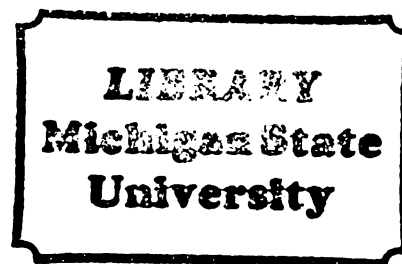


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OF HOUSEHOLD PRODUCTION IN
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FAMILY MEMBERS' PERCEPTIONS OF HOUSEHOLD
PRODUCTION IN RELATIONSHIP TO QUALITY OF LIFE

By

Margaret Prather Ezell

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements

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1982

ABSTRACT

FAMILY MEMBERS' PERCEPTIONS OF HOUSEHOLD PRODUCTION IN RELATIONSHIP TO QUALITY OF LIFE

By

Margaret Prather Ezell

The major purpose of the study was to examine the family properties of family members' perceptions regarding responsibility for household production and quality of life. A comparison of three models for determining family properties from self reports of 107 randomly selected family constellations of husband, wife and oldest child between six and twelve was made. The three models for computing family properties were: 1) Additive model- addition of family members' scores across items; 2) Dispersive model- sum of discrepancy between family members' scores across items as a family property; 3) Discrete model- individual reports as discrete, unique, and independently valid family properties.

The major conclusion was that all three models for measuring family properties indicated that there was a relationship between perceptions of household production responsibilities and perceptions of quality of life. Husband's and wife's perceptions of wife's and child's household production responsibilities were congruent. Husband's and wife's perceptions of husband's

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responsibilities were not congruent. Husband's and child's and wife's and child's perceptions of child's household production were not congruent. Husband's, wife's and child's triadic perceptions of child's household production responsibilities were congruent. Husband's and wife's perceptions of quality of whole life and quality of family life were congruent. Husband's and child's and wife's and child's perceptions of quality of whole life and quality of family life were not congruent. Husband's, wife's and child's triadic perceptions of quality of family life were congruent but perceptions of quality of whole life were not.

Family income and number of family members were the only contextual variables which were systematically related to both individual and triadic family properties of household production and quality of life.

DEDICATED

To MSE and BP

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"When one door closes, another opens: but
we often look so long and regretfully
upon the closed door that we do not see
the one which has opened for us."
Alexander Graham Bell

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CHAPTER I

INTRODUCTION

As the economy continues to fluctuate, families are assaulted by inflation and recession. The cost of the goods and services that families use is reflected in this upward spiral. It is believed families can maintain or raise their level and standard of living by using their own resources, especially their own labor to produce goods and services. Hence, household production becomes more important. Household production is that production carried out by the family members that produces goods and services that are utilized primarily but not exclusively by family members. Generally it is viewed as non-paid productive activity with use value, although it may have exchange value in the market place. Because it is carried out in large part in the privacy of the household it tends to be invisible and may be given little economic value in the larger economic and social system. Household production activities tend to be complex and interdependent rather than product oriented but they may have considerable value, both economic and personal, within the family system raising both level of living and levels of competence, hence standard of living

(Deacon and Firebaugh, 1981; Paolucci and Ching, 1982; Walker and Woods, 1976). Producing goods and services for use of family members is on going and essential to family life. Managing family resources including the activities of family members so that household production can occur in an efficient and effective manner may be essential to the family's achieving its desired level of living and satisfaction with quality of life.

Household production of goods and services may be done by all family members, with each family member having a specific responsibility. Household production is a basic family activity and can be viewed as a family property, since more than one family member is involved.

As families attempt to seek ways of coping with the rising cost of living their quality of life may be affected by their perceptions of the responsibilities they and other members of the family have for household production. Congruence of these perceptions may be important to family members' quality of life as the family seeks to maintain or raise their level of living through household production activities because it reflects shared meaning or a commonality of goals and a willingness to work toward these goals.

Some researchers have related congruence of perceptions of family members to marital satisfaction and quality of

life (Chadwick et al., 1976; Smith et al., 1982). Most of these studies have examined the husband and wife dyad. Only a few studies have examined the perceptions of parent and child. There is a lack of research that examines perceptions of family members on household production in relation to quality of life. There is a need to examine the relationship between household production and quality of life from a family property perspective.

STATEMENT OF THE PROBLEM

This research examines the family constellation, husband, wife and oldest child between age six and twelve, involved in household production.

PURPOSE OF THE STUDY

The major purpose of this study is to examine the relationship of family members' perceptions of responsibility for household production and quality of life.

Specific Research Objectives

1. Determine if there is congruence of family members' perceptions about responsibilities for household production.
2. Determine if there is congruence of family members' perceptions about quality of life.
3. Investigate the relationship between the family properties of household production responsibilities

and perceived quality of life.

4. Describe the the relationship of individual family member's reports of household production responsibilities and perceived quality of life to contextual variables.
5. Describe the relationship of family members' reports of household production responsibilities and perceived quality of life to contextual variables.

Hypotheses

Hypotheses for Research Objective 1 are:

1. There is congruence between husband's report and wife's report of husband's household production responsibilities.
2. There is congruence between wife's report and husband's report of wife's household production responsibilities.
3. There is congruence between husband's and wife's reports of child's household production responsibilities.
4. There is congruence between husband's and child's or wife's and child's report of child's household production responsibilities.
5. There is congruence between husband's, wife's and child's reports of child's household production responsibilities.

Hypotheses for Research Objective 2 are:

6. There is congruence between husband's and wife's reports of perceived quality of life.
7. There is congruence between husband's and child's or wife's and child's report of perceived quality of life.
8. There is congruence between husband's, wife's and child's reports of perceived quality of life.

Hypothesis for Research Objective 3 is:

9. a) There is a relationship between the family properties of total household production responsibilities and perceptions of quality of life.
- b) There is a relationship between the family properties of child's household production responsibilities and perceptions of quality of life.

Hypotheses for Research Objective 4 and 5 are:

10. Individual family member's reports of household production will differ by contextual variables.
11. Individual family member's reports of perceived quality of life will differ by contextual variables.
12. Family properties of household production responsibilities will differ by contextual variables.
13. Family properties of perceived quality of life will differ by contextual variables.

DEFINITIONS

This section includes theoretical and operational definitions of concepts that are relevant to this study.

Theoretical Definitions

1. Household Production. Involvement in the production of goods and services. "Non-paid productive activities occurring primarily in the home or performed for direct use in the home....that enable a family or unit to function and provide for the well-being of individuals in the unit" (Deacon and Firebaugh, 1981, p. 142; Walker and Woods, 1976, p. xx).

