on how time is

Table 1. Associated Rights and Duties for Each Component

Rights	Components	Duties
Decision Making	Provider	Generates Income
Limit Setting	Discipliner	Rule Enforcing
Rewarding Conduct		Restricts Conduct
Giving Permission		Administer Punishment
Guidance	Educator	Role Modeling
Mentoring		Instruction
Coaching	Nurturer	Listening
Holding		Attentiveness
Comforting		Challenging
Delegating	Caregiver	Cooking
Scheduling		Cleaning
Planning		Child Care
Talking	Playmate	Playing
Companion		Participant
		Gaming

spent. Interaction or engagement refers to the actual time spent with the focal child. Accessibility is the potential time available for involvement while engaged in child related family work tasks or while simply near the child. Responsibility identifies who does the tasks of child care.

This study, as well as the majority of studies, addresses the activities involved in family work (Blood and Wolfe 1960; Radin 1978, 1988; Radin and Sagi 1982; Russell 1982; Crouter and Crowley 1990; Thomson et al. 1992). Instances of family work activities and role performance are addressed by asking who does the cleaning, how often does the parent cook, or which parent takes the child to church?

The more valued a particular father role-identity component is, the more likely the father is to assume and perform the associated rights and duties. When fathers perform comparatively little family work, the reason may be that the fathers do not highly value the caregiver role-identity component. For traditional fathers, the provider role-identity component may be most prominent and involve spending a lot of time at work.

The focus of this study is on one major proposition: The greater the commitment (cathexis) to a particular role-identity component, the more likely the person is to perform the associated behaviors (Burke and Reitzes 1991; Ihinger-Tallman, Pasley, and Buehler 1993; Curry and Weaner 1987, Buchanan 1985).

Study Objectives

The present study had two major objectives:

1. To develop measures for the father role-identity cathectic commitment constructs and for the elements of father role performance.
2. To demonstrate that cathectic commitment is related to role performance.

The operationalization of the different constructs and the hypotheses are presented in the Methodology chapter.

CHAPTER III

METHODOLOGY

The sample selection, data collection procedures, instrument modification, and sample characteristics are described in this chapter. A purposive sample of fathers with preschool children was given a self-administered questionnaire. The self-administered questionnaire survey was appropriate because the instruments are numerous and lengthy, and because of the need for a specialized population. Telephone interviews were ruled out because of the long and detailed instructions required for certain portions of the questionnaire. Mailing out the surveys was deemed inappropriate in the absence of an existing address list of fathers with children under the age of six in East Tennessee (Frey 1989; Dillman 1983).

Sample Selection

Fathers of preschoolers were recruited through contact with area child care centers and churches. Previous researchers using purposive samples (Ihinger-Tallman et al. 1993; Radin and Sagi 1982; Ahmeduzzaman and Roopnarine 1992) relied on two types of settings in which fathers could be found: child care facilities and churches. The two settings are not mutually exclusive. Some fathers in churches did not respond because they already had responded in a child care

setting. Churches with a diversity of beliefs were included, so that religious ideology would not shape the results. (The relatively small population of organized groups with non-Christian beliefs led to a decision to not include them in the collection of the "church" sample.) A sample size of at least 100 white married fathers with at least one child under the age of six living at home was sought to satisfy requirements for statistical analysis.

Data Collection Procedure

Fathers were contacted through churches and at child care centers. Ten churches were located using the yellow pages of the telephone book. Two criteria were used to select a church for the sample. First, a church from each of the major Christian groups in the area was included. Second, the church in a group with the biggest size advertisement was selected. An exception was made because of the large number and diversity of Baptist congregations in the area, so an effort was made to include at least one of each major type of congregation. Within the Southern Baptist group, three variants (fundamental, moderate, and evangelical) were included. The Southern Baptist ministers identified what type would best describe their congregation.

Letters of introduction were sent to the pastors briefly explaining the project and my interest in locating potential respondents. I stated that I would be making contact by

telephone the following week, to arrange an appointment, and to answer any questions about the project. A sample letter is included in the Appendix A-1.

Every minister, except one Baptist was willing to grant an appointment, so another Baptist church was selected. Of the nine pastors with whom I met, all appeared receptive. Only one did not grant permission to distribute questionnaires in his church. (The Church of Christ minister said that he could not secure permission from the ruling body of elders. An effort was made to include another Church of Christ congregation, but that effort was not successful.)

At the appointments with the pastors two options for distributing the questionnaires were presented. The first option was the most popular; it was selected by all pastors but four. For this option, each church school class where the largest number of fathers of preschoolers would be in attendance was visited. After explaining the survey, the questionnaires were distributed to interested fathers. In the first two churches that were visited, the fathers were asked to return the surveys to the Sunday School Class the following week. Because of the inconvenience for the teachers and the time involved, all later survey packets included a self addressed stamped envelope.

The second option was to make a presentation at the morning service, and ask potential fathers to participate. Two pastors preferred this option. In one church, the surveys

were distributed immediately after the presentation by the church ushers. In the remaining church, the minister briefly described the need for fathers of preschoolers, and had me stand. She directed the fathers to see me after the service in the lobby for more information about the project. A third option was suggested and used by two pastors. The ministers proposed presenting my project, and distributing the surveys to the target fathers themselves. The return rates are presented in Table 2, by option selection and by church.

Eleven day care centers were identified based on the researcher's familiarity with a particular child care center and the size of the advertisement in the telephone book. An introductory letter similar to that used for the churches was sent to each child care center selected. Of these, none refused to participate. Four directors could not grant me interviews for various reasons (illness, vacations, staffing). Of the seven child care center directors with whom I met, six directors gave written permission to distribute the surveys.

During the meetings at the day care centers, each director was asked to place a survey packet in each child's bag or box, if the father had contact with the child. For fathers with more than one child in the day care center, the packet was left with the oldest child. Only at one center were the surveys not distributed in the above fashion. At that center the director left the survey packets on a table by the entrance, for fathers to pick up if they were interested

Table 2. Type of Church and Return Rates

Sites	Distributed	Returned	Rate
Presbyterian-Mainline	7	5	71.4
Southern Baptist-Moderate	24	15	62.5
Southern Baptist-Evangelical	29	17	58.6
Southern Baptist-Fundamental	49	27	55.1
Lutheran [2]	6	3	50.0
Roman Catholic [2]	44	21	47.7
Independent Baptist	51	24	47.0
Methodist-Established Mainline	24	10	41.6

Table 2. (Continued)

Sites	Distributed	Returned	Rate
Community	15	6	40.0
Presbyterian-Evangelical	54	19	35.1
Unitarian [1]	15	5	33.3
Adventist [1]	18	4	22.2
Total	336	156	46.4

1 = Presented in Morning Service

2 = Minister Presented

in participating. The return rate was similar to that of other small centers and double that of the larger centers.

At every center, but two, a big yellow box was left for fathers to deposit the completed surveys. After a week, a reminder was posted on the announcement boards or entrance doors and reminder notices were distributed in the same fashion as outlined above. At the remaining two centers (the two smallest), the directors requested that the surveys be turned in to them. No reminders were posted or distributed at these small centers. Table 3 presents the return rates for the child care centers. The return rate was 70% at these two small centers compared to 33% at the other centers.

A total of 235 surveys were returned from the churches and child care centers. Most of the surveys (66%) were collected from church respondents. The remaining 34% of the surveys were from child care centers.

Constructs

The two major constructs are cathectic commitment and role performance. Cathectic commitment the relative value a person places on particular role-identities and role-identity components. In this study cathectic commitment focuses on father role-identity components. The father role-identity components are disciplinarian, provider, educator, nurturer, playmate, and caregiver.

Table 3. Child Care Centers' Return Rates

Sites	Distributed	Returned	Rate
Center T	5	4	80.0
Center K	12	6	50.0
Center G	14	7	50.0
Center E	43	20	46.5
Center M	29	9	31.0
Center N	134	33	24.6
TOTAL	237	79	30.0

Broadly, the father role performance concept incorporates paternal participation, parental activities, and father involvement in family work. Following previous research family work includes but is not limited to household or home chores (Levant et al. 1987; Barnett and Baruch 1987) and child care (Russell 1982; Levant et al. 1987; Thomson et al. 1992).

More specifically, father involvement in family work or role performance is defined as paternal caregiving, disciplining, providing, leisure-time, teaching, and nurturing activities. Caregiving includes both child-related tasks, meal preparation, and cleaning (Entwisle and Doering 1988; Pleck 1983; Crouter and Crowley 1990, p. 304; Levant et al. 1987).

Teaching denotes educational and socialization tasks. Educational tasks embody activities like reading to the child or helping the child with schoolwork (Russell 1982; Atkinson 1987). Socialization tasks encompass instructing or showing the child social skills (Radin 1978, 1988; Radin and Sagi 1982; Russell and Radin 1983).

Nurturing centers on comforting behaviors (Russell and Radin 1983; Barnett and Baruch 1987; Crouter et al. 1987; Atkinson 1987; Levant et al. 1987). Comforting behaviors include soothing, holding, and listening (Volling and Belsky 1991; Crouter et al. 1987).

Disciplining includes restricting or rewarding conduct, correcting, and affirming a child's behavior (Thomson et al.

1992; Crouter et al. 1987). Leisure-time consists of recreational activities and play. Providing activities are associated with financial support.

Instrument Modifications

The cathectic commitment and role performance constructs for the father role-identity are measured using modifications of existing instruments and original measures generated from theory and research. The cathectic commitment and role performance instruments were pretested with a small sample (n=29) of fathers recruited through personal contacts. Measures were analyzed for internal consistency (Cronbach's Alpha). In pretesting of the instruments a reliability level of .70 is satisfactory (Nunnally 1978; Klint and Weiss 1987; DeVellis 1991; Spector 1992). Items were dropped if the indexes reliability could be increased to .70 or better. The remaining items are described below.

Cathectic Commitment

The cathectic commitment (role-identity) instrument was adapted to focus on the father role-identity components (Jackson 1981; Callero 1985). The modifications mainly consisted of changing the role-identities to ones related to this study.

Both the Jackson and Callero instruments originally had three sections. The first two sections that consist of a

ranking and rating procedure, serve a three-fold purpose in this study. First, these sections serve to clarify the respondents' different role-identities and role-identity components. Second, by using ranking and ratings the respondents can be placed more easily in categories for descriptive analysis. Third, data from the first two sections help establish construct validity for the role-identity cathectic components measure developed for this study.

