THE RELATIONSHIP BETWEEN WORK-FAMILY ROLE STRAIN AND
PARENTING STYLES IN MOTHERS OF YOUNG CHILDREN

THESIS

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Kimber Ghormley Lucas, B.S.

Denton, Texas

August, 1997

The relationship between work-family role strain and parenting styles (permissive, authoritarian, and authoritative) was examined. Questionnaires were completed by 45 mothers whose children (ages newborn to three years) were enrolled in early childhood centers in the Dallas-Fort Worth-Denton, Texas, area. Participants were primarily Caucasian, high-income mothers who had attended college. Results indicated no significant relationship between role strain and parenting styles. Open-ended questions revealed insights into mothers reported role strain. This research may provide employers and professionals who work with families with information to assist mothers in reducing role strain. They may also recognize that parenting style may be independent of a successful balance of work and family.
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CHAPTER ONE

INTRODUCTION

Rationale for the Study

In 1993, 62% of the mothers in the labor force had children under six years of age (U.S. Bureau of Labor Statistics, 1995). As these numbers continue to grow, working mothers are learning to balance work and family, and many of these women are experiencing role strain (Burden, 1986; Campbell & Moen, 1992; O'Neil & Greenberger, 1994). Employers and professionals who work with families are concerned about the effects of role strain. Parental authority may relate to the level of role strain mothers’ experience. Baumrind (1971) described three types of parental authority: authoritarian, permissive, and authoritative. By determining parenting style and levels of role strain, employers and professionals who work with families may be able to help parents minimize work-family role strain.

Purpose of the Study

The purpose of the study was to identify relationships between work-family role strain and parenting styles of children in mothers of young children.

Statement of the Problem

Previous studies have found that working mothers experience work-family role strain (Broman, 1991; Burden, 1986; Campbell & Moen, 1992; O'Neil & Greenberger,
1994; Rexcoat, 1990). The number of mothers returning to work within the first year of their child's life is increasing. Maternal anxiety and decreased job productivity can be a consequence for these mothers. Past studies which have examined parenting styles have primarily focused on children's social issues (Bohrnstedt & Fischer, 1986; Feldman & Wentzel, 1990; Ferrari & Loviette, 1993; McFarlane, Bellissimo, & Norman, 1995). Research is needed which examines if work-family role strain and parenting style are related. The results of this research may be used by employers as well as professionals who work with families to help mothers of young children minimize role strain and the potential for maternal anxiety and lower job productivity.

Research Question

Is work-family role strain related to parenting style in mothers of young children?

Definition of Terms

According to Thomas and Ganster (1995), strain is the psychological and behavioral change that occurs due to stress. Role strain occurs when "the amount of time that an individual devotes to work, parenting, marital, and other role-related activities (e.g., church member, political party member) ... lead[s] to feelings of overload and depletion, and the responsibilities that arise within each sphere of activity ... lead to feelings of conflict between and among roles" (O'Neil & Greenberger, 1994, p.101). Work-family role strain is the integration of work and family roles which may lead to strain/stress or the feeling of conflict between a woman's role as a mother and her role as an employee. The terms "work-family role strain" and "work-family conflict" are used interchangeably throughout this study.
Parenting style is a parent’s consistent pattern of behavior toward his or her children (Beyer, 1995). Although there are a variety of terms used to describe these parenting behaviors, the terms used in the present study were proposed by Baumrind (1971, 1975). Baumrind suggested three patterns of parental authority: permissive, authoritarian, and authoritative. Permissive parents tend to exhibit high levels of communication and nurturance which encourage independence, but they exhibit lower levels of control by placing fewer demands on their children. Authoritarian parents tend to demonstrate high amounts of control (i.e., less rational, more overpowering), low levels of communication (e.g., the child is expected to accept what the parent says), and are less nurturant. Authoritative parents are nurturant; exhibit high levels of control in a firm, consistent, rational, nonrestrictive manner; and demonstrate high levels of communication by encouraging verbal interaction. Baumrind (1971) suggested that the authoritative parenting style is more likely than permissive or authoritarian parenting styles to result in self-reliant, independent, and self-controlled children. While the phrase “parenting style” has been defined in the literature in terms of parents, in this study the term will be used to refer to mothers’ parenting style only.

Limitations and Delimitations of the Study

This study is limited to mothers of young children (newborn to three years of age) in eight nonprofit, economically diverse Dallas-Fort Worth-Denton, Texas, area early childhood centers. The results reflect only the perception of the mothers who answered the questionnaire and cannot be generalized to parents in other settings or geographical regions.
CHAPTER TWO

REVIEW OF LITERATURE

This review of literature cites previous research on work-family role strain and parenting styles. Role strain, parenting styles, and the relationship of role strain and parenting styles are discussed.

Work-Family Role Strain

According to O'Neil and Greenberger (1994), "the amount of time that an individual devotes to work, parenting, marital, and other role-related activities (e.g., church member, political party member) may lead to feelings of overload and depletion, and the responsibilities that arise within each sphere of activity may lead to feelings of conflict between and among roles" (p. 101). Cooke and Rousseau (1984) additionally found that having multiple roles may lead to stress and strain.

The work-family role strain which mothers experience can affect work and family life. Some studies have found work-family conflict to negatively effect job performance (Frone, Russell, & Cooper, 1992; Ivancevich & Matteson, 1980). Burden (1986) found this conflict to be associated with women's increased levels of depression and decreased life satisfaction. Frone et al. and Ivancevich and Matteson found that work interferes with family life more frequently than family life interferes with work, yet other studies found that work is a stronger influence on mothers' life satisfaction and well-being than family...

Higgins, Duxbury, and Lee (1994) found that mothers with children under three years of age were more likely to have greater role strain than mothers with older children, and Crouter (1984) found these women with younger children to be "at-risk" for perceiving the impacts of work-family role strain. Crouter says mothers often feel this strain in the form of absenteeism, tardiness, energy deficit, preoccupation with family-related matters, and reluctance to accept work-related responsibilities that conflict with family time and activities. When these women with younger children additionally have workload pressures, the role strain tends to be even greater.