2. Quality of Life. Rettig (1980) referring to the works of Dalkey and Rourke, and Mitchell et al., defined quality of life as "A person's sense of well being, satisfaction or dissatisfaction with life, or unhappiness or happiness.... An individual's overall perceived satisfaction of needs over a period of time...." (p. 17).
3. Quality of Family Life. "A person's overall perceived satisfaction/happiness or dissatisfaction/unhappiness with family life over a period of time.... A person's evaluation of the conditions offered in family life compared to the conditions desired" (Rettig, 1980, p. 17).
4. Responsibility. The performance of domestic chores and economic tasks that contribute to the family's welfare (Whiting and Whiting, 1975).
5. Congruence. The quality or state of according or coinciding family members share on the following: role expectations for family members, definitions of the situation, goals and criteria for evaluating problems and problem solving performance.
6. Family Property. A measure or family score which reflects input from one or more family members. While people have norms or rules, relationships between people have properties (Englund, 1981; Klein, 1982; Olson, 1981; Thompson and Walker, 1981).

Operational Definitions

1. Household Production. Evaluation of respondents perceived household production responsibilities in response to questions 26.1 to 26.19, 27.1 to 27.19, and 28.1 to 28.16 in the adult's questionnaire and questions 25 to 47 in the child's questionnaire.
2. Quality of life. Evaluation by respondent to delighted-terrible or faces scale in questions 1.1, 1.8, 29.1 and 29.2 in the adult's questionnaire and questions 8 and 9 in the child's questionnaire.
3. Congruence. Degree of agreement of family members

on perceptions of self and other on household production responsibilities and quality of life.

4. Family Properties. Scores of family members' perceptions of responsibilities for household production and quality of life determined in this study by three methods:
 - a) Additive- sum or average of individual family member's reports.
 - b) Dispersive- discrepancy between individual family member's reports.
 - c) Discrete- each individual's report is a unique and valid measurement.
5. Family Income. Husband's and wife's responses to question 42.7b on individual income.
6. Employment Status. Number of adult wage earners within the household (dual earner, single earner, both unemployed).
7. Age of Parent. Husband's or wife's age on his/her last birthday.
8. Age of Oldest Child. Age of oldest child on his/her last birthday according to categories (6 to 8 years, 9 to 10 years, 11 to 12 years).
9. Highest Level of Education. Highest level of education attained by adult family members (Adult questionnaire item 42.5).
10. Number of Family Members. Total number of parents, children, other relatives, and non-relatives living within the household.

ASSUMPTIONS

The assumptions underlying this research are:

1. Respondents can accurately evaluate and report their responsibilities for household production.
2. Respondents can accurately evaluate and report their feelings about quality of life.

3. Husbands, wives and children respond independently to questions about household production responsibilities.
4. Husbands, wives and children respond independently to questions about quality of life.
5. The delighted-terrible scale and the faces scale for quality of life yields numerical responses that can be treated as interval data.
6. Quality of life can be assessed directly by asking people about their family activities.
7. Responsibilities for household production can be assessed directly by asking people about their life and family.
8. The respondent's evaluations of other family members are important in understanding congruence on household production responsibilities and quality of life.
9. Individuals can accurately report their cognition and feeling states.
10. Perceptions reflect the reality of the situation for the respondent.
11. Family properties can be determined from self reports of individual family members.

SCOPE

The present study is limited to the examination of family properties on perceptions of 1) household production responsibilities and 2) quality of life as measured by subjective indicators. Perceptions of household production responsibilities, the central area of interest, are probably influenced by the respondents expectations of self and others. Conformity to these expectations though not

researched here may also affect perceptions of household production responsibilities and quality of life. Data are limited to responses to survey questions.

CHAPTER II

CONCEPTUAL FRAMEWORK

The conceptual framework of this study is based upon participative management theory that posits that responsibility and involvement of members in group activities results in increased productivity and greater satisfaction.

Likert (1967), McGregor (1960), Maslow (1965), Dale (1968) and Ouchi (1981) are among those who developed the theory of participative management. The major postulates of participative management hold that the participation of group members in significant management activities leads to: 1) positive achievement of group goals, and 2) achievement of high level ego and self-actualization needs of participating members. McGregor (1960) put forth two theories of management, Theory X and Theory Y. Theory X is based on a traditional view of management and rests upon assumptions about the human nature of the average individual. Those assumptions are:

1. The average individual dislikes work and will avoid it if he can.
2. The average individual is reluctant to put forth adequate effort toward achieving organizational objectives.

3. The average individual prefers to be directed, to avoid responsibility and desires security (1960, pp.33-34).

In essence, Theory X contends the average individual is lazy, does not care about the group and wants an overseer. The basic principle of Theory X is the "scalar principle" which stresses direction and control through the exercise of authority (p.49).

Theory Y's assumptions are different from those of Theory X. Theory Y asserts that:

1. The average individual enjoys the physical and mental efforts in work.
2. The average individual will exercise self-direction and self control in an effort to meet the objectives to which he is committed.
3. The average individual's commitment to objectives is a function of the rewards associated with their achievement.
4. The average individual will not only accept but seek responsibility.
5. The average individual has the capacity to use imagination, ingenuity and creativity to solve organizational problems (pp. 47-48).

Theory Y implies that human growth and development are likely within a context of participative management. The central principal of Theory Y is integration, "the creation of conditions such that the members of the organization can achieve their own goals best by directing their efforts

toward the success of the enterprise" whereas the "scalar principle" demands only that the group goals be achieved (McGregor, 1960, p.49). The integration principle demands that both individual and the organizational needs/goals be recognized (p.51). According to Theory Y, if integration is not achieved the organization or group will suffer. Theory Y organizations prefer to distribute responsibilities widely among individuals. Theory Y organizations want the individual to be consciously involved in the relations between what the individual does and what others are doing as they relate to group goals (Thierauf, et al., 1977).

Recently, Theory Z has been proposed by Ouchi (1981). Theory Z concurs with the assumptions of Theory Y but adds an additional assumption which contends that the responsibilities sought by the individual and over which they are capable of self-control are "culture-related". Because of changing societal needs and goals, productivity and economic rewards are no longer the only goals of the individual. Campbell (1981) notes there are a growing number of people for whom values other than those of an economic nature are important. According to Chruden and Sherman (1980) "productivity plus individual and aggregate quality of life more nearly describes today's and tomorrow's goals" (p. 285). Yankelovich (1981) states "there has been a significant change in American's attitudes toward work and

success.... What has changed ... is not our willingness to work, but what we want to get out of a job or career. Many workers, both young and old, seem to be seeking a wholly new set of psychological satisfactions from their jobs" (p. 76). Yankelovich further noted that workers seeking self-fulfillment are determined to prove that life is more than a "grim economic chore." They are demanding intangibles for self-fulfillment. Some of the intangibles they demand are creativity, leisure, autonomy, pleasure, and participation. "To the efficiency of a technological society they wish to add joy of living" (p. 39). Workers are no longer automatically accepting authority. "They want to participate in decisions that affect their work. They prefer variety to routine, informality to formalism. They want their work to be interesting as well as pay well" (p. 78). Individuals wish to be involved, to participate in management of their activities in all areas of living - family, paid work, community affairs. Their goals are to increase productivity, increase rewards, and increase their quality of life.

In organizations using a Theory Z mode, the decision-making process is typically a consensual, participative one. Schein (1969) defines the consensual process as one in which members of the group may be asked to accept responsibility for a decision that they do not

prefer, but that the group, in an open and complete discussion has settled upon. Ouchi (1981) notes that a central feature of all organizations using a Theory Z management mode is a strong egalitarian atmosphere, i.e., equality of influence and of power. All group members are involved.