In the first section of the instrument the respondents rank the father role-identity components in order of their importance. Tables 4 and 5 report the percentage of fathers ranking a particular role-identity component in the first and last position of importance. The majority of fathers (47.4) ranked the provider role-identity component first. About a third of the fathers (29.8) ranked the nurturer role-identity component first. The majority of fathers (41.5) ranked the caregiver role-identity in the last position.

The instrument's second section uses a Likert type rating method. The respondents rate the importance of each of the six father role-identity components separate from the others on a five-point scale ranging from strongly agree (5) to strongly disagree (1). A response of strongly agree denotes a role-identity component that is "very important to me." More than one role-identity may have the same rating. Table 6 displays the results. The provider role-identity component was given a rating of "5" by 63.2% of the fathers, and the

Table 4. First Ranking of Role Identity Components

Components	Frequency	Percent
Provider	95	44.6
Nurturer	67	31.5
Educator	20	9.4
Discipliner	20	9.4
Caregiver	8	3.7
Playmate	3	1.4

n = 213

Table 5. Last Ranking of Role Identity Components

Component	Frequency	Percent
Educator	5	2.3
Nurturer	8	3.8
Provider	17	8.0
Discipliner	18	8.5
Playmate	68	31.9
Caregiver	97	45.5

n = 213

Table 6. Fathers' Rating of Individual Components as Very Important

Component	Frequency	Percent
Provider	134	62.9
Nurturer	123	57.7
Educator	112	52.6
Discipliner	78	36.6
Playmate	64	30.0
Caregiver	40	18.8

* Totals are greater than 100%, because more than one component can be rated "very important."
n = 213

nurturer role-identity component received a "5" from 57.3% of the respondents.

To measure additional aspects of the father role-identity components, a modification of Jackson's Social Identities Questionnaire third section was used. This additional section measured each of the six cathectic commitment components with four items. The items were drawn from various research instruments (McCall and Simmons 1966; Petkus 1992; Callero 1985; Jackson 1981). The item statements for this instrument have the following format: "I enjoy thinking of myself as the _____(role-identity component)_____ father that I believe I am," "I am dedicated to being the _____(role-identity component)_____ father, that I like to think of myself as being,"" Being the _____(role-identity component)_____ father that I like to view myself as, is really not important to me" and "The _____(role-identity component)_____ father role-identity that I like to perceive myself as having is an important part of who I am." The response choices range from strongly agree to strongly disagree, forming a five point Likert type scale. (Negative items are reversed for scoring.) The responses from each item in each component are added together for a component score.

Table 7 contains the individual alphas for each of the cathectic commitment measures. The internal consistency for each measure of father cathectic commitment is good (Cronbach's alpha $\geq$ .84). For the total measure of father

Table 7. Internal Consistency of Cathectic Commitment Component Measures

Components/Measures	Coefficient α
Provider	.86
Nurturer	.90
Educator	.85
Playmate	.87
Caregiver	.90
Discipliner	.89

* each measure contains four items
n = 213

cathectic commitment across dimensions the internal consistency suggests unique dimensions (Cronbach's alpha = .66).

Table 8 summarizes the comparison of the three cathectic commitment measures. The index scores should have the same order as the ratings and rankings to lend support for convergent (construct) validity. For all components ranked first the mean index score was 18.41. As the components were ranked lower, the mean index score was lower too. The same ordered relationship was true for the rating and index score means. The instrument has good convergent validity as the ranking, rating and index score reflect the same hierarchy.

Role Performance/Enactment

Father role performance items were based on preliminary informal interviews with fathers, as well as from previous research (Blood and Wolfe 1960; Radin 1988; Barnett and Baruch 1987; Thompson 1992; Crouter and Crowley 1990). The father's role performance in family work is operationalized by a 28 item index with six dimensions: Caregiver (8 items), Disciplinarian (4 items), Nurturer (4 items), Educator (4 items), Playmate (4 items), and Provider (4 items).

Previous indexes of parental role performances assessed the responsibilities and duties of family work (Blood and Wolfe 1960; Pleck 1983; Crouter and Crowley 1990). This index is superior to other indexes in that the rights and privileges

Table 8. Comparison of Rank, Rating and Index Scores

Rank		Rating	Index Score
1	Mean	4.84	18.41
	Median	5	19
	Std. Dev.	.39	1.92
2	Mean	4.60	17.16
	Median	5	17
	Std. Dev.	.62	2.30
3	Mean	4.38	16.72
	Median	4	16
	Std. Dev.	.59	2.47
4	Mean	4.13	16.06
	Median	4	16
	Std. Dev.	.71	2.85
5	Mean	3.95	15.38
	Median	4	16
	Std. Dev.	.76	2.79
6	Mean	3.46	14.10
	Median	4	15
	Std. Dev.	.99	3.38

n = 213

associated with the father role also are included. Two rights and two duties statements comprise each of the role performance dimensions, with the exception of the caregiving dimension, which has four of each.

Additionally, to avoid bias from cultural expectations, the response choices of mother or wife and father or husband used in previous studies (Baruch and Barnett 1981; Radin and Goldsmith 1985; Barnett and Baruch 1988) are changed to primarily by spouse (1 or 2), shared equally (3) and primarily self (4 or 5). The totals from the item values form the dimension scores. A high score indicates a father is enacting a particular role component.

Three separate areas in caregiving are: cooking, cleaning, and child-care. The cooking statements reflect both rights and duties and the various stages of food preparation. The cooking items are: "Who makes grocery list," "Who does grocery shopping," "Who plans evening meal," and "Who cooks the evening meals." The first and third statements are rights. The remaining two items are duties. The cooking items have a good level of inter-item reliability (Cronbach's alpha = .87).

The standardized alphas are reported in Table 9. The cleaning statements are "Who washes dishes" and "Who delegates who does what cleaning tasks." The first cleaning item is a duty and the second item is a right. The child-care items reflect rights and duties too. The "right" item is "Who makes

Table 9. Internal Consistency of Role Performance Dimension Measures

Dimensions	Coefficient α
Provider	.55
Nurturer	.62
Educator	.66
Playmate	.76
Caregiver*	.81
Discipliner	.66

*each measure contains four items, except for Caregiver which has eight items

n = 242

the decisions on what child may wear to school." The duty item is "Who dresses child/get child ready for school." The Cronbach's alpha for the combined cleaning and child care items is .57. When the three child-care areas are combined the internal consistency is good (Cronbach's alpha = .81).

The right statements in the discipline role performance dimension are "Who makes the rules for picking up proper behaviors" and "Who gives child permission to get a snack." The duty statements consist of responses to "Who enforces the rules for interrupting adult conversation" and "Who corrects for misbehavior at a restaurant." The inter-item reliability is within the acceptable range (Cronbach's alpha = .66) (Klint and Weiss 1987).

The nurture role performance right statements are: "Who kisses the child goodnight at bedtime" and "Who gives hugs to child." The statements "Who listens to the child" and "Who is attentive to child's talking/babbling" make up the duty items. The nurture role performance dimension has a satisfactory internal consistency (Cronbach's alpha = .62).

The four items that constitute the education role performance dimension are "Who purchases books/videos for child," "Who arranges educational activities for the child," "Who helps child learn colors, numbers, words, spelling, etc." and "Who reads to child." The first two items are rights the last two are duties. The educational items are homogenous (Cronbach's alpha = .66).

The "rights" items in the playmate dimension include "Who chooses the type of recreational and leisure activities for the child" and "Who leads the child on play activities." The duty items are "Who participates in child's play and games" and "Who creates play activities." The items show moderate internal consistency (Cronbach's alpha = .76).

The provider role performance dimension's four items are: "Who makes the decision on what is purchased for family (right)," "Who decides how much money is spent on family items (right)," "Who spends time at the workplace (duty)" and "Who provides the income for the family (duty)." The inter-item reliability (Cronbach's alpha = .55) for these four items is within the conventional range for this type of study.

Previous studies that reported Cronbach's alpha for home involvement measures had levels ranging between .48 and .74 (Thomson et al. 1992; Entwisle and Doering 1988). The internal consistency for the items in each dimension is at or above acceptable levels (Cronbach's alphas = .55 -.81).

Additional Measures

Both a marital satisfaction scale and a parental satisfaction index were included for another project. The Kansas Marital Satisfaction Scale was chosen because it has high internal reliability (Schumm, Paff-Bergen, Hatch, Obiorah, Copeland, Meens, and Bugaighis 1986). Consistent with the previous study and the pretesting in this study the

three items in the scale showed high internal reliability (Cronbach's alpha = .97).

To measure parental satisfaction a modification of the Kansas Marital Satisfaction Scale was used. "Marriage" related words were replaced with "parenting" ones. The inter-item reliability was good (Cronbach's alpha =.88).

The instruments described above were incorporated in a questionnaire titled "TENNESSEAN FATHER SURVEY." Appendix A-2 contains a reproduced copy of the survey. A cover letter explaining the nature of the study, confidentiality, voluntariness, and informed consent was included in each survey packet that was given to each potential respondent (Appendix A-3). The names of the respondents were not asked. Upon completion of the survey, the forms were stored in a locked file cabinet in my office. I am the only individual with access to the raw data. By the nature of the subject and the method of collection the subjects should be protected from any potential risks. The results were reported so individual responses could not be identified.

Sample Characteristics

A total number of 235 surveys were collected. Because there were only sixteen (16) non-whites and two (2) additional white non-married fathers, these observations were removed. Also four (4) more questionnaires were excluded, because some

sections were incorrectly filled out. The sections that were filled out correctly, were used in the analysis of measures.

The sample for this study consists of 213 white married fathers residing with their preschoolers from the Knoxville, Tennessee area. Their demographic characteristics (age, income and educational level) are summarized in Table 10. One-hundred-fifty-one fathers (71%) were from churches. The remaining sixty-two fathers (29%) were from child care centers.

According to Table 11, the two groups have similar demographic characteristics. The two groups were compared through t tests, which are acceptable for ordinal variables. The means for the demographic variables (with the exception of the satisfaction scales that are ratio variables) reflect an ordered arrangement that can facilitate analysis. For example, the variable "age" has nine (1-9) levels; the larger the means, the older the average age of the respondents. Similarly, the larger the means for education level (1-6) the more years in school a group has spent. For the occupation variable (1-9) the lower the mean was the greater the prestige level. The larger the mean number of hours employed (1-5) and income (1-6), the greater the number of hours spent at work and the higher the income for a group was. No significant differences between the two groups appeared in most comparisons, with a significance level set at .05.