Studies show that single working mothers with young children are prone to psychological stress and role strain more often than married working mothers (Burden, 1986; Campbell & Moen, 1992; McLanahan & Booth, 1989; Richards, 1989). This role strain tends to be especially great when single mothers have more than one child, work atypical work schedules, have no control over their work schedule, work long hours, or are not satisfied with their work (Campbell & Moen, 1992). Crockenberg (1988) found that low-income, single mothers tend to work out of necessity and tend to have less social support than mothers with higher incomes. This may be due to the mothers' inability to buy services that can help deal with the time conflicts of work and family. Because these mothers tend to have less control over their work schedule, there is little or no organized
child care available. Shipley and Coats (1992) found these low-income, single mothers to be less action-oriented in coping skills and to have lower self-esteem and, thus, tend to have much greater role strain. In contrast, married, working mothers often have more social support (Crockenberg, 1988). But studies show these women were still responsible for over half of the child care and household responsibilities despite the added support from a spouse (Demo & Aycock, 1993; Wille, 1992). Also, married working mothers with greater work expectations were found to have greater feelings of work overload, leading to more role strain (Cooke & Rousseau, 1984).

Bamundo and Kopelman (1980) found that mothers with higher education levels tend to have more work and life satisfaction. These professional and middle-class mothers often have more resources to deal with role strain (Noor, 1995; Starrels, 1992). Also, mothers with high-status jobs tend to display positive attitudes toward work to their children, which may increase both mother and child satisfaction, as well as lower mothers' levels of strain (Wille, 1992). Starrels also found mothers' attitudes toward work to be "the strongest predictor of [children's] attitudes toward maternal employment" (p. 101).

As can be seen by the research in these studies, mothers play an essential role in modeling attitudes and behaviors about maternal employment to their children. Negative attitudes and behaviors by children may lead to more conflict within the family, which may in turn negatively affect working mothers.

Family-friendly work atmospheres and policies may decrease the amount of work-family conflict (Anderson-Kulman & Paludi, 1986). Other researchers found that
flexible work schedules (Shinn, Wong, Simko, & Ortiz-Torres, 1989; Staines & Pleck, 1983; Thomas & Ganster, 1995); parental leave (Shellenbarger, 1991); support, educational and referral programs (Shinn et al., 1989; Thomas & Ganster, 1995); and help with child care (Thomas & Thomas, 1990) may reduce work-family role strain.

Parenting Styles

Baumrind (1971, 1975) used two dimensions, nurturance and control, to propose three patterns of parental authority: authoritarian, permissive, and authoritative. Nurturance refers to the parenting behaviors that express warmth, acceptance, and understanding. Bigner (1985) found parents who use more nurturing behaviors to have a high level of respect for their children. Control refers to the behaviors a parent uses to influence a child to comply with certain rules and standards of behavior. Bigner found that parents use their own authority to set consequences for children's behaviors.

Permissive parents exhibit high levels of communication and nurturance which encourage independence, but they exhibit lower levels of control by placing fewer demands on their children (Baumrind, 1971). These parents are non-controlling and nonthreatening and allow their children excessive freedom to regulate their own behaviors (Baumrind, 1967, 1971, 1980). Whitaker and Keith (1981) found these parents use little control due to fear of loss of compliance and inability to maintain firm values. Research by Baumrind (1967, 1971, 1980) found children of these parents do not learn self-control and self-discipline and are low in cognitive and social skills. These children tend to be impulsive, bossy, aggressive, and rebellious.
Authoritarian parents tend to demonstrate high amounts of control (i.e., less rational, more overpowering), low levels of communication (e.g., the child is expected to accept what the parent says), and are less nurturant (Baumrind, 1971). These parents set strict rules and do not allow children to give input (Whitaker & Keith, 1981). Baumrind (1967, 1971, 1980) also found these parents expect obedience, tend to punish without reason, and rely on force to get cooperation. Authoritarian parents are unresponsive to the child's rights and needs. Children of these parents are of average competence in cognitive and social skills and tend to be moody, unhappy, fearful, withdrawn, unspontaneous, and irritable (Baumrind, 1967, 1971, 1980). Other research found that children of parents who use harsh, punitive, and inconsistent discipline are prone to many behavioral and psychological problems (Dodge, Pettit, & Bates, 1994; McLoyd, Jayaratne, Ceballo, & Borquez, 1994).

Authoritative parents are nurturant; exhibit high levels of control in a firm, consistent, rational, nonrestrictive manner; and demonstrate high levels of communication by encouraging verbal interaction (Baumrind, 1971). These parents set clear standards and enforce them, but also consider the child's point of view and give their children a rationale for restrictions (Baumrind, 1967, 1971, 1980). Research by Whitaker and Keith (1981) found these parents to often exchange roles with their children. Baumrind (1967, 1971, 1980) also found children of these parents to be high in cognitive and social skills, energetic, friendly, and curious.
Baumrind (1971) suggested the authoritative parenting style is more likely than authoritarian or permissive parenting styles to result in self-reliant, independent, and self-controlled children. Previous studies have examined the authoritative parenting style and its effects on children. Researchers have studied parenting styles' relationship to adolescent social issues such as autonomy (Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Smetana, 1995; Steinberg, Elmen, & Mounts, 1989), substance abuse (Baumrind, 1991), self-esteem (Buri, 1989; Buri, Louiselle, Misukanis, & Mueller, 1988; Ferrari & Loviette, 1993; McFarlane et al., 1995), peer relations (Bohrnstedt & Fischer, 1986; Feldman & Wentzel, 1990), and academic achievement (Beyer, 1995; Lamborn et al.; Paulson, 1994). In preschool children, Baumrind and Black (1967) found that parents who enforced demands, allowed for verbal give and take, and disciplined consistently tended to have stable, assertive behavior by children. When examining children's playground behaviors, it was found that preschool children of less power-assertive parents had fewer disruptive playground behaviors and had more prosocial and fewer antisocial behaviors (Hart, DeWolf, Wozniak, & Burts, 1992).