The business management theories X, Y, and Z have similarities and differences relative to family management. Theory X posits a hierarchical or vertical pattern of relationships between the worker and management. Theories Y and Z posit a more horizontal focus on patterns of relationships between organization members. Family management, which represents management in an informal organization, posits a horizontal pattern of relationships between family members. As family management theorists have borrowed concepts from business management, so to have business management theorist made analogies to families and borrowed concepts from family management (Miller and Swanson, 1958; Ouchi, 1981).

In a study of management in families, Dale (1968) found the degree of participation by all family members in family work was related to the perceptions or beliefs held by family members especially the home manager. Dale suggests that the home manager who has positive feelings about the worth of others, and who could accept different standards of

work from other family members, could expect more participation of family members in household tasks. This association supports the idea that shared perceptions of family members result in more participation, increased self-actualization and hence greater potential for accomplishing the work of the family. The essence of participative management within the family is to trust family members, to grant them the power to motivate and control themselves, to believe in family member's capacity to integrate their own values within the goals of the groups.

In a study of family management based on Herbst's structures of management, Onorato (1968) found that family management is dominated by husband and wife. Teenage children have little involvement in management. Onorato categorized family management into four areas: household tasks, family care activities, economic activities and social activities. Onorato found: 1) household tasks are managed autonomously by wives; 2) wife autonomous and syncretic structures are used for management of family care; 3) husband autonomous and wife autonomous structures are used for economic activities; and 4) social activities are managed by husband autocratic, wife autocratic and syncretic structures.

Weick (1971) has advanced a model for studying family processes and problem solving in which he notes how group

members with diverse and common goals may work together for the betterment of both the individual and the group. From Weick's model it is clear that some behaviors of group members are oriented toward a common goal while others are not. The model assumes that all groups including families form around people who are pursuing their own goals. The model moves family processes through an orderly sequence of steps beginning with (1) diverse ends, leading to (2) common means, (3) common ends, and (4) diverse means and returning back to step (1). An example of a common end shared by the family is the goal that the group should be "preserved and perpetuated" (p. 26). Within the model, family members converge at two points-common means and common ends. It is typical, asserts Weick (1971), to find that "groups implement a division of labor (diverse means) to aid in task performance" (p. 27). Through division of labor, the family is better able to exploit the unique resources that are available among members to meet their individual and family goals. When family members participate together as a group, younger family members can learn about work. One purpose of parenthood is teaching children to work, to work together with others. While participating in the group process, children learn responsibility; they learn to become responsible individuals. Hill (1981) defines responsible persons as "those who are self confident, self accepting,

and self directing. They participate in their social setting in individual and unique ways, but with caring concern for the well-being of others" (p. 1).

Matteson (1975) notes that there is a need for children to work along with adults, with the adults encouraging them to accept responsibility for tasks and for making decisions. Bronfenbrenner (1979) has stated that human development is facilitated when the developing person can experience interactions which become progressively more complex. These interactions with significant others encourage a gradual shift of power toward the developing person. Stephens (1979) found that most responsible teenagers started as family helpers. They had been placed in responsible adult-like roles. Bronfenbrenner, (1979); Matteson, (1975); Stephens, (1979); and Whiting and Whiting (1975) note that a child is stimulated to become a responsible person when the contributions the child makes are needed, when the child is given the opportunity to participate in group decision making or to make individual decisions, and when the child can be with, imitate and help responsible adults.

Sherif et al, (1961) working with normal young children reported on producing two contrasting patterns of group behavior (hostility-harmony) within a period of a few weeks during an experiment. Sherif found that integration of the group and group harmony were brought about by participation

in a joint effort when working toward a superordinate goal that Scherif described as "real and compelling for all concerned." Slauch (1981) states that "working together for the maintenance and well-being of the family can be just such a goal....when all feel the responsibility towards the common goal, the result can be an integrated, harmonious family. The fact that housework is humble work, that doing it requires some sacrifice on the part of each family member, adds to, rather than detracts from, this unifying potential....It should be stressed that in order for participation in housework to have this integrative effect, family members need to share the goal of being part of and contributing to the well-being of the family. This is not to say that participation in housework must be voluntary or your first choice of things to do. The fact that it requires some sacrifice on the part of each individual contributes to the integrative possibilities" (pp. 21-22).

Juster et al., (1980) suggest that researchers have failed to note one of the major benefits of household production. Many researchers have studied time use within the family (Walker and Woods, 1976; Robinson, 1977; McCullough, 1980) and in some cases have tried to place a dollar value on time spent in household production (Gage, 1975). According to Juster et al., these researchers have failed to note the "process benefits" of household

production. Juster et al., state a single activity may have more than one outcome, the first, a tangible outcome such as produce gathered from a garden, dishes washed or meals cooked; and the second, an intangible, a process benefit such as teaching a child responsibility for the soil, opportunities to communicate, joy in working together toward a common goal of clean dishes or a well cooked meal. These subjective satisfactions with work are not measured by number of tangible goods produced or placing a dollar value on time spent in work. They may in fact only be quantifiable indirectly through measures of satisfaction with life - quality of whole life and family life. Participation of family members together in household work may be a major process benefit. Family members sharing common goals and participating together in task performance leads to common commitment which may be expressed in subjective measures such as congruence of perception of satisfaction.

Participatory management theory posits that when goals are shared, more gets done, individuals feel involved and therefore more satisfied. The goal of the family, states Slauch, "is to become an integrated whole, with each individual as concerned for the growth and well-being of the other family members as they are for themselves" (p. 22). In this research, perceptions of household production are viewed as beliefs of family members about their

responsibility for participation in household production. Family member's perceptions of household production are assumed to reflect the degree of participation or involvement that member's assume in carrying out work in the family. The hypotheses are designed to test the degree of congruence (shared beliefs) among family members about household production responsibilities and the relationship of these perceived responsibilities to quality of life.

CHAPTER III

REVIEW OF LITERATURE

The review of literature is organized into five sections. The first section deals with conceptual problems, the second with methodological problems. The third, fourth and fifth sections present previous substantive research on congruence, household production responsibility and quality of life, respectively.

Conceptual Problems

Conceptual problems can be classified into three areas. The areas are: unit of analysis, congruence, and perceptual accuracy.

Unit of Analysis

One of the major conceptual problems in family research is the misuse of the "family" as the unit of analysis when the actual unit of analysis is the individual, usually the wife; or the dyad, usually the husband and wife. Children are systematically excluded from the "family". Traditionally, as Safilios-Rothschild (1969) has pointed

out, the wife has been the sole reporter (Blood and Wolfe, 1960; Fox, 1973; Richmond, 1976; Szinovacz, 1979). Safilios-Rothschild has challenged other family researchers to conceptualize the unit of analysis as being made up of the perspectives of all family members.