Table 10. Demographic Characteristics

Variable	Frequency	Percent
Age		
20-29	28	13.1
30-34	71	33.3
35-39	69	32.4
40-44	27	12.7
45 +	18	8.4
Income		
Under 14,999	13	6.1
15-24,999	18	8.5
25-29,999	19	8.9
30,000 +	163	76.5
Education		
High School	11	5.2
Some College	37	17.4
College	71	33.3
Some Grad. Work	32	15.0
Graduate Degree	62	29.1

n = 213

Table 11. Means t Tests for Demographic Characteristics of Samples by Location

Variable	Churches	Centers	t
Marital Satisfaction	18.37	17.91	1.01
Parental Satisfaction	19.29	19.41	- .44
Years Married (1-5)	4.46	4.27	1.35
Number of Children (1-9)	2.01	1.54	4.11***
Respondent			
Age (1-9)	4.58	5.01	-2.44
Educational Level (1-6)	4.46	4.43	.15
Occupation (1-9)	1.86	1.75	.47
Hours Employed (1-5)	4.44	4.37	.44
Income (1-6)	5.45	5.50	- .24
Spouse			
Age (1-9)	4.19	4.43	-1.67
Educational Level (1-6)	4.04	4.04	.26
Occupation (1-9)	5.33	2.08	8.35***
Hours Employed (1-5)	1.68	3.80	-9.51***
Income (1-6)	2.50	4.59	-7.57***

*** indicates significant difference at α=.0001
n = 213

The significant differences were in the areas that apparently reflect the need to use or not use a child care facility. For example in the categories of spouses' occupation, income and number of hours employed significant differences ($p<.0001$) between the two groups existed. When a couple uses a child care facility typically the woman is in the labor force, whereas in the sample from the churches, mothers may or may not be employed.

The mean number of children was significantly different in the two groups. The median was 2 children for both groups. The number of children most often in a family at the child care center was one (1), as compared to two (2) children for the church group. The day care center group did not include any fathers with more than four children living at home, whereas the church group had four families (5%) with five or more children. Therefore, the effect of collection site also is examined.

Hypotheses

The relationship between father role-identity and father involvement in the home will be explored through the employment of the cathectic commitment concept. The general hypothesis guiding this research is:

Cathectic commitment role-identity components and the corresponding role

component performances are positively associated.

Specific Hypotheses

Using the six father role-identity components, six specific hypotheses emerge.

a The greater the cathectic commitment to the father playmate role-identity component, the more likely the father playmate role component will be enacted.

b The greater the cathectic commitment to the father nurturer role-identity component, the more likely the father nurturer role component will be enacted.

c The greater the cathectic commitment to the father disciplinarian role-identity component, the more likely the father component disciplinarian role will be enacted.

d The greater the cathectic commitment to the father educator role-identity component, the more likely the father educator role component will be enacted.

e The greater the cathectic commitment to the father caregiver role-identity component, the more likely the father caregiver component role will be enacted.

f The greater the cathectic commitment to the father provider role-identity component, the more likely the father provider role component will be enacted.

Statistical Analysis

Statistical analysis included generation of frequency tables and correlation tables, as well as application of the F test for analysis of variance and when appropriate post hoc t tests (Ott 1988). These tests are parametric tests, yet were used because of their robustness. The SAS 6.04 statistical package was used (SAS Institute 1987).

The general hypothesis proposes that high levels of cathectic commitment are strongly associated with high levels of role performance. Zero order correlations, ANOVA and t tests were used to evaluate the general hypothesis. For the analysis the significance level was set at .05. For each specific hypothesis correlations and ANOVA tests were run. When differences among the means were determined, Bonferroni (Dunn) t tests were conducted. Additionally, ANOVA, ANCOVA and t-tests, when appropriate, were done to analyze the effect of some of the major influences, controls, and the collection site (Church or Center) on the variables.

CHAPTER IV

RESULTS AND DISCUSSION

Descriptive Results

Cathectic Commitment Component Indexes

For each of the six cathectic commitment components, the higher the score, the greater the cathectic commitment for the particular father role-identity component. Table 12 reports the ranges and means for the father cathectic commitment components. The ideal range for each component could be 0 to 20. The actual ranges varied from a low of 4 to a high of 20. The Educator component had the narrowest range (10-20).

The provider cathectic commitment component had the highest mean (17.3). The nurturer and educator component means (17.2) were almost as high. The lowest means were for the caregiver (15.0) and discipliner (14.9) cathectic commitment components. The important components for fathers are provider, nurturer, and educator.

The scores for the father cathectic commitment components were collapsed into fewer categories for analysis. Table 13 displays these groupings with the respective frequencies. The groupings were generated to ensure roughly equal numbers of observations in each category. This method is preferable over using predetermined divisions to achieve the more

Table 12. Basic Properties for Cathectic Commitment Components

Component	Mean	Std. Dev.	Range
Provider	17.3	2.54	9-20
Nurturer	17.2	2.68	4-20
Educator	17.2	2.24	10-20
Playmate	16.0	2.57	8-20
Caregiver	15.0	3.24	4-20
Discipliner	14.9	3.38	5-20

n = 213

Table 13. Distribution of Fathers' Cathecthic Commitment Component Levels by Location Site

	Churches		Centers		Total	
Levels	N	(%)	N	(%)	N	(%)
			Provider			
High	47	(31)	15	(24)	62	(29)
Medium	52	(34)	19	(30)	71	(33)
Low	52	(34)	28	(45)	80	(38)
			Discipliner			
High	51	(34)	14	(23)	65	(31)
Medium	43	(28)	20	(32)	63	(30)
Low	57	(38)	28	(45)	85	(40)
			Educator			
High	67	(44)	24	(39)	91	(43)
Low	84	(56)	38	(61)	122	(57)

Table 13. (continued)

	Churches		Centers		Total	
Levels	N	(%)	N	(%)	N	(%)
			Nurturer			
High	99	(66)	32	(52)	131	(61)
Low	52	(34)	30	(48)	82	(39)
			Caregiver			
High	38	(25)	19	(31)	57	(27)
Medium	38	(25)	18	(29)	56	(26)
Low	75	(50)	25	(40)	100	(47)
			Playmate			
High	58	(38)	19	(31)	77	(36)
Low	93	(62)	43	(69)	136	(64)

n = 213

balanced distribution required for analysis of variance. The group by frequency method is also preferable over grouping done by mean splitting in that the method ensures a more conservative result. The father cathectic commitment components were grouped into Low, Medium, and High categories, with the exception of the educator, nurturer and playmate components, that were divided into two groups, Low and High, because of the distribution of the scores.

Role Performance Dimension Indexes

For the role performance dimensions the scores could theoretically range from 0 to 20. An "ideal" mean of 12 suggests that the mother and father share equally in the role performance. Higher scores indicate fathers do more and lower scores that mothers do more. The actual ranges varied from 6-16 for nurturer to 0-17 and 3-20 for discipliner and playmate. The ranges and means for the each of the role performance dimensions are presented in Table 14.

Only the provider role performance mean exceeded the ideal, suggesting that many mothers still outperform the fathers in most domestic areas. The actual means of Nurturer (11.5) and Discipliner (11.2) were close to the ideal. For the playmate dimension the mean was 10.8. The means of these three dimensions suggest that these areas are shared by mothers and fathers. The lower means for educator (9.0) and

Table 14. Basic Properties for Role Performance Dimensions

Component	Mean	Std. Dev.	Range
Provider	14.5	2.56	6-20
Nurturer	11.5	1.50	6-16
Educator	9.0	2.58	2-16
Playmate	10.8	2.60	3-20
Caregiver	7.5	2.85	3-16
Discipliner	11.2	2.86	0-17

n=213

Caregiver (7.5) show that these dimensions are primarily the domain of mothers.

For ease of comparison, the five point Likert scale used for the father role performance dimension was collapsed into three categories: Self, Shared, and Spouse. All of the father role performance dimension frequencies are reported in Table 15. Looking at the frequencies in the role performance of father provider, men report that they perform the bulk of the work (9% mothers to 77% fathers). Mothers almost exclusively do the caregiving (91%) and educating (83%)in the home.

Analysis of Major Variables

Analysis of variance, and when appropriate, t-tests were used on each of the cathectic commitment components and role performance dimensions to examine four possible variables: availability (homemaker/employment), relative income, subjective condition (marital satisfaction), and number of children (1-2/3+). The component and dimension means also were compared by collection site (church/center).

When the mothers' employment (availability) is considered, a significant (α=.001) difference in the caregiver cathectic commitment means appears (Table 16). When mothers are employed, fathers are involved in more of the role performance dimensions, than when the mother stays at home. When a woman is in the labor force, the man does less of the providing (Table 17).

Table 15. Spousal Division of Role Performance Dimensions by Location Site

	Churches		Centers		Total	
Levels	N	(%)	N	(%)	N	(%)
			Provider			
Self	124	(82)	41	(66)	165	(77)
Shared	14	(9)	14	(23)	28	(13)
Spouse	13	(9)	7	(11)	20	(9)
			Discipliner			
Self	51	(34)	15	(24)	66	(31)
Shared	30	(20)	15	(24)	45	(21)
Spouse	70	(46)	32	(52)	102	(48)
			Educator			
Self	8	(5)	3	(5)	11	(5)
Shared	17	(11)	9	(14)	26	(12)
Spouse	126	(83)	50	(81)	176	(83)

Table 15. (Continued)

	Churches		Centers		Total	
Levels	N	(%)	N	(%)	N	(%)
			Nurturer			
Self	19	(13)	7	(11)	26	(12)
Shared	73	(48)	39	(63)	112	(53)
Spouse	59	(39)	16	(26)	75	(35)
			Caregiver			
Self	8	(5)	7	(11)	15	(7)
Shared	1	(1)	3	(5)	4	(2)
Spouse	142	(94)	52	(84)	194	(91)
			Playmate			
Self	26	(17)	12	(19)	38	(18)
Shared	30	(20)	20	(32)	50	(23)
Spouse	95	(63)	30	(48)	125	(59)

Table 16. Cathectic Commitment Component Means by Spouse Employment Status

Component	Homemaker N = 76	Employed N = 137	F
Provider	17.52	17.19	.82
Discipliner	15.48	14.70	2.61
Educator	17.30	17.20	.09
Nurturer	17.61	17.08	1.97
Caregiver	14.20	15.45	7.40**
Playmate	16.23	15.98	.47

** P < .001

Table 17. Role Performance Dimension Means by Spouse Employment Status

Dimension	Homemaker N = 76	Employed N = 137	F
Provider	16.39	13.46	91.01***
Discipliner	11.08	11.34	.38
Educator	8.23	9.42	10.78**
Nurturer	11.14	11.67	6.35*
Caregiver	5.53	8.66	80.86***
Playmate	10.06	11.24	10.35**

* $p < .05$

** $P < .001$

*** $P < .0001$

Fathers are less likely to perceive themselves as a caregiver as the mothers' proportion of the family income (relative income) becomes smaller (Table 18). When the mother is at the lower level of relative income, fathers perform significantly less in the areas of educating, caregiving, and playing (Table 19). As a woman earns a greater proportion of the total family earnings, the score on the provider dimension rises, for income is an item in the provider role performance dimension.