Parenting style also affects maternal behaviors toward children (Beyer, 1995; Crockenberg & Litman, 1991). Research by Beyer found that nonemployed mothers tended to use more control strategies with their children, while working mothers displayed more guidance and responsiveness toward their children. These parents, especially the mothers who worked longer hours, may avoid confrontation with their children to compensate for their absence (Beyer, 1995; Crockenberg & Litman, 1991). A study by
Greenberger and Goldberg (1989) found that women who were highly committed to work
and parenting tended toward authoritative parenting. In addition, more educated mothers
were more likely to be positively involved in their child's life (Beyer, 1995).

A study by Beyer (1995) found middle-class, working mothers to be less
controlling and directive, more autonomy supportive, and more likely to help in problem-
solving rather than giving the child the solution to the problem. Mothers with higher
socioeconomic status tended to be more sensitive to their children (Benn, 1986).
Lower-income parents often used more harsh punishment in order to try to prevent their
children from becoming victims or perpetrators of antisocial activity (Dodge et al., 1994).
This research also found that low-income parents lack financial, educational, psychological
and medical resources which can impact the parent-child relationship. Hashima and
Amato (1994) found that as household income increased, the likelihood of punitive
parental behaviors decreased.

Parenting behavior varies across cultures. African-American parents are more
likely to use corporal punishment (Franklin & Boyd-Franklin, 1985; Hale-Benson, 1986),
tend to be more restrictive, and expect immediate obedience more frequently than
Caucasian parents (Hale-Benson, 1986; Julian, McKenzie, & McKelvey, 1994; Peters,
1985). In addition, Taylor, Chatters, Tucker, and Lewis (1990) found that
African-American parents are more strict because they want to prepare their children for
the realities of racism and discrimination. Hispanic parents are very nurturing (Vega,
1990) and tend to indulge young children, but as the children get older, parents expect
more obedience and respect (Martinez, 1988; McGoldrick, 1982). Martinez found that middle-class Hispanic mothers use rational, issue-oriented discipline techniques and set firm limits within a loving context. Martinez stated that despite the high levels of nurturance and protection, this culture tended to be more authoritarian in parenting style.

Asian mothers rated higher on parental control and authoritarian parenting style than other cultures (Chao, 1994; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Lee, 1994). Researchers noted these mothers to be warm, affectionate, lenient, involved, and more concerned about their infants and young children (Chan, 1992; Chao, 1994; Kelley & Tseng, 1992). However, as Asian children got older, discipline became more strict (Kelley & Tseng), parents were more demanding and controlling (Chao, 1994; Lin & Fu, 1990), and children were given adult responsibilities (Chan, 1990). Kelley and Tseng found that Asian mothers used a higher degree of physical control than did Caucasian mothers.

Work-Family Role Strain and Parenting Styles

Beyer (1995) determined that maternal employment is mediated by parenting style. O'Neil and Greenberger (1994) found that women's patterns of commitment to work and parenting were unrelated to their level of role strain. In their study, four combinations of commitment were found to lead to different levels of role strain. First of all, mothers with high levels of both work and parental commitment tended to have higher levels of role strain if they had low job satisfaction. But if the women were satisfied in their jobs, their role strain was lower. Secondly, most mothers with low levels of both work and parental
commitment have high role strain. Of these women, only the ones with strong support systems were found to have lower levels of role strain. Thirdly, mothers with high work commitment and low parental commitment had high levels of role strain. The only women with this commitment pattern to have lower levels of role strain were women with high job status. Finally, mothers with low work commitment and high parental commitment tended to have low levels of role strain only if they were in nonprofessional and non-management jobs.

Research has shown that working mothers have a need for separation of work and family life and a continued need for family-friendly atmospheres and policies (Anderson-Kulman & Paludi, 1986; Shellenbarger, 1991; Shinn et al., 1989; Staines & Pleck, 1983; Thomas & Ganster, 1995; Thomas & Thomas, 1990). Overall, mothers with high work-family role strain set more limits on their children (Lerner & Galambos, 1988). Employers must recognize that working mothers do have control over interferences of home life on work, but these mothers have little or no control of work interferences on home life (Hall & Richter, 1988).

This review of literature examined previous studies on work-family role strain and the three parenting styles (i.e., permissive, authoritarian, and authoritative). The literature revealed that parents of young children exhibit role strain and that this role strain may be related to parenting styles. This purpose of this study was to examine the relationship between role strain and parenting styles. The proposed hypotheses were as follows:
1. Work-family role strain is significantly ($p<.05$), negatively related to permissive parenting style in mothers of young children.

2. Work-family role strain is significantly ($p<.05$), negatively related to authoritarian parenting style in mothers of young children.

3. Work-family role strain is significantly ($p<.05$), positively related to authoritative parenting style in mothers of young children.
CHAPTER THREE

METHODS AND PROCEDURES

Subjects

The participants in the study included mothers of children under three years of age in eight nonprofit, economically diverse Dallas-Fort Worth-Denton, Texas, area early childhood centers. The centers included four Young Women's Christian Association (YWCA) child care centers in metropolitan Dallas and two United Way-funded child care centers in Denton, all of which offered subsidized child care for some of the families. The First Texas Council of Camp Fire of Fort Worth child care center and one church-sponsored preschool in Denton were tuition-based. These eight centers had a total of 152 children under three years of age enrolled. Forty-five of the 152 mothers completed and returned the questionnaires, for a return rate of 30%.

Participants included 36 Caucasian, four Asian, three Hispanic, two African-American, and five biracial mothers (three Caucasian-Hispanic, one African American-Korean, and one unknown biracial). The majority of subjects indicated high levels of education (84.4% attended college) and family income (62.2% had an annual family income greater than $50,000). Numbers and percentages for income, education, and occupation of mothers are presented in Table 1. Seventy-three percent of the participants were two-parent families/both parents worked outside the home (n=33), 20%
were mother-headed single-parent families (n=9), and three were two-parent families/ one parent did not work outside the home. Twenty-two of the participants had one child, 19 had two children, two mothers had three children, and two mothers had four children. Mothers' ages and children's gender were not determined.