The use of wife as sole respondent is favored for essentially three reasons: 1) accessibility, 2) reduced costs to interview one person, and 3) assumption of basic agreement among family members. To generalize from sole respondent to the group, it must be assumed that the lone reporter can accurately and impartially describe the group. In the case of the husband and wife dyad, it is assumed that the wife's responses are equivalent to the responses the husband would give if asked. Asking the wife only to act as respondent would be acceptable if husband and wife responses, in fact, are congruent. The probability of incongruent responses increases as the researcher moves beyond the dyad to include more family members.

As more researchers pointed out the fallacy of one respondent representing the family, three methods emerged for reporting on the family (more commonly the husband and wife dyad). This turn of events led researchers to asking both husband and wife for individual responses (White and Brinkerhoff, 1977, 1978). Some researchers at this point did not mold the two individual responses into a family or

dyad responses, instead, they reported both individual responses in their findings (Chadwick et al., 1976). The second method of reporting the couples responses, an aggregate method of reporting differences between all husbands and all wives was accepted by many researchers (Center et al., 1971). As researchers moved into the study of the family, earlier reported incongruence between members of individual dyads (still predominantly husband and wife) emerged as a pattern (Davis, 1971; Ferber, 1955; Granbois and Willett, 1970; Olson and Rabunsky, 1972; Safilios-Rothschild, 1969; Scanzoni, 1965; Turk and Bell, 1972; and Van Es and Shingi, 1972). Because of the incongruence between individual members of the family, more and more researchers using the aggregate method moved to reporting both aggregate and individual couple incongruence. Increasingly, research that used only aggregate data has been critized (Olson and Rabunsky, 1972).

The move beyond the husband and wife dyad has been slow. A few researchers have gathered self-report data from several members of the family (Niemi, 1968; Larson, 1974). The move from reporting on dyads: husband and wife, wife and child, or husband and child to the triad and beyond has been undertaken by relatively few researchers (Acock and Bengtson, 1980; and Larson, 1974).

Family Properties

With the move to examine congruence beyond the dyad, there has emerged a new interest in creating measures of family properties, that is, family scores or interactive measures (Englund, 1981; Klein, 1982; Olsen, 1981). Family properties reflect input from one or more family members according to Klein (1982). Families are multimembered and multifaceted groups. While people have norms, rules and power, note Thompson and Walker (1981), relationships between people have properties. Family properties, they contend, must reflect the patterning between individuals. Moen (1980) has called for an extension of the focus on measurement of social well-being, family indicators of well-being or what this author calls the family property of quality of life. Families, as Klein has noted, have many properties including that of congruence and dispersion of perceptions among family members. To be comparable, state Lazarsfeld and Menzel (1969), individual members and collectives (families) must be described by distinct properties.

Congruence

There is a difference between consensus and congruence as defined in Webster's Third International Dictionary of the English Language Unabridged (1964). Consensus is

defined: "general agreement; collective opinion; the judgment arrived at by most of those concerned" (p. 479). Congruence is defined as "the quality or state of according or coinciding" (p. 482). While the term consensus has been used consistently within the literature, this author has chosen to use congruence to describe the property found within families. Consensus implies agreement (which may have been mediated between the parties) at a conscious level. The magnitude of reports of incongruence within families has led to the belief that there are many forms of incongruence. The solidarity in belief and sentiment defined as consensus may not always exist in families, but rather families may have attained a quality or state of accordance (congruence). Consensus by definition seems to denote a unidimensional concept while congruence as a quality or state conveys the idea of multidimensionality. Booth and Welch (1978) argue that the lack of unidimensionality goes far in explaining why researchers have obtained mixed findings in past research. The majority of studies on 'congruence' have considered only two dimensions of congruence: 1) agreement on interpretation of shared events and 2) attitudinal agreement. A question which may be asked is whether there are other dimensions that have not been defined.

While most family theory appears to be based on some form of balance - equilibrium (Heider, 1958) some authors perceive the family process as one of continuous confrontation between family members with conflicting interests (Sprey, 1979; Larson, 1974). Larson (1974) states that focusing on equilibrium models only leads researchers "to ignore perceptual disparities and behavioral incongruities in marriage and family systems" (p. 125). He also notes that some well known studies in family interaction do not deal with differences in perception of family members but rather with the process by which families resolve differences such as in decision making (Kenkel, 1957; Strodbeck, 1954).

Congruence and noncongruence within the family are explained in the literature in two forms- structural and cohesion (Booth and Welch, 1978). Structural explanations for congruence are based on homogeneity (the state of being alike in kind or nature). Accordingly, persons of similar or homogenous age, background, family size, ethnicity, education, and religion would be more congruent while heterogenous or dissimilar persons would have incongruent perceptions. The cohesion explanation of congruence acts in many studies as an independent variable for predicting marital adjustment or cohesion (Smith et al., 1982).

Perceptual Accuracy

Ferreira (1964) defines interpersonal perceptivity as "the ability to guess...accurately the mood, attitude and behavior of another individual/or group" (p. 64). Perceptual accuracy has been found to be related to several factors:

1. the similarity of the perceiving event to preceding perceiving events,
2. breath of experience, intelligence, cognitive complexity, self insight, social skills and adjustment, detachment, aesthetic attitude, and intraceptiveness,
3. the age and gender of the perceiver (Larson, 1974).

Ferreira (1963, 1964) found that children are more perceptive than adults, parents more perceptive of same gender child, and husbands and wives equally perceptive. There are also many levels of perception within a family or a single individual (Larson, 1974). "Family reality" then is "the way it is as seen through the eyes and experience of all family participants" (Larson, 1974, p. 124).

Methodological Problems

Methodological problems within the study of congruence can be classified into two areas: explanations of discrepancy and structural measures of families.

Explaining Discrepancy

Five methods for explaining discrepancy between family members' perceptions pervade the literature. They are: 1) measurement error, 2) conventionality or social desirability, 3) hard versus soft data, 4) ignoring the issue, and 5) treatment of the discrepancy as an aspect of family reality.

Because discrepancy has been found among 10 to 15 percent of all couples depending on the questions asked, several researchers have concluded that discrepancy is a function of random measurement error and hence have questioned reliability (Davis, 1970; Granbois and Willet, 1970; Quarm, 1981). This measurement error is associated with using responses of two observers to the same phenomenon. Measurement error may arise as a result of question ambiguity, in identification of who is responsible for an action, difficulty in recall, or from differences in awareness (Douglas and Wind, 1978). A suggested method of increasing reliability is through creating multi-item indices (Quarm, 1981).

The second method of explaining discrepancy between family members is based on the notion of "conventionality" or social desirability. Items with socially desirable response options will generate high levels of congruence. "Conventionality" or social desirability includes the idea

of stereotypic gender roles. Several researchers have drawn attention to this explanation (Berk and Shih, 1980; Chesser et al ., 1979; Larson, 1974; Olson and Rabunsky, 1972; Turk and Bell, 1972; Vans Es and Shingi, 1972). Other biases have been noted besides gender stereotyping: modesty (Ferber, 1955; Turk and Bell, 1972); vanity (Jessop, 1981; Olson, 1969); or both (Granbois and Willett, 1970; Larson, 1974). As Booth and Welch (1978) have stated "almost any question has elements of desirability in it, especially items dealing with sensitive subjects such as family life" (p. 28).