A distribution split was used to separate marital satisfaction into low and high levels to ensure roughly an equal number of observations in each group. Those fathers with scores of 18 and below were considered to have a low level of marital satisfaction. Fathers with scores of 19 through 21 were placed in the high marital satisfaction category. The fathers that are the most satisfied with their marriages report significantly higher father cathectic commitment for each component except nurturing (Table 20). The level of commitment to the nurturer component is higher for the most satisfied, but the difference in the means did not reach significance ($p=.05$). The means were not significantly different on any of the role performance dimensions for marital satisfaction (Table 21).

For the number of children living at home, the playmate cathectic commitment component and the discipliner role performance dimension had significant differences in the means

Table 18. ANOVA of Spouse's Relative Income with Cathectic Commitment Components

	Spouse Relative Income Level			
Component	< 15%	>15% & <50%	> 50%	F
	N = 72	N = 75	N = 66	
Provider	17.65	17.46	16.77	2.30
Discipliner	15.33	15.01	14.57	.87
Educator	17.25	17.21	17.25	.01
Nurturer	17.44	17.20	17.16	.22
Caregiver	14.02a	15.64b	15.36b	5.33*
Playmate	15.97	16.37	15.84	.82

* $P \leq .05$

Means with different letter designation are significantly different from one another (α=.05) Bonferroni (Dunn) t-tests

Table 19. ANOVA of Spouse's Relative Income with Role Performance Dimensions

	Spouse Relative Income Level			
Dimensions	< 15%	>15% & <50%	> 50%	F
	N = 72	N = 75	N = 66	
Provider	16.30a	14.61b	12.42c	62.25***
Discipliner	11.43	10.72	11.42	1.49
Educator	8.44a	8.96ab	9.65b	3.87*
Nurturer	11.34	11.48	11.65	.71
Caregiver	5.63a	8.09b	9.01b	34.58***
Playmate	10.00a	11.01ab	11.50b	6.30*

* P ≤ .05

*** p ≤ .0001

Means with different letter designation are significantly different from one another (α=.05) Bonferroni (Dunn) t-tests

Table 20. Cathectic Commitment Component Means by Marital Satisfaction Level

	Marital Satisfaction		
Component	Low N = 111	High N = 102	F
Provider	16.88	17.78	6.86**
Discipliner	14.26	15.77	11.14**
Educator	16.89	17.61	5.67*
Nurturer	16.95	17.61	3.27
Caregiver	14.52	15.53	5.34**
Playmate	15.74	16.43	3.80*

* $p < .05$

** $P < .001$

Table 21. Role Performance Dimension Means by Marital Satisfaction Level

	Marital Satisfaction		
Dimension	Low	High	F
	N = 111	N = 102	
Provider	14.56	14.44	.13
Discipliner	10.98	11.39	1.09
Educator	8.96	9.03	.04
Nurturer	11.36	11.62	1.69
Caregiver	7.77	7.30	1.45
Playmate	10.94	10.68	.53

* $p < .05$

(Table 22 and 23). When three or more children are in the home the father will perceive himself as a playmate, and also will discipline less, than when only one or two children are in the home.

Tables 24 and 25 report the cathectic commitment component and role performance dimension means by collection site. No significant differences appeared in the cathectic commitment means. The means were significantly different for the provider and caregiver role performance dimensions ($p=.0001$).

Results of Hypothesis Tests

Each of the specific hypotheses refers to the relationship between the particular cathectic commitment components and role performance dimensions. The analysis of the six hypotheses includes correlation coefficients (Table 26), analysis of variance for each hypothesis and t-tests. Each of the specific relationships was correlated moderately or better ($p<.05$) except the hypothesized educator relationship.

Table 27 contains the results of the analysis of variance and the Bonferroni (Dunn) t-tests. When each of the hypotheses was examined through analysis of variance, again, each of the specific hypotheses was supported ($p\leq.05$), with the exception of the educator hypothesis. Follow up t-tests confirmed significant statistical differences in the role

Table 22. Cathectic Commitment Component Means by Number of Children in the Home

	Number of Children		
Component	1-2 N = 93	3 + N = 120	F
Provider	17.50	17.12	1.53
Discipliner	14.90	15.05	.10
Educator	17.14	17.31	.32
Nurturer	17.28	17.26	0.00
Caregiver	14.90	15.09	.18
Playmate	15.66	16.39	4.22*

* $p < .05$

Table 23. Role Performance Dimension Means by Number of Children in the Home

	Number of Children		
Dimension	1-2 N = 93	3 + N = 120	F
Provider	14.76	14.30	1.65
Discipliner	11.69	10.77	5.57*
Educator	8.74	9.20	1.65
Nurturer	11.48	11.49	0.00
Caregiver	7.23	7.79	2.00
Playmate	10.64	10.95	.75

* $p < .05$

Table 24. Cathectic Commitment Component Means by Collection Site

Component	Churches N = 151	Centers N = 62	F
Provider	17.41	17.08	.74
Discipliner	15.23	14.38	2.76
Educator	17.32	17.03	.74
Nurturer	17.32	17.14	.20
Caregiver	14.79	15.53	2.29
Playmate	16.15	15.88	.47

* $p < .05$

Table 25. Role Performance Dimension Means by Collection Site

Dimension	Churches N = 151	Centers N = 62	F
Provider	15.03	13.22	24.16***
Discipliner	11.19	11.12	.03
Educator	8.78	9.51	3.53
Nurturer	11.43	11.62	.77
Caregiver	6.89	9.14	31.33***
Playmate	10.69	11.12	1.22

*** P < .0001

Table 26. Correlations between Cathectic Commitment Components and Role Performance Dimensions

Cathectic Commitment Components	Role Performance Dimensions					
	Prov	Disc	Educ	Nurt	Care	Play
Provider	.16*	.12	-.09	.03	-.16*	.07
Discipliner	.11	.25***	-.09	.15	-.09	.07
Educator	-.03	.14	.10	.11	-.06	.16*
Nurturer	.03	.05	.09	.31***	.01	.10
Caregiver	-.19**	.00	.13	.21**	.35***	.23***
Playmate	.00	-.01	.12	.31***	.02	.40***

n = 213

* p < .05

** p < .001

*** p < .0001

Table 27. Analysis of Variance of Cathectic Commitment Components and Role Performance Dimensions

Role Performance Dimensions	Cathectic Commitment Levels			
	Low	Medium	High	F
Provider	13.98a	14.57ab	15.09b	3.37*
	80	71	62	
Discipliner	10.36a	11.43ab	12.00b	6.68**
	85	63	65	
Educator	8.80		9.26	1.66
	122		91	
Nurturer	11.08a		11.74b	10.02**
	82		131	
Caregiver	6.80a	7.80ab	8.60b	8.04**
	100	56	57	
Playmate	10.15a		12.00b	27.70***
	136		77	

* $p < .05$

** $p < .001$

*** $p < .0001$

Means with different letter designation are significantly different from one another (α=.05) Bonferroni (Dunn) t-tests

performance dimension means (p=.05) for each of the components except for the educator component. The educator dimension means were not significantly different.

Analysis with Controls

The hypothesized relationship between how a father thinks of himself as an educator is not associated with his corresponding performance. Is there a third variable neutralizing the association? A few different variables could be used as controls in separate general linear models (SAS Institute 1987). The general linear model procedure is recommended when unbalanced samples are present and in lieu of analysis of covariance (SAS Institute 1992).

The controls selected were the cathectic commitment components of discipliner and provider based on previous research (Thomson et al. 1992; Sargent 1977; Lamb 1976; Eversoll 1979; Hochschild 1989; Farrell 1974; Brenton 1975). Tables 28 and 29 display the results of these analysis. When each of these variables is controlled in separate models, the specific educator hypothesis was supported (provider: F= 4.77, discipliner: F=3.84, $p \leq .05$). In other words, a difference in the means exists, when the traditional role-identity components are controlled.

Table 28. ANCOVA for Educator Cathectic Commitment Component with Discipliner Cathectic Commitment Component as a Control on Educator Role Performance Dimension

	SS	DF	MS	F
Educator	25.26	1	25.26	3.84*
Discipliner	25.03	1	25.03	3.81*

* $p \leq .05$

Table 29. ANCOVA for Educator Cathectic Commitment Component with Provider Cathectic Commitment Component as a Control on Educator Role Performance Dimension

	SS	DF	MS	F
Educator	30.97	1	30.97	4.77*
Provider	42.63	1	42.63	6.57*

* $p \leq .05$

Analysis by Church and Center Groups

Next, I examined the hypotheses by introducing collection site (ID) as a main effect and as an interaction effect between church or child care center groups (ID) and the cathectic components. The results are reported in Table 30 through Table 35. The level of significance was set at .05. In every model the interaction effect was not significant. The collection site main effect only was significant in the caregiver and provider models, apparently related to the need to use or not to use a child care facility. As shown in the last chapter, significant differences were found between the groups in spouses' occupation, income, number of hours employed, and the number of children. The educator model did not reach significance.