Table 1

Demographic Characteristics

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<tr>
<th>Income</th>
<th>n</th>
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<td>Under $12,000</td>
<td>6</td>
<td>13.3</td>
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<tr>
<td>$12,000-$19,999</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>$20,000-$24,999</td>
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<td>$40,000-$49,999</td>
<td>1</td>
<td>2.2</td>
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<tr>
<td>$50,000 and above</td>
<td>28</td>
<td>62.2</td>
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<th>Education</th>
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<tr>
<td>No formal schooling</td>
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<td>0</td>
</tr>
<tr>
<td>Completed elementary school</td>
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<td>0</td>
</tr>
<tr>
<td>Attended High School</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>Equal or equivalent to high school</td>
<td>2</td>
<td>4.4</td>
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(table continues)
Education (contd.)

| Attended trade/vocational school | 3   | 6.7 |
| Attended college                | 38  | 84.4 |

Occupation

| Information and Technology     | 3   | 6.7 |
| Production                     | 3   | 6.7 |
| Sales and Marketing            | 6   | 13.3 |
| Finance                        | 2   | 4.4 |
| Personnel                      | 5   | 11.1 |
| Research & Development         | 3   | 6.7 |
| Administration                 | 1   | 2.2 |
| Medical                        | 10  | 22.2 |
| Education                      | 3   | 6.7 |
| Other                          | 8   | 17.8 |

Marital Status

| Two-parent: One does not work outside the home | 3   | 6.7 |
| Two-parent: Both parents work outside the home | 33  | 73.3 |
| Single parent: Mother head                  | 9   | 20 |

Note: Total N of Sample = 45. Some questions were not answered by all respondents.
Instruments

A questionnaire (adapted from Hirsh, Hayday, Yeates, & Callender, 1992, a British Manpower Study) (see Appendix B) was designed to examine job/career satisfaction, employers' perceived attitude toward family, child care arrangements, and levels of role strain (Kopelman, Greenhaus, & Connolly, 1983). Demographic information including socioeconomic status, education level, marital status, occupation, race, and number of children was also determined in the questionnaire. The questionnaire was designed for use in a larger study; however, this study only examined two aspects of the questionnaire. The demographic information (see Appendix B, #1-#9) and the level of role strain (see Appendix B, #20, eight statements) were examined.

Kopelman et al.'s (1983) measurement of interrole conflict was used to determine level of role strain. Mothers were asked to state their level of agreement with views expressed in statements related to work and family interrole conflict. The scores of the eight, 5-point Likert statements ranging from strongly agree (1) to strongly disagree (5) were summed to determine level of role strain. Lower scores represented high levels of role strain. Reliability and validity for the questionnaire were unavailable. Two open-ended questions (see Appendix B, #21-22) were also included to elicit participants' specific perceptions about role strain.

Parenting style was assessed using the Parental Authority Questionnaire (PAQ) (Buri, Misukanis, & Mueller, 1988) (see Appendix C) which measures Baumrind's (1971) authoritarian, permissive, and authoritative parental prototypes. In this 30-item
self-evaluation, participants rated their authority as a parent. The PAQ consisted of 10 authoritarian, 10 permissive, and 10 authoritative five-point Likert statements ranging from strongly disagree (1) to strongly agree (5). The PAQ yielded three separate scores for each participant with a range of 10-50 points for each of the three parenting styles (see Appendix D). The higher the score, the greater the level of each parenting style.

The PAQ has been shown to be reliable and valid (Buri, 1991). Three forms of this questionnaire were contrived: one to evaluate parental authority of mother, one to evaluate parental authority of father, and one to evaluate parental authority of self (reworded into first person). Reliability and validity were cited for the first two forms of the PAQ. Test-retest reliability for mother's permissiveness was established by Buri (1991) as .81, mother's authoritarianism was .86, and mother's authoritativeness was .78, while father's permissiveness was .77, father's authoritarianism was .85, and father's authoritativeness was .92. Internal consistency reliability as established by Buri (Cronbach coefficient alpha values) was .75 for mother's permissiveness, .85 for mother's authoritarianism, .82 for mother's authoritativeness, .74 for father's permissiveness, .87 for father's authoritarianism, and .85 for father's authoritativeness. Discriminant-related validity for the two forms was as follows: mother's authoritarianism was inversely related to mother's permissiveness ($r = - .38, p < .0005$) and to mother's authoritativeness ($r = - .48, p < .0005$); father's authoritarianism was inversely related to father's permissiveness ($r = - .50, p < .0005$) and to father's authoritativeness ($r = - .52, p < .0005$); mother's permissiveness was not significantly related to mother's authoritativeness ($r = .07, p > .10$);
and father's permissiveness was not significantly correlated with father's authoritativeness ($r = .12, p > .10$). Criterion-related validity found the PAQ consistent with Baumrind's (1971, 1975, 1980, 1991) study of the relationship between parental authority and parental warmth. Bivariate correlations between the PAQ and the Parental Nurturance Scale (Buri, Louiselle, Misukanis, & Mueller, 1988) were: authoritative parents were found to be highest in parental nurturance for both mothers ($r = .56, p < .0005$) and fathers ($r = .68, p < .0005$); authoritarian parenting was inversely related to nurturance for both mothers ($r = -.36, p < .0005$) and for fathers ($r = -.53, p < .0005$); and parental permissiveness was unrelated to nurturance for both mothers ($r = .04, p > .10$) and fathers ($r = .13, p > .10$). Bivariate correlations between the PAQ and the Marlowe-Crowne Social Desirability Scale (Crowne & Marlowe, 1964) were: $r = .23$ for mother's permissiveness, $r = -.14$ for mother's authoritarianism, $r = .10$ for mother's authoritativeness, $r = .10$ for father's permissiveness, $r = .01$ for father's authoritarianism, and $r = .05$ for father's authoritativeness. Norm testing for the PAQ was completed with two separate groups from intact families: high school juniors and seniors (mean age = 17.4) and college students (mean age = 18.8). Reliability and validity were not cited for the third form. But, the self-evaluation (third form) is a rewording of the other two forms; thus, the PAQ indicates respectable measures of reliability and validity for all forms.