Other researchers have drawn attention to a third explanation for discrepancies among family members concerning the types of questions asked. The hypothesis they put forth is, higher congruence will be found on "hard" (behavioral, objective) data rather than on "soft" (evaluative, judgmental) data (Ballweg, 1969; White and Brinkerhoff, 1978). Soft data questions are exemplified by the question 'Who makes most of the decisions?'; hard data questions by 'Who takes out the garbage?'. In this same vein another explanation for discrepancy based on the type of question is the hypothesis that agreement is higher on specific questions rather than general questions (Safilios-Rothschild, 1969). The fourth method of dealing with discrepancy is to simply ignore the differences in

perceptions (Herr, 1962; Wilkening and Morrison, 1963; Scanzoni, 1965). The final method of dealing with discrepancy between family members is to treat it as an aspect of family reality. "There is no necessary reason for assuming that differential perception is not an aspect of family reality" states Larson (1974, p. 124).

Thompson and Walker (1981) have reminded family researchers that "it is theoretically and statistically inconsistent to consider the gap in individual reports as both error and true discrepancy" (p. 12). Since it is impossible to determine the percentage of error and the percentage of true discrepancy in the total discrepancy, researchers must choose one alternative and automatically exclude the other.

Structural Measures of Families

To arrive at structural measures of families, individual reports (first order data) must be combined somehow to derive or infer properties of the dyad, triad, or entire family relationship (second order data). Safilios-Rothschild (1969) has challenged researchers to conceptualize the unit of analysis as being made up of many perspectives. The dilemma lies in how a family property is derived. Using only one person's perspective may deny the complexity of the relationship. On this point Klein (1981)

states "the relationship is greater than and different from the sum of the parts" (p. 2). There has been an increased impetus to study more than one member of a relationship. Some of the impetus for moving beyond the individual to the relationship, note Thompson and Walker (1981) has come from studies in which partners say one thing and behave quite differently (Larson, 1974), one member's perspective is systematically biased (Olson and Rabunsky, 1972), and where studying one partner only does not provide information about complex relationships (Safilios-Rothschild, 1969). Streuch (1969) compares individuals to atoms and families to molecules. To make a molecule, he states, one cannot simply add atoms together, rather one needs to understand the bonds between atoms. The bonds or relationships are such family properties as congruence of perceptions, complementarity, reciprocity, and interdependence. Klein (1982) suggests several methodological models or techniques to arrive at what may be called family properties, relationships or bonds. The five models or techniques are:

1. Compromise or Additive model- sum or average of individual reports;
2. Dispersion or Discrepancy model- discrepancy between individual reports;
3. Discrete or Disjunctive model- each individual report is a discrete unique, and valid measurement;

4. Discriminative or Weighted model- weights reports according to a criteria of adequacy;
5. Structural or Conjunctive model- combines reports based on their convergence (factor analysis, correlations, cluster analysis).

Klein suggests that all five models or as many models as appropriate to the data be used on family data so the models may be pitted one against the other.

Other researchers have called for the use of only one or two methods of combining individual reports into family measures. Englund (1981) suggests two reasons for the use of both sum and difference scores in the same research:

1. Sum and difference scores are metric values, potentially expanding the types of statistical tests that can be employed.
2. Sum and difference scores generate a continuum of level and magnitude of discrepancy present that permit comparisons between couples on dynamics of each particular relationship.

Englund reminds the reader that sum and difference scores are not independent, for example, husbands and wives having high life satisfaction (additive score) should have a low discrepancy score. Using the Locke-Wallace Short Form Marital Adjustment Scale, Englund found that sum and difference scores effectively differentiated between couples in a manner that was consistent with their global reports of marital happiness (including tensions and harmony) while

non-dyadic individual measures obscured relative harmony and tensions within the couple. Booth and Welch (1978) note that the use of sum and difference scores do not preclude the possibility of a combined estimate of each couple's relationship through the use of other procedures such as canonical correlations.

When scoring procedures are varied on the same data, Szinovacz (1978) and Hesselbart (1979) have shown that differing results are obtained. White and Brinkerhoff's (1978) data do not provide a basis for depending on either spouse when a valid description of structural properties is desired. They found that combining husband-wife reports of marital adjustment seemed to have the most promise for an overall measure of dyadic adjustment. White and Brinkerhoff recommend simply adding husband and wife scores as a first step in the measurement of dyadic properties. In a limited test, White and Brinkerhoff note that the simple adding of scores works "as well as more complex weighting procedures and shows moderate criterion validity" (1978, p. 227). The methods they examined were: (1) individual scores, (2) sum scores, (3) the sum of individual member's scores which had been squared, (4) giving double weight to the least happy individual, and (5) giving double weight to the wife's responses.

Substantive Studies on Congruence

Studies of congruence are summarized into two classifications, unit of analysis and major topics.

Unit of Analysis

Within this section selected substantive research on congruence by the unit of analysis is reviewed. Four units of analysis are considered: 1) husband and wife aggregate; 2) husband and wife paired; 3) parent and child paired; and 4) the triad or larger family group. Principal findings of the selected studies are noted in Table 1. Husband and wife aggregate data report the responses of all husbands compared to all wives. Husband and wife paired data report the responses of husband compared to wife, within the couple. Parent and child paired data report comparisons within the dyad. The triad or larger family group as reported here, make comparisons within the family unit.

Household Production

Studies in which congruence on household production activities have been measured are reported. They are also summarized in Table 2 along with other studies on congruence according to major topic. Selected studies in which household production activities have been related to contextual variables are noted in Table 3.

Table 1.--Summary of Substantive Research on Congruence by Unit of Analysis.

Unit of Analysis	Study	Principal Findings
Aggregate (Husband and Wife)	Centers et al. (1977)	Basic agreement between husbands and wives.
	Condran & Bode (1982)	Basic incongruence between husbands and wives.
Paired (Husband and Wife)	Booth & Welch (1978)	No consistent pattern of agreement on 12 topics.
	Davis (1970)	Basic incongruence.
	Douglas & Wind (1978)	Basic incongruence.
	Ferber (1955)	Basic incongruence.
	Granbois & Willett (1970)	Basic incongruence.
	Larson (1974)	77% agreement on household tasks.
	Neal & Groat (1976)	Basic incongruence.
	Price-Bonham (1976)	Basic incongruence.
	Olson & Rabunsky (1972)	Basic incongruence.
	Safilios-Rothschild (1969)	Basic incongruence.
Paired (Parent and Child)	Scanzoni (1965)	Basic incongruence.
	Turk & Bell (1972)	Basic incongruence.
	Van Es & Shingi (1972)	Basic incongruence.
	Cohen & Orum (1972)	High agreement on socio-economic factors.
	Larson (1974)	Husband and wife dyad most agreement; wife and son dyad least agreement.

Table 1.--Continued.