Discussion

Father Role-identity

Generally, this study supports the findings of previous researchers that American fathers continue to behave in accordance with traditional fatherhood models (Peplau 1983; MacDermid et al. 1990; Thomson et al. 1992; Mederer 1993). Yet they see themselves as nurturant (Gerson 1993; Swenson 1992). Our popular culture emphasizes the new nurturant male, so fathers may be more aware of the nurturant component, even though it may translate into very modest levels of nurturant

Table 30. ANOVA for Educator Cathectic Commitment Component and Collection Site (ID) Main and Interaction Effects on Educator Role Performance Dimension

	SS	DF	MS	F
Educator	11.05	1	11.05	1.67
ID	25.06	1	25.06	3.80
Educator X ID	.04	1	.04	.01

* $p < .05$

Table 31. ANOVA for Discipliner Cathectic Commitment Component and Collection Site (ID) Main and Interaction Effects on Discipliner Role Performance Dimension

	SS	DF	MS	F
Discipliner	104.09	2	52.04	6.62**
ID	.23	1	.23	.03
Discipliner X ID	7.22	2	3.61	.46

** $p < .001$

Table 32. ANOVA for Nurturer Cathectic Commitment Component and Collection Site (ID) Main and Interaction Effects on Nurturer Role Performance Dimension

	SS	DF	MS	F
Nurturer	21.64	1	21.64	10.04**
ID	3.75	1	3.76	1.74
Nurturer X ID	1.37	1	1.37	.64

** $p < .001$

Table 33. ANOVA for Playmate Cathectic Commitment Component and Collection Site (ID) Main and Interaction Effects on Playmate Role Performance Dimension

	SS	DF	MS	F
Playmate	167.46	1	167.46	27.85***
ID	14.71	1	14.71	2.45
Playmate X ID	4.12	1	4.12	.69

*** $p < .0001$

Table 34. ANOVA for Caregiver Cathectic Commitment Component and Collection Site (ID) Main and Interaction Effects on Caregiver Role Performance Dimension

	SS	DF	MS	F
Caregiver	122.57	2	61.28	9.11**
ID	197.85	1	197.85	29.42***
Caregiver X ID	10.42	2	5.21	.78

** $p < .001$

*** $p < .0001$

Table 35. ANOVA for Provider Cathectic Commitment Component and Collection Site (ID) Main and Interaction Effects on Provider Role Performance Dimension

	SS	DF	MS	F
Provider	43.50	2	21.75	3.68*
ID	129.60	1	129.60	21.92***
Provider X ID	.40	2	.20	.03

* $p < .05$

*** $p < .0001$

behavior. As the media stress the nurturant father, fathers may see themselves as more nurturant, supporting a major tenet of symbolic interaction and role-identity theory that "self reflects society" (Mead 1934; Stryker and Serpe 1994, p. 16).

The theoretical axiom in role-identity theory (McCall and Simmons 1966, p. 87; Callero 1992, p. 493) that role-identities are hierarchally arranged reflecting the level of importance or priority a person places on each particular role-identity was extended to the components within the composite father role-identity. The fathers in this study placed varying amounts of importance on each component. For the majority of fathers the caregiver component was the least important, because either the caregiver component is nascent or not accepted as a father role-identity component. The provider component was considered the most important by the majority of fathers, reflecting the traditional framework in America.

The relationship of role-identity to role performance has strong empirical support (Stryker and Serpe 1994), but the boundaries between various role-identity constructs remain fuzzy. Stryker and Serpe (1994) point out the confusion with the terms role-identity salience, prominence and centrality. Even the commitment concept has multiple definitions (Cole, Kalleberg and Lincoln 1993; Lopata 1993; Heimer and Matsueda 1994; O'Neil and Greenberger 1994).

To better explain the role-identity -- role performance relationship, this study theoretically distinguished four types of "commitment." One type of commitment, cathectic commitment is a part of many interdependent and related constructs found within role-identity theory. Current formulations of role-identity theory recognize the relationship between role-identity and role performance as nonrecursive and complex (Stryker and Serpe 1994; Ihinger-Tallman et al. 1993).

Figure 1 displays how the concepts investigated fit within a larger model. The most instrumental relationship is the nonrecursive connection between cathectic commitment and role performance. In a reciprocal fashion, cathectic commitment is also tied to the two dimensional relational commitment. Influencing cathectic and relational commitment, and role performance is structural commitment, recently recognized by Stryker and Serpe (1994) as "structural constraint."

The division of the father role into multiple components was supported, but the current conceptualization of a separate educator component may be inappropriate. Part of the problem is that education incorporates formal and informal instruction and another part is that educational activities cannot be clearly separated from the discipliner and provider components. The relationship between educator role performance and cathectic commitment was strongest when the

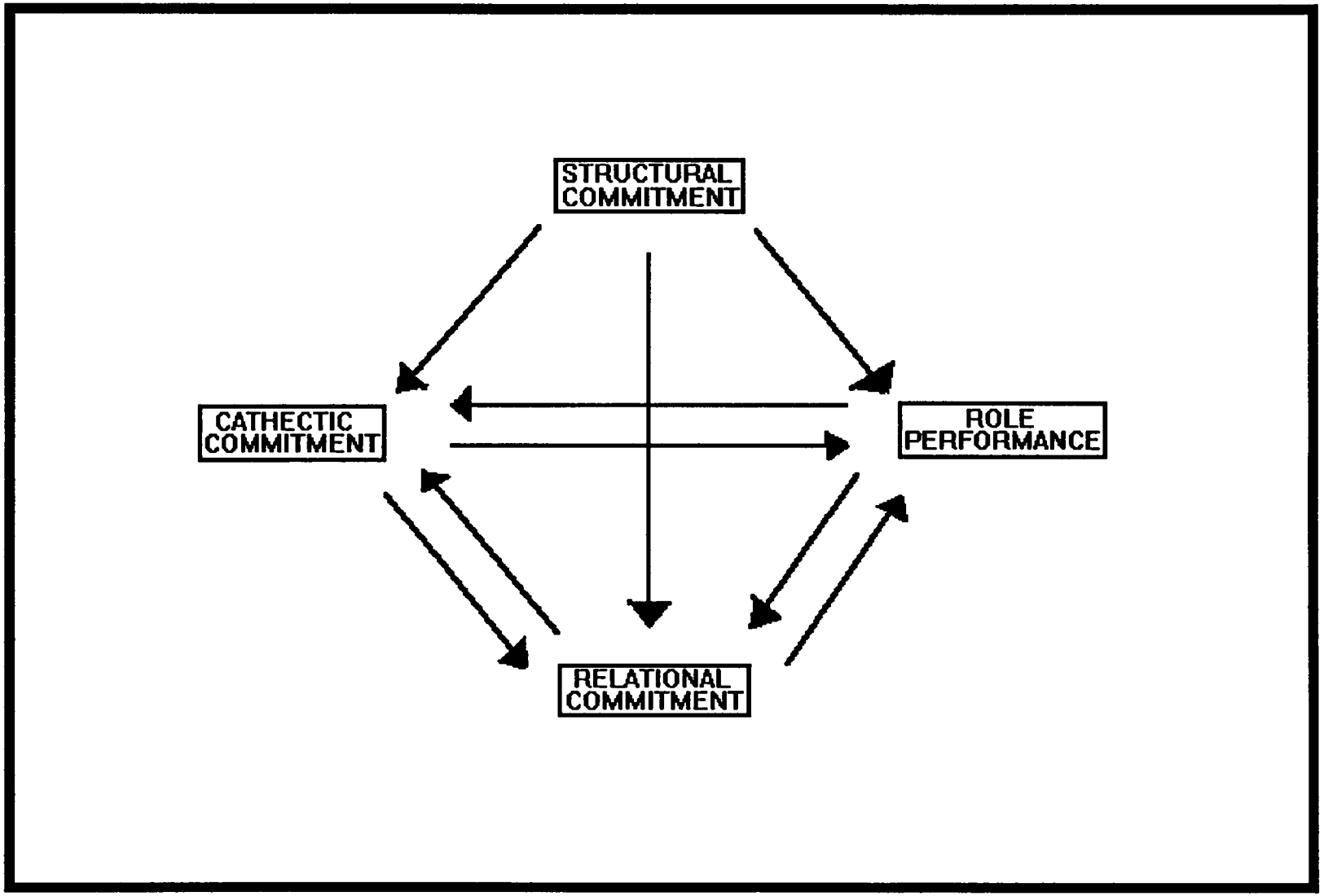


Figure 1. An Integrated Model of Commitment Constructs

father has a high level of commitment to being a provider or discipliner. The relationship was weak if the father did not strongly perceive of himself as a provider or did not view himself as a discipliner. Some researchers (Eversoll 1979; Hochschild 1989, p. 228; Farrell 1974; Brenton 1975, p. 180) have suggested that the educator dimension includes disciplinarian aspects such as rewarding, training, and other forms of behavior modification. Conversely, the discipliner role may contain aspects of education like teaching, supervising, and guiding (Thomson et al. 1992; Sargent 1977).

Additional blurring of dimensions may occur, as Lamb (1986, 1987) argues that fathers fulfill an educational activity by serving as male "sex-role" models; for many men this educational role model is that of "breadwinner" or provider for the family (Grønseth 1971; Gould 1974; Lein 1979; Pleck 1983; Bielby and Bielby 1989). Therefore, I suggest that future research might incorporate aspects of the educator into the discipliner and provider components/dimensions.

Major Variables

Previous researchers report contradictory findings about marital satisfaction. Crouter et al. (1987) conclude that fathers with low levels of marital satisfaction would be more involved in the home, while others (Feldman et al. 1983; Levy-Shiff and Israelashvili 1988) find those fathers more satisfied with their marriages are more involved in the home.

The marital satisfaction levels in this and other studies are similar (Schumm et al. 1986). The role performance mean scores between those fathers with low and high levels of marital satisfaction are not statistically different. The difference may be due to the use of a distribution split, which normally is a more stringent test. Future research may consider whether other variables may mediate the relationship, such as wife's desire to be employed or wife's gender ideology (Blair and Johnson 1992).

When mothers are employed, this and other studies (Lam and Haddad 1992; Coltrane and Ishii-Kuntz 1992; Barnett and Baruch 1987) find the more involved the father is likely to be in family work. Two exceptions require comment. The provider role performance as expected is greater for fathers who are the sole provider. No difference appears in the fathers' discipliner role performance in homes where the mother is employed and where the mother is the homemaker. Widespread belief in the male's obligation to discipline children may be the cause. Full-time homemakers may endorse traditional gender role ideology and tell their children "wait till your father gets home." In employed mothers' homes fathers may deal with the child after getting home during evening transition, while the mother is preparing supper or changing clothes leading to nearly identical means score.

The greater proportion of the family income that wives earn, the more involved fathers are in family work, at least

in educator, caregiver, and playmate activities, affirming previous work (Coltrane and Ishii-Kuntz 1992). The lack of statistically significant results for the three remaining role performance dimensions may be the result of a variety of reasons. The provider role performance dimension includes an item affected by the mother-father earning relationship. The discipliner means may be similar for the same reasons noted in the previous paragraph. No significant difference in nurturer means may indicate the need for further investigation.

Fathers are less involved in family work the more children there are in a family (Kamo 1991; Crouter and Crowley 1990; Russell 1982). This study supports those findings except in the discipliner dimension. Fathers may do less disciplining of a specific child in larger families because they may have proportionally less time for each child as the number of children increases.