**Procedure**

The director of each cooperating YWCA child care center provided mothers in the center with information about the study. Researchers or a research assistant went to the centers on the day the questionnaires were distributed to personally greet the mothers, to
distribute consent forms and questionnaires, and to be available to answer questions. Throughout the next week, researchers and the research assistant made telephone calls to remind directors about gathering the questionnaires. The researchers or research assistant returned one week later to pick up the questionnaires, but only eight questionnaires were returned.

Next, directors at the Denton area child care centers and preschool were then contacted to arrange participation in the study. Researchers and the research assistant decided to offer incentives (which were gift certificates for a free child’s meal at a local restaurant and a coupon for a free round of miniature golf at a local facility) at these centers. Researchers or the research assistant went to the Denton area centers to personally greet the mothers, to distribute consent forms and questionnaires, and to be available to answer questions. Mothers were reminded to return the survey within one week in order to receive an incentive. Sixteen questionnaires were returned.

First Texas Council of Camp Fire of Fort Worth child care center was then contacted to arrange participation in the study. The research assistant delivered the questionnaires to the center, and the family life coordinator personally distributed them to the parents. Researchers returned two weeks later to pick up the 21 completed questionnaires.
Analysis of Data

Descriptive statistics were used to analyze the information in the questionnaires. Pearson product-moment correlation coefficients (two-tailed significance) were used to examine the relationship between work-family role-strain and the three parenting styles.
CHAPTER FOUR

RESULTS

Participants' role strain level and parenting style scores (for permissive, authoritarian, and authoritative) were analyzed to determine if a relationship existed between work-family role-strain and parenting style. Due to the homogeneity of the participants, socioeconomic status, education level, marital status, occupation, and race were used to provide profile information about mothers rather than for analysis purposes.

Mean Scores

Total scores (of eight questions on the survey) for participants were used to determine the mean of role strain. Lower scores represented higher levels of role strain. The mean score for work-family role strain was 20.64, with a standard deviation of 6.42 and a range of 8.00 to 36.00 (with a possible score of 40.00). Means for each of the parenting styles were determined by mothers' responses to ten questions for each parenting style in the PAQ (possible range of 1.00 to 5.00). The mean for permissive parenting style was 2.24, with a standard deviation of .32 and a range of 1.50 to 2.80. Mothers' reports of authoritarian parenting style had a mean of 2.75, with a standard deviation of .53 and a range of 1.70 to 4.10. For authoritative parenting style, the mean was 4.20, with a standard deviation of .38 and a range of 3.60 to 5.00. While authoritative parenting style had a higher mean score, more variation was found among
means for authoritarian parenting style. For the mothers in this study, the mean for number of children was 1.64 with a standard deviation of .77 and a range of 1.00 to 4.00.

Correlational Analyses

A Pearson product-moment correlation was conducted using the three parenting styles (i.e., permissive, authoritarian, and authoritative). No significant (p > .05) relationships were found among the three parenting styles (see Table 2). The three parenting styles were found to be independent of each other.

Relationships between work-family role strain and parenting styles were analyzed in accordance to the specific hypotheses proposed for the study.

1. Work-family role strain is significantly (p < .05), negatively related to permissive parenting style in mothers of young children.

Pearson product-moment correlations were used to determine the relationship between role strain and permissive parenting style. Table 2 shows there was no significant relationship (p > .05) between work-family role strain and permissive parenting styles.

2. Work-family role strain is significantly (p < .05), negatively related to authoritarian parenting style in mothers of young children.

Pearson correlations were computed between role strain and authoritarian parenting style. As shown in Table 2, no significant relationship (p > .05) was found between work-family role strain and authoritarian parenting style.

3. Work-family role strain is significantly (p < .05), positively related to authoritative parenting style in mothers of young children.
Pearson product-moment correlations were used to determine the relationship between role strain and authoritative parenting style. No significant relationship ($p < .05$) between work-family role strain and authoritative parenting style was found. (See Table 2.)

Table 2
Correlations between Parenting Styles, Role Strain, and Number of Children

<table>
<thead>
<tr>
<th></th>
<th>Permissive</th>
<th>Authoritarian</th>
<th>Authoritative</th>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permissive</td>
<td>1.000</td>
<td>-.1203</td>
<td>-.1004</td>
<td>-.0380</td>
</tr>
<tr>
<td>$p =$</td>
<td>$p = .460$</td>
<td>$p = .537$</td>
<td>$p = .814$</td>
<td></td>
</tr>
<tr>
<td>Authoritarian</td>
<td>-.1203</td>
<td>1.000</td>
<td>.1195</td>
<td>.0726</td>
</tr>
<tr>
<td>$p = .460$</td>
<td>$p =$</td>
<td>$p = .457$</td>
<td>$p = .648$</td>
<td></td>
</tr>
<tr>
<td>Authoritative</td>
<td>-.1004</td>
<td>.1195</td>
<td>1.000</td>
<td>.2814</td>
</tr>
<tr>
<td>$p = .537$</td>
<td>$p = .457$</td>
<td>$p =$</td>
<td>$p = .071^*$</td>
<td></td>
</tr>
<tr>
<td>Role Strain</td>
<td>.0746</td>
<td>-.0102</td>
<td>-.1486</td>
<td>-.2121</td>
</tr>
<tr>
<td>$p = .647$</td>
<td>$p = .950$</td>
<td>$p = .354$</td>
<td>$p = .167$</td>
<td></td>
</tr>
</tbody>
</table>

Note: Total N of Sample = 45. Some questions were not answered by all respondents. * $p \leq .10$

In addition to hypotheses correlations, Pearson correlations were used to determine the relationship between number of children and authoritative parenting style.