Unit of Analysis	Study	Principal Findings
Paired (Parent and Child)	Jacobsen (1971)	67% agreement between wife and son on occupational roles.
	Turk & Bell (1972)	Agreement between husband and wife slightly lower than between wife and child.
Triad (Husband, Wife and Child or larger group)	Acock & Bengston (1980)	Children exaggerated parental agreement but no difference by sex. Children perceived parents to be more alike than they are. Mother's response more predictive of child's response than father's.
	Larson (1974)	Association between parents' and child's report significant but low. Perceptions of family reality vary by sex and age of the child.

Table 2.--Summary of Substantive Research on Congruence by Major Topic.

Major Topic	Study	Principal Findings
Household Production	Berk & Shih (1980)	Aggregate husband and wife agreement on tasks. Paired husband and wife disagreement due to underestimation of spouses contribution. Certain tasks "push" or "pull" couple to greater or lesser levels of underestimation.
	Condram & Bode (1982)	Significant disjunction between aggregate husband and wife perceptions of husband's help with household tasks.
	Larson (1974)	Husband and wife division of labor follows traditional gender role expectations. Husband and wife give self more responsibility than partner acknowledges.
	Lovingood & Firebaugh (1978)	Basic husband and wife disagreement on who should and who does housekeeping.
	Nye (1976)	

Table 2.--Continued.

Major Topic	Study	Principal Findings
Quality of Whole Life	Smith et al. (1982)	Husband and wife incongruent on objective measures negatively related to whole life.
Quality of Family Life	Hess & Torney (1965) Jessop (1981) Kandel et al. (1968) Kohn & Carroll (1960) Niemi (1968) Smith et al. (1982)	Low to moderate agreement. Low to moderate agreement. Low to moderate agreement. Low to moderate agreement. Low to moderate agreement. Husband and wife incongruent on objective measures negatively related to family life.
Marital Satisfaction	Brinkerhoff (1976) Randers-Pehrson (1976)	Spousal consensus related marital satisfaction for wives. Relationship of congruence of perceptions and marital satisfaction not generally supported for interspousal or interpersonal perceptions.

Table 2.--Continued.

Major Topic	Study	Principal Findings
Family Income	Ballweg (1969)	60% husband and wife agreement.
	Ferber (1955)	71% husband and wife agreement.
Power	Olson & Rabunsky (1972)	Basic incongruence between husband and wife on power.
	Turk & Bell (1972)	Husband and wife attributed more power to spouse.

Table 3.--Summary of Substantive Research by Contextual Variables.

Contextual Variables	Study	Principal Findings
Age	Condran & Bode (1982) Hess & Torney (1965) Larson (1974)	Age does not affect differences observed in perceptions of husband's help with household tasks. Children's reports of family power systematically differ by age of child. Child's perceptions of family reality differ by age of child.
Education	Van Es & Shingi (1972)	No relationship with congruence.
Demographic Homogeneity (Several demographic variables combined)	Jaco & Shepard (1975)	Generally no relationship with congruence.
Employment Status	Condran & Bode (1982)	Work status of the wife affects the perceived division of labor.
Occupation/ Occupational Status	Kerckhoff (1972) Van Es & Shingi (1972)	Congruence related to high occupational status. Occupation has no bearing on congruence.

Table 3.-- Continued.

Contextual Variables	Study	Principal Findings
Sex	Acock & Bengtson (1980)	No sex differences for congruence of children with parents.
	Hess & Torney (1965)	Children's reports of family power systematically differ by sex of child.
	Larson (1974)	Child's perceptions of family reality vary by sex.
Socioeconomic Factors	Cordran & Bode (1982)	Socioeconomic status does not affect differences observed in perceptions of husband's help with household tasks.
	Safilios-Rothschild (1969)	No relationship between socioeconomic factors and congruence.
	Van Es & Shingi (1972)	No relationship between socioeconomic factors and congruence.

Berk and Shih (1980) compared the reports on contributions to household labor of 748 intact couples drawn from a national probability sample. Using a card sorting technique they found which activities took place in the home and who did the task. They hypothesized that if discrepancies in the accounts of couples occurred, it might be dependent upon which contributor was being assessed, the tasks assessed or the particular characteristics of the household. Their findings indicate that in the aggregate, husbands and wives agree on contributions. Agreement levels were found to be greater on those tasks that have been characterized as sex-stereotyped. When disagreements occurred, the spouse assessing partner's contribution underestimated the report of that partner. Certain tasks seemed to "push" or "pull" couples to greater or lesser levels of underestimation. Child care was underestimated by both partners.

Nye (1976) in a research study on family roles collected data on housekeeping from 210 couples in 1970. Husbands and wives answered separate but nearly identical questionnaires. All of the couples lived in Yakima County, Washington and had a child in the third grade. In the questionnaire two questions were asked about housekeeping: "Who do you think should do the housekeeping?" and "Who

does the housekeeping?" Closed-ended responses for the questions ranged from "husband entirely" to "wife entirely." Nye found that husband and wife perceptions were not the same. Fifty-four percent of the wives said husbands should share household tasks, while only 39% said their husbands actually do share. The largest percentage of husbands (70%) said they should share the household tasks, while 56% said they actually do share the tasks.

Lovingood (Lovingood & Firebaugh, 1978) studied household task performance roles of husbands and wives who had just had their first child. Husbands and wives were asked about who makes and who implements certain household decisions. Using closed-ended responses that ranged from "husband always" to "wife always", Lovingood found that wives saw themselves as having more responsibilities than husbands acknowledged and vice versa.

Quality of Life

Studies in which congruence on quality of life have been measured are noted in this section. They are also included in Table 2 with other studies according to major topic. Selected studies in which quality of life has been related to contextual variables are reported in Table 3.

Smith et al., (1982) in a study of the difference between researcher calculated consensus and perceived

consensus found: 1) that an individual's perceived consensus is positively related to quality of whole life and quality of family life, and 2) that the difference in the husband's and wife's calculated objective scores was negatively related to quality of whole life and quality of family life. Smith et al., suggest that the higher the individual's perceived consensus with spouse the greater the quality of life and the greater the difference in objective consensus, the less satisfied the individual is with their quality of whole life and quality of family life. Smith et al., suggest that perceived marital consensus may be a more accurate indicator of perceived quality of whole life and quality of family life than actual consensus or the lack of it. Other researchers have found low to moderate agreement on family life (Jessop, 1981; Hess and Torney, 1965; Kohn and Carroll, 1960; Kandel et al., 1968; Niemi, 1968).

Andrews and Withey (1976) found that the contextual variables, age, race, sex, income, and education did little to explain the variation in why some people were satisfied with their lives and others were not.

Summary

This review of literature suggests that the major unit of analysis has been an individual or dyad. It strongly suggests the need to include data from all family members. Theoreticians and researchers strongly suggest the development of family properties among family members.

In a limited manner, both quality of life and household production have been examined in relationship to contextual variables: age, education, demographic homogeneity, employment status, occupation, sex, socioeconomic factors. There appears to be no research on the relationship between responsibility for household production and quality of life.

CHAPTER IV

METHODOLOGY

This study was undertaken to determine relationships between family members' perceptions of responsibilities for household production, quality of life and selected contextual variables. Data used in this study were collected in Ingham County, Michigan during May-June 1980.¹ The present study was a part of a larger descriptive study aimed at identifying involvement in household production of rural, small town, and urban families in Mid-Michigan.