The differences between the church and child care center groups in the areas of spouses' occupation, income, number of hours employed, and number of children appear to be related to whether a family needs to use a child care center. When a mother stays at home (homemaker, low or no income, low or no hours employed), the couple will be less likely to use a child care facility. As the number of children increases, the cost of day care may become prohibitive and so staying at home becomes more advantageous. Child care center respondents had smaller families and were more likely to have employed

spouses. The collection site was probably significant as a main effect in the caregiver and provider models for the two previously mentioned reasons. Caregiving by fathers is higher when mothers are employed, because mothers have less "available" time to do the caregiving, forcing the fathers to do more (Lam and Haddad 1992; Coltrane and Ishii-Kuntz 1992; Barnett and Baruch 1987). The collection site statistical significance may reflect the function of the mother being employed or a homemaker as both the level of the fathers' providing role performance and whether a child care facility is used is related to the employment status of the mother.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The involvement of fathers of preschool age children in various components of the father role is examined using role-identity theory. The primary goals of the project are development of a measure of father role-identity that includes multiple components of the father role and examination of the relationship between one type of role-identity commitment, cathectic commitment, and role performance.

Summary

This project began with research showing both that fathers' roles are believed to be changing in some ways and that in other ways they are staying the same (Gerson 1993; Swenson 1992; Peplau 1983; MacDermid et al. 1990; Thomson et al. 1992; Mederer 1993). Some suggest the role is in transition (Farrell 1974; Entwisle and Doering 1988; Radin and Sagi 1982). Some ideas of the "new" father were presented (Hochschild 1989; Kretchmar 1993; Fader 1993). The way fathers see themselves and how this perception relates to their involvement in the home was framed within role-identity theory.

Family researchers divide the father role into multiple components. For this project the six most commonly identified in the literature were the focus: nurturer, discipliner,

educator, provider, caregiver, and playmate (Pleck 1983; Sargent 1977; Eversoll 1979; Cowan and Cowan 1987; Russell and Radin 1983). Some researchers conceptualize these components as perceptions or identities and others as behaviors. This project designates the father role-identity as having multiple components and the activities or behaviors as father role performance dimensions.

Individuals value some role-identities more than others (McCall and Simmons 1966; Stryker 1968). The value is linked to relative levels of commitment. Of the many types of commitment identified by social scientists (e.g., cathectic, structural, relational, and cybernetic), cathectic commitment (which focuses on the relative strengths of individuals' feelings about their identities) is most appropriate for this project.

Measures

The project required that revised or new measures of concepts be developed. Two role-identity measures (Jackson 1981; Callero 1985) provided the basis for development of a specific measure of cathectic commitment which could be used for each of the six components of the father role-identity. Modifications were necessary as these instruments were lengthy and some items measured something other than cathectic commitment. Some of McCall and Simmons' (1966) suggested

phrasing of items was incorporated to more closely reflect their conceptualization of commitment.

Previous investigations of role performance often were flawed (Crouter and Crowley 1990; Atkinson 1987). Specifically, researchers focused on duties and ignored the rights which are an equally integral part of role expectations. Also, adequate measures of role performance were not developed, as few researchers used the same measure of role performance. Closer examination of some measures revealed weak inter-item reliability (as measured by Cronbach's alpha) (Thomson et al. 1992; Entwisle and Doering 1987). Because prior researchers had weak conceptualizations of role expectations, and used measures with poor inter-item reliability and because existent measures did not fit with the purposes of this study, a new measure was developed. Some items for the new measure derived from the theoretical and empirical literature. New items were developed to insure that rights as well as duties were identified for each role dimension.

As a pretest, the new measure was administered to fathers with whom I had personal contact. Responses to individual items and dimension scores were examined. Items designed to measure a specific role dimension were correlated. Those with low correlations were dropped. For consistency, two rights and two duties statements were selected for each dimension with the exception of the caregiver dimension which had four

of each because of the diversity of activities incorporated in the concept of caregiving.

Sample

The sampling goal was to collect 100 questionnaires from fathers of preschool age children. A more than adequate purposive sample of 213 fathers of preschool children who attended a selected church or whose child was in a selected child care facility in Knoxville was generated.

Findings

The examination of the cathectic commitment of fathers and their involvement in the home focused on several potentially major variables (spouse employment, relative income, marital satisfaction, family size) and the relationship of the different father cathectic components with the corresponding father role performance dimensions. Also, appropriate controls were used and interaction terms examined.

Major Variables

When a mother is employed, the father is more involved in most of the role performance dimensions, than when the mother is a homemaker. When a woman is in the labor force, the man's proportional contribution to the family income is reduced producing a lower level for the provider role performance dimension.

Fathers are less likely to see themselves as care givers as the mothers' proportion of the family income (relative income) decreases. Fathers report performing significantly less in the areas of educating, caregiving, and playing, when their spouses are at the lower levels of relative income. As a woman earns a greater proportion of the total family earnings, the father's score on the provider dimension rises, for income is an item in the provider role performance dimension.

The fathers who report more satisfaction with their marriages have statistically significant higher father cathectic commitment scores for each role-identity component except nurturing. (The level of commitment to the nurturer role-identity component is higher for the most satisfied, but the relationship is not significant.) Marital satisfaction is not related to any of the role performance dimensions.

The number of children influences fathers' behaviors. When three or more children are in the home the father is more likely to perceive himself as a playmate, and also will discipline less, than when only one or two children are in the home. No other family size differences appear.

Hypotheses

Fathers' perceptions of themselves as fathers are related to the activities they report engaging in at home. Each of the hypothesized relationships between cathectic commitment

and role performance was supported, with the exception of the educator hypothesis which may indicate weaknesses in the measurement of educator role performance (e.g., inclusion of discipliner activities). In a second stage of analysis two controls (provider and discipliner) were used to further examine the educator hypothesis. The educator hypothesis was then supported.

To support analysis of the sample as a whole, collection site was included in the analysis with interaction terms. No interaction effect appeared.

Conclusions

Contributions

This study has important theoretical, methodological, and substantive contributions. Some theoretical and methodological implications appeared in previous sections, so only those not mentioned previously and the more general ones are presented here.

Theoretically, the major contribution of this study is support for role-identity theory developed by McCall and Simmons (1966) and Stryker (1968) through its application to fathers' involvement in the home. This study presented identities associated with roles as being divisible into role-identity components. Specifically, when fathers perceive

their identities differently, the test of theory is that perception is reflected in their father role performance.

Conceptually this study is important in that it differentiates commitment into four types providing a basis for eliminating confusion and conflict found in previous role-identity research. As a first step -- cathectic commitment is emphasized and examined.

Methodologically, the modification of the Social Identities Questionnaire (SIQ) will aid in the examination of cathectic commitment as a separate entity. Additionally the use of the modified SIQ in the study of fathers serves as an example of how the components within a single role-identity can be examined. Equally important is the development of a father role performance instrument that includes a diverse range of dimensions with the affiliated duties and rights.

Future researchers can continue to draw samples which use one type of research setting (churches, child care facilities) for no significant differences were found in the two types of settings (except use of child care facilities, mother's employment--occupation, income, number of hours worked, and number of children), although researchers should be sure to include diverse churches and child care facilities.

Mother's employment was important, when relationships were examined using analysis of variance. No interaction effects appeared for any of the six models and the only main effects which appeared with setting were for the caregiver and

provider models. These main effects appear to be the product of mother's employment because it affects the provider and caregiver measures.

Limitations

The limitations can be divided into theoretical and methodological areas. The six components-dimensions may be time and place bound. The educator component does not seem clearly separable at present. Also, components may have to be revised over time for they presumably are reflective of contemporary role expectations--rights and duties.

Methodological limitations include the use of a purposive sample of preschoolers' fathers. The identification of fathers of preschool age children is difficult and does not permit the generation of a sample which is not limited in some way. Yet there is a distinct advantage to the restricting the fathers who have young children for the expectations for fathers change as the children get older (Coltrane and Ishii-Kuntz 1992; Barnett and Baruch 1987).

A problem unique to the recruitment of fathers through child care centers is the possibility of the mothers serving as gatekeepers for the fathers participation. To reach the fathers at the day care centers most surveys had to pass through the hands of the mother, who often pick up the child. At two different child care centers, the directors mentioned that a father had mentioned to them that the wife did not

bring home the surveys. This problem points to the importance and need of studying fathers.

The sample was drawn from the population of a mid-size Southern city. In various regions of the country, fathers may perceive their identities and performances differently. Quite possibly, fathers on the East or West coast may have less traditional role performances, than in the South.

The measurements for this study were adequate, but some modifications could be in order. The role-identity component and role performance dimension instruments should be tested further. The father role-identity components need refinement, in particular the educator component probably should be dropped.

To measure role performance items need to be specific enough to reflect the types of activities fathers in which fathers may be engaging but not so specific that people cannot respond to them. Higher inter-item reliability of role performance items perhaps could be achieved by modifying items which may only fit children of certain ages.

Directions for Future Work

The implications of the limitations is to direct future research. Interviews and observation furnish a greater breadth of study and allow for more vivid accounting of father perception and performance.

For more complete theoretical development additional study on how the father role-identity fits with other role-identities should be conducted. One father role-identity component may rank higher than other father role-identity components -- but overall another male role-identity or identities may be higher ranked.

Cathectic commitment should be used to examine role-identity performance, for example: students in the classroom and serious leisure. Structural commitment should be used in conjunction with cathectic commitment in a study of father involvement to further explore the theoretical framework in which the types of commitment are found. Also other variables should be included that may influence father role-identity and father involvement in the home -- such as gender role ideology.

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LIST OF REFERENCES

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APPENDICES

APPENDIX A-1

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March 16, 1994

Name
Site
Address
Knoxville, TN 37900

Dear Dr. Name:

I would appreciate your assistance. My name is Lee Darlin and I am a doctoral candidate in the Sociology Department at the University of Tennessee. I am seeking assistance locating fathers of preschool age children for my doctoral dissertation research. I am examining how fathers perceive their parental roles and their level of involvement in household activities.

In order to get an accurate picture of contemporary fathers, I need to locate a variety of men to complete a self-administered questionnaire. I would like the opportunity to present information about my project to adult Sunday School classes or in a church bulletin, so that interested fathers might participate. I hope that they would find completing the questionnaire to be interesting.

I will be calling you in a few days to arrange an appointment at which I could answer any questions you may have about the project. My dissertation supervisor, Dr. Suzanne Kurth (974-4311), also would be willing to provide you with information.

Thank you for your consideration of my request.

Sincerely,

Lee Darlin

APPENDIX A-2

THE TENNESSEAN FATHER SURVEY



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SECTION I

INSTRUCTIONS:

In this section, you are being asked to tell about HOW YOU THINK OF YOURSELF AS FATHER, your idea of your "father role-identity." Role-Identities are labels that people can use to describe themselves.

For example, some people identify themselves as skiers, others identify themselves as hunters or chess players. Skiers, hunters, and chess players are all identities that could be grouped into a category labeled "recreational" role-identities.