Table 2 shows there was a significant, positive correlated ($p \leq .071$). The more children a mother has, the higher her score of authoritativeness.
Open-ended Question Analysis

Mothers’ responses to the eight statements which measured role strain found that role strain was evident in the mothers in this study. Forty-two of the mothers answered the open-ended questions which revealed more evidence of role strain. In response to the question, “Do you find it hard to work and have children?,” the majority of participants (n = 30) admitted that working and having children was difficult. Terms such as “hard to juggle,” “difficult to balance,” “too much to do,” and “torn between” were used to describe the difficulty. Participants also discussed ways that role strain affected them. “Lack of energy,” “strain and stress,” “emotional and physical tiredness,” “guilt,” “missing out,” and “lack of time for self” were terms used to describe how role strain affected them. When asked the question, “What advice would you give to other working women seeking to combine work with having a family?,” participants gave a variety of responses. Many of the mothers (n = 19) made comments about “prioritizing” (e.g., “Family must come first”). Several participants (n = 12) stated that spousal or other support was important when combining work and family. Some of the mothers (n = 10) made reference to quality child care as an important factor in dealing with difficulties of work and family; one mother commented, “Find the best child care setting you can, even if it means sacrificing financially.” Flextime, job sharing, and a good employer were other sources the participants used to deal with role strain. Some participants (n = 10) noted their desire to work part-time or have a more flexible work schedule in order to create more time for family. Few mothers (n = 10) noted they did not find it hard to manage work and family. These mothers said they enjoy both work and parenting. Having a “successful relationship
with [child care] provider,” using “the time you have with your family,” accepting that work is a part of life, and having a positive attitude were ways these mothers dealt with work-family issues.

In conclusion, no significant (p<.05) relationships were found between parenting styles and role strain. Mothers’ responses to the open-ended questions revealed evidence of role strain.
CHAPTER FIVE

SUMMARY AND CONCLUSIONS

Summary

Forty-five mothers of children ages newborn to three years completed a questionnaire which described their demographic information, level of work-family role strain, and parenting style. The majority of participants in the study were Caucasian, high-income, educated mothers. Results of this study indicated that there was no significant (p>.05) relationship between the three parenting styles and work-family role strain for the participants in this study. But, number of children and mothers’ reported scores for authoritativeness were significantly, positively correlated. Participants reportedly experienced role strain, and open-ended questions revealed insights into this.

Conclusions

The results of this study indicated that there was no relationship between parenting styles and role strain in the mothers in this study. These findings are consistent with O’Neil and Greenberger’s (1994) findings that mothers’ commitment to work and parenting was unrelated to role strain.

The lack of correlation among the three parenting styles measured may indicate that they are independent of one another. This relationship between parenting styles could be further examined.
This study revealed that number of children and higher mean scores in mothers’ authoritativeness are significantly related. This may indicate that mothers with more children tend to be more certain about their parenting behaviors because they have more experience. However, this study did not examine evidence to support this idea. Future research could examine this relationship.

The participants in the study (majority with yearly household income more than $50,000) reported higher scores on authoritative parenting style than on permissive or authoritarian scores. This is supportive of previous research which found that middle-class mothers tend toward authoritative behaviors such as being less controlling and more autonomy supportive (Beyer, 1995), being more sensitive to their children (Benn, 1986), and using less punitive parenting behaviors (Hashima & Amato, 1994).

In this study, participants’ open-ended responses to questions about role strain were consistent with previous research. Shellenbarger (1991), Shinn et al. (1989), Staines and Pleck (1983), Thomas and Ganster (1995), and Thomas and Thomas (1990) described flexible work schedules, support, and quality child care as factors in helping reduce levels of role strain. Other research found that professional and middle-class women had more resources (Noor, 1995; Starrels, 1992) and spousal support (Crockenberg, 1988) to deal with role strain.

Baumrind (1971, 1975) used dimensions of control and nurturance to propose three parenting styles (permissive, authoritarian, and authoritative). The PAQ (Buri et al., 1988) was used to measure these three parenting styles. It should be noted that the PAQ
identified levels of control and communication, but made no reference to levels of nurturance. Further research could include Buri's (1988) Parental Nurturance Scale which measures level of nurturance when determining parenting styles.

This study neglects to examine the number of hours mothers work in relation to role strain. Future research could examine if a relationship exists.

It is also important to recognize that the sample used in this study was very small and homogeneous (primarily Caucasian mothers with yearly income of more than $50,000 who had attended college). The mothers who participated in this study were more educated; therefore, a social desirability bias may have been a factor in the outcome of this research. Mothers who participated in the study may have had lower levels of role strain which allowed them the time to complete the questionnaire.

Perhaps with a different sample other results may have been found. Previous findings by Lee (1994) revealed that mothers from high income families tend to have high levels of nurturance, and mothers from low-income families tend to have low levels of nurturance. Other research found that single mothers were more prone to role strain than married mothers (Burden, 1986; Campbell & Moen, 1992; McLanahan & Booth, 1989; Richards, 1989). Noor (1995) and Starrels (1992) found that middle-class and professional mothers have more resources to deal with role strain. Cultural differences in parenting style (Chao, 1994; Hale-Benson, 1986; Martinez, 1988) may also affect mothers' role strain. Future research could study the variety in age of children, ethnicity, marital status, and educational level in relation to role strain and parenting styles. Other
settings could also be used in future research to reach a more diverse group of mothers. Researchers could work with employers to allow mothers time at work to complete the survey which would possibly increase the return rate.