The unit of analysis was family, defined as male and female living in the same household with the oldest child between the ages of six and twelve. This researcher was part of the research team from the inception of the project and participated in all phases of the project, including decisions on sampling procedure, instrument design, data

¹. This study was part of the "Contributions of Household Production to Family Income", a larger study, sponsored by the Michigan Agricultural Experiment Station (AES 1363H), the Department of Family and Child Ecology at Michigan State University and the Michigan Cooperative Extension Service. Dr. Beatrice Paolucci, Irene Hathaway, and Dr. Mary Andrews, Directors.

collection, coding and data reduction and analysis. A survey questionnaire based on recall was administered to three members of the family constellation- adult male, adult female, and oldest child between the ages of six and twelve.

Discussion in this chapter will focus on describing: (1) research design; (2) sampling, data collection and data analysis procedures; (3) the study sample; (4) instrument development and pretesting procedures; and (5) the variables including operational definitions.

Research Design

The purpose of this exploratory research was to examine the relationship of family members' perceptions regarding responsibility for household production and quality of life. The research method chosen for this study was survey questionnaire. The unit of analysis investigated was the young family: husband, wife, and oldest child between the ages of six and twelve. Theoretical definitions of the variables studied are noted in Chapter I (p. 5). Figure 1 depicts the hypothesized relationship.

Sampling Procedure

The interview population selected for the larger project was Ingham County, a portion of the Lansing Standard Metropolitan Statistical Area (SMSA). Ingham County

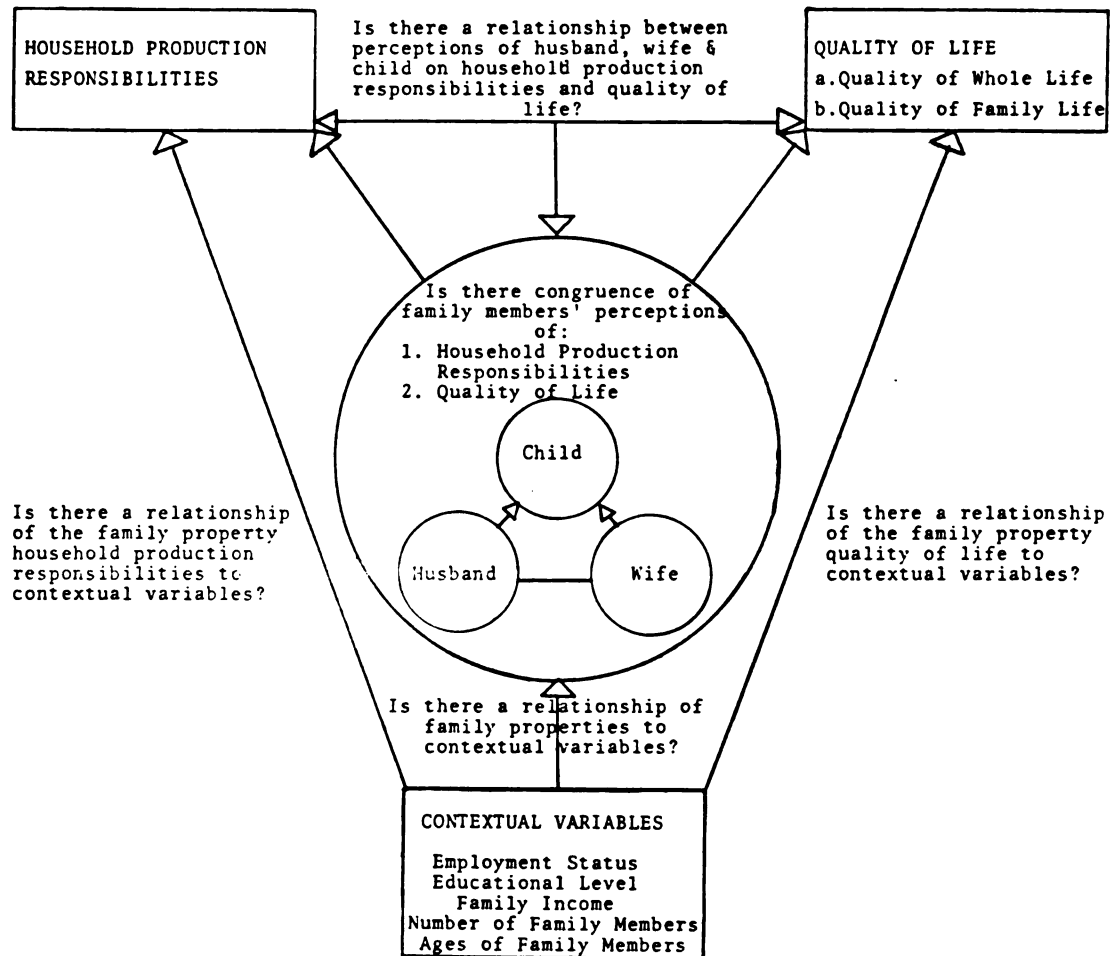


Figure 1.--Model of Variables for Research Study.

contains the state government complex, a diversified agricultural sector, a large number of business and manufacturing firms related to the automotive industry, and a large university (Michigan State University). Ingham County provides a heterogeneous population of rural, small town, and urban households. All families participating in the study resided in private households within three distinctive geographic locations within the county representing rural, small town, and urban areas. The sample was designed to reflect the characteristics of young families in each of the locations. A minimum of thirty families in each location was considered appropriate for representing the sample.

A randomly determined starting point was selected for the three geographic locations. Residential blocks were randomly selected as the area in which to contact households using a skip pattern. A skip pattern became operative when a family qualified and agreed to participate in the study. When a family agreed to participate the next house on the block or road was skipped.

Lansing, the state capital and largest population center within Ingham County was chosen as the location for selection of the urban sample. Lansing is located in the heart of Mid-Michigan. The major employers are industry, state government and the university. The principal

industries are transportation equipment, fabricated metals and non-electrical machinery.

A school census was obtained from the Tri-County Planning Commission to identify areas within Lansing with the highest percentage of school age children between the ages of six and twelve. An area of south Lansing was identified as having the largest number of young children, followed by an area in north Lansing. A visit to these areas revealed a high number of indicators of children such as swing sets and homes with symbols indicating shelter for school age children. A census tract in south Lansing was chosen as the first area to be sampled. An adjacent tract was chosen as a second area to be sampled in Lansing if more families were needed. City blocks within the census tract were numbered. All apartment buildings were individually numbered and treated as city blocks. Block numbers were randomly selected as starting points before interviewers entered the field. It was necessary to sample all of the blocks in both census tracts in order to obtain the required number of families.