Listed below are six components of the father role-identity and a brief description of each one. Role-identity components are various aspects of what a person thinks is important to a particular role. Please read these father role identity components definitions and descriptions carefully.

ROLE-COMPONENTS	DEFINITIONS	DESCRIPTIONS
Disciplinarian	**The rights and duties associated with reinforcing or restricting the children's conduct**	**setting limits punishing enforcing rules rewarding permitting**
Caregiver	**The rights and duties associated with food preparation, cleaning and physical child care**	**shopping cooking delegating scheduling cleaning planning**
Nurturer	**The rights and duties associated with psychological and emotional support (care)**	**coaching holding listening attentiveness comforting sensitivity challenging**
Educator	**The rights and duties associated with mental, moral or social etiquette training of the children**	**instruction guidance explaining role playing role modeling**
Provider	**The rights and duties associated with financial support of the family**	**decision making generates income**
Playmate	**The rights and duties associated with leisure, recreational activities and play in the home**	**pretending playing gaming participant**

INSTRUCTIONS:

1. **Think about these six father role-identity components. Ask yourself "How important is each aspect in my life as a father from week to week?" After you have thought about their importance for a moment, please go to step 2.**

2. **For any particular father, some of these components are more important than others. Now that you have thought about the place of each father role identity component in your life, rank the father role identity components in the order of their importance to you.**

   For your convenience, the six components have been listed below. Write the father role-identity component that is most important to you in the top blank (1); then write the second most important father role-identity component in the next blank, and so on, putting the least important component in the bottom blank (6).

COMPONENTS

Discipliner	**Most important**	**1._____**
Caregiver		
Nurturer		**2._____**
Educator		
Provider		**3._____**
Playmate		
		4._____
		5._____
	Least important	**6._____**

3. **Now, go back and look at the way you rank ordered the role-identity components. Ask yourself the question: "If, for some reason, I had to give up one of these, would I do so in the order listed here? That is, would I give up the one at the bottom first (before the other two), then on up the line giving up last the one at the top of the list? If not, change the order of the father role-identity components so that it is correct.**

Jackson, Susan E. 1981. Measurement of Commitment to Role Identities. Journal of Personality and Social Psychology 40:138-46.

INSTRUCTIONS:

The following statements concern your personal feelings and thoughts about your role as father (**as you <u>perceive</u> your father role-identity to be from step 2 of the last section (previous page)**. For each of the items, read the statement through carefully since no two are exactly alike. Please circle the response that best represents your feelings.

SA = Strongly agree
A = Somewhat agree
I = Neither agree nor disagree
D = Somewhat disagree
SD = Strongly disagree

1. I enjoy thinking of myself as the type of father that I believe I am.

   SA A I D SD

2. I am dedicated to being the type of father I like to think of myself as being.

   SA A I D SD

3. Being the father that I like to view myself as, is really **<u>not</u>** important to me.

   SA A I D SD

4. The father role-identity that I like to perceive myself as having is an important part of who I am.

   SA A I D SD

Now we would like you to rate how important each of the same role-identity components is on the following scales. Please circle the response that best represents your feelings.

SA = Strongly agree
A = Somewhat agree
I = Neither agree nor disagree
D = Somewhat disagree
SD = Strongly disagree

1. My DISCIPLINARIAN father role-identity component is very important to me

SA A I D SD

2. My CAREGIVER father role-identity component is very important to me

SA A I D SD

3. My NURTURER father role-identity component is very important to me

SA A I D SD

4. My EDUCATOR father role-identity component is very important to me

SA A I D SD

5. My PROVIDER father role-identity component is very important to me

SA A I D SD

6. My PLAYMATE father role-identity component is very important to me

SA A I D SD

Callero, Peter L. 1985. Role-Identity Salience. Social Psychology Quarterly 48:203-15.

INSTRUCTIONS:

The following statements concern your personal feelings and thoughts about your role as a **disciplinarian** father. For each of the items, read the statement through carefully since no two are exactly alike. Please circle the response that best represents your feelings.

SA = Strongly agree
A = Somewhat agree
I = Neither agree nor disagree
D = Somewhat disagree
SD = Strongly disagree

1. I enjoy thinking of myself as the **disciplinarian** father that I believe I am.

   SA A I D SD

2. I am dedicated to being the **disciplinarian** father, that I like to think of myself as being.

   SA A I D SD

3. Being the **disciplinarian** father that I like to view myself as, is really **not** important to me.

   SA A I D SD

4. The **disciplinarian** father role-identity that I like to perceive myself as having is an important part of who I am.

   SA A I D SD

INSTRUCTIONS:

The following statements concern your personal feelings and thoughts about your role as a **caregiving** father. For each of the items, read the statement through carefully since no two are exactly alike. Please circle the response that best represents your feelings.

SA = Strongly agree
A = Somewhat agree
I = Neither agree nor disagree
D = Somewhat disagree
SD = Strongly disagree

1. I enjoy thinking of myself as the **caregiving** father that I believe I am.

   SA A I D SD

2. I am dedicated to being the **caregiving** father, that I like to think of myself as being.

   SA A I D SD

3. Being the **caregiving** father that I like to view myself as, is really **not** important to me.

   SA A I D SD

4. The **caregiving** father role-identity that I like to perceive myself as having is an important part of who I am.

   SA A I D SD

INSTRUCTIONS:

The following statements concern your personal feelings and thoughts about your role as a **nurturing** father. For each of the items, read the statement through carefully since no two are exactly alike. Please circle the response that best represents your feelings.

SA = Strongly agree
A = Somewhat agree
I = Neither agree nor disagree
D = Somewhat disagree
SD = Strongly disagree

1. I enjoy thinking of myself as the **nurturing** father that I believe I am.

SA A I D SD

2. I am dedicated to being the **nurturing** father, that I like to think of myself as being.

SA A I D SD

3. Being the **nurturing** father that I like to view myself as, is really **not** important to me.

SA A I D SD

4. The **nurturing** father role-identity that I like to perceive myself as having is an important part of who I am.

SA A I D SD

INSTRUCTIONS:

The following statements concern your personal feelings and thoughts about your role as an **educating** father. For each of the items, read the statement through carefully since no two are exactly alike. Please circle the response that best represents your feelings.

SA = Strongly agree
A = Somewhat agree
I = Neither agree nor disagree
D = Somewhat disagree
SD = Strongly disagree

1. I enjoy thinking of myself as the **educating** father that I believe I am.

   SA A I D SD

2. I am dedicated to being the **educating** father, that I like to think of myself as being.

   SA A I D SD

3. Being the **educating** father that I like to view myself as, is really **not** important to me.

   SA A I D SD

4. The **educating** father role-identity that I like to perceive myself as having is an important part of who I am.

   SA A I D SD

INSTRUCTIONS:

The following statements concern your personal feelings and thoughts about your role as a **providing** father. For each of the items, read the statement through carefully since no two are exactly alike. Please circle the response that best represents your feelings.

SA = Strongly agree
A = Somewhat agree
I = Neither agree nor disagree
D = Somewhat disagree
SD = Strongly disagree

1. I enjoy thinking of myself as the **providing** father that I believe I am.

   SA A I D SD

2. I am dedicated to being the **providing** father, that I like to think of myself as being.

   SA A I D SD

3. Being the **providing** father that I like to view myself as, is really **not** important to me.

   SA A I D SD

4. The **providing** father role-identity that I like to perceive myself as having is an important part of who I am.

   SA A I D SD

INSTRUCTIONS:

The following statements concern your personal feelings and thoughts about your role as the father-**playmate**. For each of the items, read the statement through carefully since no two are exactly alike. Please circle the response that best represents your feelings.

SA = Strongly agree
A = Somewhat agree
I = Neither agree nor disagree
D = Somewhat disagree
SD = Strongly disagree

1. I enjoy thinking of myself as the father-**playmate** that I believe I am.

SA A I D SD

2. I am dedicated to being the father-**playmate,** that I like to think of myself as being.

SA A I D SD

3. Being the father-**playmate** that I like to view myself as, is really **not** important to me.

SA A I D SD

4. The father-**playmate** role-identity that I like to perceive myself as having is an important part of who I am.

SA A I D SD

SECTION II

INSTRUCTIONS:

Please indicate the person who usually does each of the following using a 5-point scale: primarily by spouse (1), equally by self and spouse (3), or primarily by self (5), when both parents are together and present.

1. WHO MAKES THE RULES FOR PROPER BEHAVIOR

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

2. WHO ENFORCES THE RULES FOR INTERRUPTING ADULT CONVERSATION

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

3. WHO CORRECTS THE CHILD FOR MISBEHAVIOR AT A RESTAURANT

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

4. WHO GIVES CHILD PERMISSION TO GET A SNACK

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

5. WHO MAKES GROCERY LIST (DECIDES WHAT IS NEEDED, PUTS ITEMS ON LIST)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

6. WHO DOES GROCERY SHOPPING

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

7. WHO PLANS EVENING MEAL

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

8. WHO COOKS EVENING MEALS

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

9. WHO WASHES DISHES

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

10. WHO DELEGATES WHO DOES WHAT CLEANING TASKS (CHRIS YOU PICK UP THE CLOTHES, SHANNON YOU CLEAN BATHROOM AND I WILL VACUUM)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

11. WHO DRESSES CHILD/GET CHILD READY FOR SCHOOL

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

12. WHO MAKES THE DECISIONS ON WHAT CHILD MAY WEAR TO SCHOOL (FINAL SAY IN WHAT IS ACCEPTABLE CLOTHING COMBINATION FOR CHILD)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

13. WHO KISSES THE CHILD GOOD NIGHT AT BEDTIME

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

14. WHO LISTENS TO CHILD (SPEND TIME LISTENING TO CHILD TELL ABOUT DAY, UNDERSTANDING WHAT THE CHILD IS TRYING TO SAY)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

15. WHO IS ATTENTIVE TO CHILD'S TALKING/BABBLING (MAKING EYE CONTACT, RESPONDING TO CHILD REQUEST)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

16. WHO GIVES HUGS TO CHILD (TAKES INITIATIVE IN HUGGING CHILD, GIVING CUDDLES TO CHILD)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

17. WHO PURCHASES BOOKS/VIDEOS FOR CHILD

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

18. WHO READS TO CHILD

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

19. WHO HELPS CHILD LEARN COLORS, NUMBERS, WORDS, SPELLING, ETC.

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

20. WHO ARRANGES EDUCATIONAL ACTIVITIES FOR THE CHILD (PLANS TRIPS, MAKES THE APPOINTMENTS)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

21. WHO MAKES THE DECISION ON WHAT IS PURCHASED FOR FAMILY (TYPE OF VEHICLE, BRAND OF WASHER, KINDS OF FOODS OR CLOTHES)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

22. WHO DECIDES HOW MUCH MONEY IS SPENT ON FAMILY ITEMS (GROCERIES, CLOTHES, ENTERTAINMENT, EATING OUT)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

23. WHO SPENDS TIME AT THE WORK PLACE

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

24. WHO PROVIDES THE INCOME FOR THE FAMILY

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

25. WHO CHOOSES THE TYPE OF RECREATIONAL AND LEISURE ACTIVITIES FOR THE CHILD (T.V., DOLLS, CARS, BIKE RIDING)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

26. WHO CREATES PLAY ACTIVITIES (LET'S MAKES A FORT, HERE'S HOW WE PLAY WITH CLAY)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

27. WHO PARTICIPATES IN CHILD'S PLAY AND GAMES (BEING A PLAYER, MAKE BELIEVE, ROLE PLAYING)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

28. WHO LEADS THE CHILD ON PLAY ACTIVITIES (SHOWING THE CHILD HOW TO SWING, DEMONSTRATING TO THE CHILD HOW TO BLOW BUBBLES)

0	1	2	3	4	5
Not applicable	Primarily spouse		Shared equally		Primarily self

SECTION III

INSTRUCTIONS:

Please circle the response that most closely matches your feelings.