This research provides employers and professionals who work with families with information necessary to help reduce role strain in mothers of young children. Although parenting style was found not to be correlated with role strain, participants' perceptions of role strain (as identified in the open-ended questions) helped to identify ways to reduce work-family role strain. Employers could provide flexible work schedules, parental leave, support programs, referral programs, and assistance with child care. Professionals who work with families could also provide support for mothers and encourage mothers to find quality child care. Evidence of this research could also help these professionals to recognize the diversity in perceptions of parenting style among parents and to perhaps recognize that parenting style may be independent of a successful balance of work and family life.
April 17, 1997

Dear Mother of Infants and Toddlers in First Texas Council of Camp Fire,

Your help is needed in our study to learn about the stresses involved in being a working mother with an infant and how parenting is affected by dual roles. You can participate in our study by answering the Working Mother Survey and the Parenting Authority Questionnaire. The results of this study can provide information to employers seeking to minimize work-family conflict as well as professionals who work with families. Please return the survey to your Family Services Coordinator Melinda Wyler before or by __________. Your answers will be strictly confidential. Your name or the name of your child’s center will not be used in the research. We greatly appreciate your help.

Your willingness to participate in the study will be considered as your consent to participate in the study. You may request to drop out of the study at any time. If you have any questions, please call me at the University of North Texas at (817)565-2432 or my Research Assistant, Jasmine Ng, at (817)369-7246.

Sincerely,

Anninta Jacobson

Anninta Jacobson, Ph.D.,
Associate Professor
Child/Human Development and Family Studies

(This project has been reviewed and approved by the UNT committee for the Protection of Human Subjects (940) 565-3940.)
Information About Your Family

1. Which of the following best describes your family? Check all that apply to you.
   (04) Two-parent family: One parent does not work outside the home
   (05) Two-parent family: Both parents work outside the home
   (06) Single parent: Father head
   (07) Single parent: Mother head
   (08) Step parent
   (09) Foster parent
   (10) Adoptive parent
   (11) Grandparent rearing grandchildren
   (12) Other (Explain ____________________________

2. Which language(s) do you speak at home?
   (13) Spanish   (14) English   (15) Other (Name ________________________

3. Mark the category which most closely describes your ethnic background.
   (1) Caucasian   (2) African American   (3) Hispanic   (4) Asian   (5) Other ____________

4. How many children do you have? __________

5. What are their ages? __________

6. What are your HIGHEST level of educational experience?

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>(19) (Please check one box)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal schooling</td>
<td>1</td>
</tr>
<tr>
<td>Completed elementary school</td>
<td>2</td>
</tr>
<tr>
<td>Attended high school</td>
<td>3</td>
</tr>
<tr>
<td>Equal or equivalent to high school</td>
<td>4</td>
</tr>
<tr>
<td>Attended trade/vocational school</td>
<td>5</td>
</tr>
<tr>
<td>Attended college</td>
<td>6</td>
</tr>
</tbody>
</table>

7. What is your families combined yearly income? (Please check one space)
   (19) (Please check one space)
   Under $12,000 $12,000--$19,999 $20,000--$24,999 $25,000--$29,999
   $30,000--$39,999 $40,000--$49,999 $50,000 and above
Information About Your Work

8. What kind of work do you do? Please describe.

________________________________________________________________________

9. For whom do you work?

________________________________________________________________________

Job and Career Satisfaction

10. How satisfied are you now with:

(Please check one box for each line)

<table>
<thead>
<tr>
<th>(23) Your job?</th>
<th>Very Satisfied 1</th>
<th>Satisfied 2</th>
<th>Unsatisfied 3</th>
<th>Very Unsatisfied 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(24) The progress of your career?</th>
<th>Very Satisfied 1</th>
<th>Satisfied 2</th>
<th>Unsatisfied 3</th>
<th>Very Unsatisfied 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. How much freedom do you have on your job to make decisions about organizing your work and time schedule?

(Please check one box only)

<table>
<thead>
<tr>
<th>Degree of freedom (with 5 being most and 0 being none)</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Returning to Work

Thinking about your decision to work after the birth of your infant:

12. How certain were you when your infant was born that you would return to work?
(Please check one space)

<table>
<thead>
<tr>
<th>Unsure</th>
<th>Sure</th>
<th>I thought I would</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

13. How important were the following factors in your decision to return to work after you infant was born?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very important</th>
<th>Quite important</th>
<th>Not very important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>(27) The general attitude of my employer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(28) The effective management of maternity leave by my employer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(29) The attraction of the job to which I would return</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(30) The support of other employees at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(31) Knowing other women who had successfully managed to work after child birth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(32) Having the support of my partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(33) Having the support of other family members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(34) Financial need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(35) The ability to fit my job with family responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(36) The ability to organize satisfactory childcare</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(37) Having a healthy baby</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(38) My desire to work for my own satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(39) The need to maintain career continuity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(40) The need for my baby to be weaned or part-weaned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Flexible Working

14. Since returning from your most recent career break:

a. To what extent have the following types of flexible working arrangements been available to you.

<table>
<thead>
<tr>
<th>(Please check one box in each set for each line)</th>
<th>Considerable extent 1</th>
<th>Some extent 2</th>
<th>Not at all 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(41) Timing of the working day (Flextime, for example)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(42) Ability to arrive later or leave earlier than standard time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(43) Significant formal reduction in working hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(44) Ability to work from home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(45) Emergency time off for family reason</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. How helpful are they or would they be if they were available in combining your current job with family life?

<table>
<thead>
<tr>
<th>(Please check one box in each set for each line)</th>
<th>Very helpful 1</th>
<th>Some help 2</th>
<th>No help/not applicable 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(46) Timing of the working day (Flextime, for example)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(47) Ability to arrive later or leave earlier than standard time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(48) Significant formal reduction in working hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(49) Ability to work from home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(50) Emergency time off for family reason</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Since your first child was born, have you worked part-time or job-shared at all?

(51) YES ___ 1  NO ___ 2

(52) If YES, how long in total have you worked part-time?
Less than one year ___  Number of years: ___
Childcare

By childcare we mean care of children arranged while you are working for employer/self employed, or traveling to and from work.

16. How often do you rely on your partner’s help in caring for your children while at work? (Please check one space)
   - Not applicable
   - Regularly
   - Never
   - Occasionally

17. Would you say that you have found childcare to be? (Please check one space)
   - Not a problem
   - A frequent worry
   - An intermittent worry
   - A continuous source of worry

18. Have considerations of childcare affected your job and career choices? (Please check one space)
   - Not at all
   - Very significant
   - To some extent

19. Which enhancements to childcare would (or do) significantly help you combine work and the care of children, now or in future?

<table>
<thead>
<tr>
<th>Possible Enhancements</th>
<th>Very great help</th>
<th>Significant help</th>
<th>Limited help</th>
<th>No help at all</th>
<th>Already available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information on children or childcare availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer-run childcare center</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Provision of nursery or childcare near to home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax relief on childcare costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer assistance with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time off when arrangements break down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. Below are a number of statements made by working mothers we have interviewed. Please indicate the extent to which each statement matches your own views.

<table>
<thead>
<tr>
<th>(Please check one box for each line)</th>
<th>I strongly agree</th>
<th>I agree</th>
<th>I neither agree nor disagree</th>
<th>I disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(61) My work schedule often conflicts with my family life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(62) After work, I come home too tired to do some of the things I'd like to do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(63) On the job I have so much work to do that it takes away from my personal interests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(64) My family dislikes how often I am preoccupied with my work while I am home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(65) Because my work is demanding, at times I am irritable at home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(66) The demands of my job make it difficult to be relaxed all the time at home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(67) My work takes up time that I'd like to spend with my family.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(68) My job makes it difficult to be the kind of spouse or parent I'd like to be.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. Do you find it hard to work and have children? Explain your answer.

22. What advice would you give to other working women seeking to combine work with having a family?

For more information, please contact:
Dr. Arminta Jacobson at (817)565-2432, Fax (817)565-2905
P.O. Box 13857
Denton, TX 76203-6857
APPENDIX C

PARENTING AUTHORITY QUESTIONNAIRE
Parenting Authority Questionnaire

For each of the following statements, circle the number on the 5-point scale that best indicates how that statement applies to you and your approach to parenting. Read and think about each statement as it pertains to the way you parent your children. Your responses are totally anonymous. There are no right or wrong answers, so please be as honest and accurate as you can. Also, try not to spend a lot of time on any one item—simply give your overall impression regarding each statement. Thank you for your participation.

1. Strongly Disagree  Undecided  Agree  Strongly Agree

1. I feel that in a well-run home, children should have their way in the family as often as the parents do.

2. Even if my children do not agree with me, I feel that it is for their own good if they are forced to conform to what I think is right.

3. Whenever I tell my children to do something, I expect them to do it immediately without asking any questions.

4. Once a family policy has been established, I discuss the reasoning behind the policy with my children.

5. I always encourage verbal give and take whenever one of my children feel that family rules and restrictions are unreasonable.

6. I feel that what children need is to be free to make up their own minds and to do what they want to do, even if it doesn't agree with what I want.

7. I do not allow my children to question any decision that I make.

8. I direct my children's activities and decisions through reasoning and discipline.

9. I feel that more force should be used by parents in order to get their children to behave the way they are supposed to.

10. I do not feel that my children need to obey rules and regulations of behavior simply because someone in authority has established them.

11. My children know what I expect of them but they also feel free to discuss these expectations with me when they feel that they are unreasonable.

12. I feel that wise parents should teach their children early just who is the boss in the family.

13. I seldom give my children expectations and guidelines for their behavior.

14. Most of the time I do what my children want when making family decisions.

15. I consistently give my children directions and guidelines in rational and objective ways.

16. I get very upset if any of my children try to disagree with me.

17. I feel that most problems in society could be solved if parents would not restrict their children's activities, decisions, and desires.
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18. I let my children know what behaviors I expect of them, and if they do not meet these expectations I punish them.  

19. I allow my children to decide most things for themselves without a lot of interaction from me.  

20. I take my children's opinions into consideration when making family decisions, but I will not decide for something simply because the children want it.  

21. I do not view myself as responsible for directing and guiding the behavior of my children.  

22. I have clear standards of behaviors for their children in my home but I am willing to adjust those standards to the needs of each individual child in the family.  

23. I give direction for my children's behaviors and activities and I expect them to follow my direction, but I am always willing to listen to their concerns and to discuss that direction with them.  

24. I allow my children to form their own points of view on family matters and I generally allow them to decide for themselves what they are going to do.  

25. I feel that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they do not do what they are supposed to.  

26. I often tell my children exactly what I want them to do and how I expect them to do it.  

27. I give my children clear direction for their behaviors and activities, but I also understand when they disagree with me.  

28. I do not direct my children's behaviors, activities, and desires.  

29. My children know what I expect of them in the family and I insist that they conform to those expectations simply out of respect for my authority.  

30. If I make decisions that hurt one of the children I am willing to discuss that decision with that child and admit if I have made a mistake.
APPENDIX D

PARENTING AUTHORITY QUESTIONNAIRE SCALE
Parenting Authority Questionnaire

For each of the following statements, circle the number on the 5-point scale that best indicates how that statement applies to you and your approach to parenting. Read and think about each statement as it pertains to the way you parent your children. Your responses are totally anonymous. There are no right or wrong answers, so please be as honest and accurate as you can. Also, try not to spend a lot of time on any one item—simply give your overall impression regarding each statement. Thank you for your participation.

1. I feel that in a well-run home, children should have their way in the family as often as the parents do.

2. Even if my children do not agree with me, I feel that it is for their own good if they are forced to conform to what I think is right.

3. Whenever I tell my children to do something, I expect them to do it immediately without asking any questions.

4. Once a family policy has been established, I discuss the reasoning behind the policy with my children.

5. I always encourage verbal give and take whenever one of my children feel that family rules and restrictions are unreasonable.

6. I feel that what children need is to be free to make up their own minds and to do what they want to do, even if it doesn’t agree with what I want.

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* permissive
** authoritarian
*** authoritative
REFERENCES