ES = EXTREMELY SATISFIED
VS = VERY SATISFIED
SS = SOMEWHAT SATISFIED
MX = MIXED
SD = SOMEWHAT DISSATISFIED
VD = VERY DISSATISFIED
ED = EXTREMELY DISSATISFIED
NA = NOT APPLICABLE (EX: not married)

1. How satisfied are you with your marriage?

NA ES VS SS MX SD VD ED

2. How satisfied are you with your wife as a spouse?

NA ES VS SS MX SD VD ED

3. How satisfied are you with your relationship with your wife?

NA ES VS SS MX SD VD ED

4. How satisfied are you with your family?

NA ES VS SS MX SD VD ED

5. How satisfied are you with your child(ren) as sons/daughters?

NA ES VS SS MX SD VD ED

6. How satisfied are you with your relationship with your children?

NA ES VS SS MX SD VD ED

Schumm, Walter R., Lois A. Paff-Bergen, Ruth C. Hatch, Felix C. Obiorah, Janette M. Copeland, Lori D. Meens and Margaret A. Bugaighis. 1986. Concurrent and Discriminant Validity of the Kansas Marital Satisfaction Scale. Journal of Marriage and the Family 48:381-7.

SECTION IV

INSTRUCTIONS:

Please answer the following questions based on the current week, if this week is unusual, base your answers on a normal week. Circle the appropriate response. If you are not currently married, skip the spouse questions.

1. How many hours does your spouse work in **paid** employment?

   0 NOT CURRENTLY WORKING FOR PAY
   1 1-10 HOURS
   2 11-20 HOURS
   3 21-30 HOURS
   4 31-40 HOURS
   5 MORE THAN 40 HOURS

2. How many hours do you work in paid employment?

   0 NOT CURRENTLY WORKING FOR PAY
   1 1-10 HOURS
   2 11-20 HOURS
   3 21-30 HOURS
   4 31-40 HOURS
   5 MORE THAN 40 HOURS

3. What shift does your spouse work for paid employment?

   0 DOES NOT WORK FOR PAY
   1 FIRST SHIFT (mostly day hours; example 8 am to 5 pm)
   2 SECOND SHIFT (mostly evening hours)
   3 THIRD SHIFT (mostly early morning hours; ex 11pm-7am)
   4 ROTATING SHIFT (shift alternates every week)
   5 SPLIT SHIFT (3 or more hour break-splits your work day)
   6 EXTENDED SHIFT (works 11 or more hours per shift)

4. What shift do you work for paid employment?

0 DO NOT WORK FOR PAY
1 FIRST SHIFT (mostly day hours; example 8 am to 5 pm)
2 SECOND SHIFT (mostly evening hours)
3 THIRD SHIFT (mostly early morning hours; ex 11pm-7am)
4 ROTATING SHIFT (shift alternates every week)
5 SPLIT SHIFT (3 or more hour break-splits your work day)
6 EXTENDED SHIFT (works 11 or more hours per shift)

5. How many days does your spouse and you usually have off from paid work together?

0 NO DAY OFF TOGETHER
1 ONE DAY OFF TOGETHER
2 TWO DAYS OFF TOGETHER
3 THREE OR MORE DAYS OFF TOGETHER

6. Your present marital status.

0 NOT MARRIED (separated, divorced or widowed)
1 MARRIED

7. If currently married, how long have you and your wife been married.

0 LESS THAN ONE YEAR
1 ONE YEAR
2 TWO YEARS
3 THREE YEARS
4 FOUR TO SEVEN YEARS
5 MORE THAN SEVEN YEARS

8. Which do you consider yourself to be?

1 ASIAN OR PACIFIC ISLANDER
2 NATIVE AMERICAN, AMERICAN INDIAN, ALASKAN NATIVE
3 BLACK/AFRICAN AMERICAN, NON-HISPANIC
4 WHITE, NON-HISPANIC
5 HISPANIC

9. Which is the highest level of education that your spouse has completed? (circle number)

1 LESS THAN HIGH SCHOOL
2 COMPLETED HIGH SCHOOL
3 SOME COLLEGE
4 COMPLETED COLLEGE
5 SOME GRADUATE WORK
6 A GRADUATE DEGREE

10. Which is the highest level of education that you have completed? (circle number)

1 LESS THAN HIGH SCHOOL
2 COMPLETED HIGH SCHOOL
3 SOME COLLEGE
4 COMPLETED COLLEGE
5 SOME GRADUATE WORK
6 A GRADUATE DEGREE

11. What is the occupational category in which your spouse's occupation would most closely fit?

1 PROFESSIONAL, TECHNICAL OR SIMILAR TYPE WORKER
2 MANAGER, OFFICIAL OR PROPRIETOR
3 CLERICAL OR SIMILAR TYPE WORKER
4 SALES WORKER
5 CRAFTSMEN, FOREMEN, OR SIMILAR TYPE WORKER
6 OPERATIVE OR SIMILAR TYPE
7 SERVICE WORKER
8 LABORER
9 HOMEMAKER

12. What is the occupational category that your occupation would mostly closely fit?

1 PROFESSIONAL, TECHNICAL OR SIMILAR TYPE WORKER
2 MANAGER, OFFICIAL OR PROPRIETOR
3 CLERICAL OR SIMILAR TYPE WORKER
4 SALES WORKER
5 CRAFTSMEN, FOREMEN, OR SIMILAR TYPE WORKER
6 OPERATIVE OR SIMILAR TYPE
7 SERVICE WORKER
8 LABORER
9 HOMEMAKER

13. What is your spouse's age category?

1 UNDER AGE 19
2 20 TO 24 YEARS OF AGE
3 25 TO 29 YEARS OF AGE
4 30 TO 34 YEARS OF AGE
5 35 TO 39 YEARS OF AGE
6 40 TO 44 YEARS OF AGE
7 45 TO 49 YEARS OF AGE
8 50 TO 54 YEARS OF AGE
9 OVER 55 YEARS OF AGE

14. What is your age category?

1 UNDER AGE 19
2 20 TO 24 YEARS OF AGE
3 25 TO 29 YEARS OF AGE
4 30 TO 34 YEARS OF AGE
5 35 TO 39 YEARS OF AGE
6 40 TO 44 YEARS OF AGE
7 45 TO 49 YEARS OF AGE
8 50 TO 54 YEARS OF AGE
9 OVER 55 YEARS OF AGE

15. How many children live with you?

0 NO CHILDREN AT HOME
1 ONE CHILD AT HOME
2 TWO CHILDREN AT HOME
3 THREE CHILDREN AT HOME
4 FOUR CHILDREN AT HOME
5 FIVE CHILDREN AT HOME
6 SIX CHILDREN AT HOME
7 SEVEN CHILDREN AT HOME
8 EIGHT CHILDREN AT HOME
9 NINE OR MORE CHILDREN AT HOME

16. Which of the following categories best describes your spouse's total income, before taxes, for 1993?

1 LESS THAN $5,000
2 $ 5,000 TO $ 9,999
3 $10,000 TO $14,999
4 $15,000 TO $24,999
5 $25,000 TO $29,999
6 $30,000 OR MORE

17. Which of the following categories best describes your total income, before taxes, for 1993?

1 LESS THAN $5,000
2 $ 5,000 TO $ 9,999
3 $10,000 TO $14,999
4 $15,000 TO $24,999
5 $25,000 TO $29,999
6 $30,000 OR MORE

Thank you for your time and effort in completing this questionnaire. If you have any comments you would like to add, please write them below.

APPENDIX A-3

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

College of Liberal Arts
Department of Sociology
901 McClung Tower
Knoxville, Tennessee 37996-0490
Telephone: (615) 974-6021
Fax Number: (615) 974-7013

March 22, 1994

Dear Father,

Many magazines and newspapers have carried articles about the "new" 90s dad. Much of the information presented is anecdotal or from a few select fathers. There is a limited amount of scientific evidence that explains the behavior of contemporary fathers with preschool children. This study attempts to fill the gap. This project seeks fathers of preschool children from a variety of backgrounds, experiences and current life situations. By completing the attached survey, you will help in developing an accurate portrayal of today's fathers.

Please do not sign the questionnaire or otherwise identify yourself. Your responses to the survey will be kept strictly confidential. The results will be reported so individuals cannot be identified.

The survey should take about 20 minutes to complete. Your participation is voluntary. Completing and returning the survey indicates your informed consent to participate in this study.

Please return the completed survey, sealed in the envelope, to your Child Care Center by April 1, 1994. Please direct any comments or questions about the survey to:

Lee Darlin
Department of Sociology
University of Tennessee
901 McClung Tower
Knoxville TN 37996-0490
(615) 974-6021
Email: DARLIN@UTKVX.UTK.EDU

I appreciate your assistance with this study.

Sincerely,

Lee Darlin

VITA

Lee Darlin was born in Hinsdale, Illinois on March 5, 1958. He attended Loras College in Dubuque Iowa before entering Baptist Bible College, where he graduated with a Bachelor's of Arts degree in 1980. He entered Northwestern Oklahoma State University to pursue a master's degree in behavioral science during 1985. He graduated in May of 1987. After working two years at a children's home in North Carolina, Lee returned to graduate studies at the University of Tennessee to obtain a doctorate from the Sociology Department. Currently, he is an adjunct instructor at Pellissippi State Community College. After graduation he will teach at Mississippi College, Clinton Mississippi.