Mason was chosen for the small town sample. Mason, the county seat of Ingham County, has no major industry but includes several smaller industries and service oriented agencies. Mason is located within commuting distance of Lansing and Jackson, Michigan. Approximately 85% of the

labor force living within the corporate limits are employed outside Mason. The labor force living within Mason is composed primarily of factory workers, state employees, retired farmers, staff and faculty from Michigan State University. The boundaries for the Mason sample were the town's corporate limits. The areas with the largest number of school children were identified by the Ingham County Extension Home Economist. Interviewing began in the identified areas but was later expanded to include the entire town due to the limited population. As in Lansing, all city blocks and apartment buildings were numbered. Block numbers were randomly selected as starting points before the interviewers entered the field.

Wheatfield Township, the closest rural area to Lansing, was selected for the rural sample. The labor force of Wheatfield Township is within commuting distance of Lansing. Houses are located approximately every quarter mile on each of the township roads. East-west and north-south roads within the township were numbered and randomly selected as starting points. Every house within the township was visited. Not enough qualified families were found within the township so families from the western rural area of LeRoy Township, adjacent to Wheatfield, were included in the sample using the same procedure.

Data Collection Procedures

The research project directors contracted with a market research firm to collect data. Six trained interviewers hired by the research firm completed data collection during May-June 1980. Training sessions with the market research interviewers were conducted by members of the Household Production Research project team prior to field work. Materials developed by the larger project research team used in training sessions appear in Appendix A. Interviewers were responsible for screening the households for eligibility.

After eligibility of the household was determined, the interviewer explained the study and asked the family to participate in the study. If the family agreed, the interviewer obtained consent to participate from one or both spouses as required by the University Committee on Research Involving Human Subjects (Appendix A, p. 142). If only one spouse was at home, his/her written consent was obtained. The other spouse was asked to sign before the questionnaires were returned. Parents gave consent for their children. The adult family member who answered the door was asked to respond to an open-ended question about the family's household production. The interviewer explained the procedures for completing the questionnaires. The

interviewer gave the family three questionnaires; one for husband, wife and child.

Spouses were asked to complete their questionnaires separately. Parents were asked to help their child complete the child's questionnaire if the child's reading level was not adequate to complete it by him/herself. Several days later the interviewers called the families to arrange for pick-up in the urban and small town areas. Families in the rural area were called to see if they had mailed in their questionnaire.

Families who returned completed questionnaires from the three family members, husband wife and oldest child between the ages of six and twelve, received \$5.00 and later were given a summary of the findings. Families were assured by the interviewers and in a letter from the project directors that their responses would remain anonymous (see letter, Appendix A).

A total of 701 households was contacted in order to acquire the sample. Information on the 701 households contacted is located in Appendix B. One hundred thirty-nine households who appeared to meet the criteria were given questionnaires which they returned. Of the 139 households, 32 were disqualified from the study. In 19 families the oldest child was over 12 years and 12 months old and in 5 families one or both spouses had children over 12 years and

12 months not living within the household. Examination of the data indicated eight families colluded on answering the questionnaires. Identical handwriting or answers on spouses' questionnaires determined collusion. Questions 19 and 42, calling for handwritten answers, were used to check for collusion. Questionnaires were distributed inside envelopes to help family members maintain confidentiality and independence of responses.

Description of the Study Sample

The sample for the Household Production Project consisted of 107 households (husband, wife, and oldest child between the ages of six and twelve). The sample for the present study utilized all 107 households.

Of the total sample, thirty-seven families were in the rural area, thirty-eight families were in the small town area while thirty-two families were in the urban area (Table 4). Demographic data obtained from the Tri-County Planning Commission² provided the following demographic characteristics for the sample areas (Appendix B, p. 143):

Urban Sample The urban sample area consisted of census tracts 36.01 and 36.02. The median household income in 1980 for these areas is \$19,400 and \$14,800, respectively. The areas are 63.7% and 69.7% Caucasian and 30.5% and 24% Black ,respectively. (Thirty-two

²Tri-County Planning Commission, 1981 and 1980 U. S. Census.

Table 4.--Residency of Families.

Residency	N	%
Urban	32	29.9
Small Town	38	35.5
Rural	37	34.6
Total	107	100.0

Table 5.--Race of Husbands and Wives.

Race	<u>Husbands</u>		<u>Wives</u>	
	N	%	N	%
Caucasian	94	87.9	95	88.8
Black	10	9.3	7	6.5
Spanish Origin	2	1.9	3	2.8
Indian	1	.9	2	1.9
Total	107	100.0	107	100.0

families were interviewed in this area.)

Small Town Sample The small town sample area consisted of all of Mason. The area had a 1980 median household income of \$18,400. The area is 96.5% Caucasian and .01% Black. (Thirty-eight families were interviewed in this area.)

Rural Sample The rural sample area included all of Wheatfield Township and the western edge of LeRoy Township bordering Wheatfield Township. The area had a 1980 median household income of \$17,900. The area is 98.7% Caucasian and .5% Black. (Thirty-seven families were interviewed in this area.)

The racial balance of the sample parallels that of the 1980 census. The majority of the Black and Mexican-American respondents lived in the urban area. Over 87% of the adult respondents in the sample were Caucasian while less than 12% were Black or of Spanish origin (Table 5). The adult respondents in the sample ranged in age from 22 to 50. Thirty-one was the wife's average age while the husband's average age was 33 (Table 6). The couples in the sample did not have to be married to qualify as a family. Couples living together who did not report they were married were considered families and were included in the sample. The average length of marriage was 11.6 years with the majority of couples (70.9%) having been married 10 to 15 years (Table 7).

Over 9% percent of the wives and 6.4% of the husbands reported their highest level of education was less than a

Table 6.--Age Distribution of Adults in the Sample.

Age in Years	<u>Husbands</u>		<u>Wives</u>	
	N	%	N	%
21 - 25	2	1.8	3	2.8
26 - 30	22	20.6	32	29.8
31 - 35	52	48.5	52	48.5
36 - 40	24	22.4	18	16.8
41 - 45	3	2.7	2	1.8
46 - 50	4	3.7	0	0
Total	107	100.0	107	100.0
Mean	33.785		31.888	
Median	33.455		31.850	
Mode	31.000		31.000	
Standard Deviation	4.934		3.830	

Table 7.--Number of Years Married as Reported by Wives.

Years Married	Number of Families	%
*0 - 3	6	5.6
4 - 6	6	5.6
7 - 9	9	8.4
10 - 12	34	31.7
13 - 15	42	39.2
16 - 18	8	7.5
19 - 21	2	1.8
Total	107	100.0
Mean	11.664	
Median	12.385	
Mode	13.000	
Standard Deviation	3.931	

* Includes couples who did not report that they were married.

high school education. Thirty-five percent of the wives and thirty-two percent of the husbands had completed the 12th grade. One-third of the wives and one-fourth of the husbands had started college but completed less than four years. Slightly more than one-fifth of the wives had finished four years or more of college (21.5%) while more than a third (34.5%) of the husbands had four or more years of college (Table 8).

Fifty-two percent of the sample were single-earner families whereas 44.9% were dual-earners. At the time of sampling 2.8% of the sample had both adults unemployed, while 12.6% of the workers within the Lansing SMSA were reported unemployed for May 1980, 12.5% within the city of Lansing (Table 9).

The total number of persons in the household was found by summing the husband and wife, total number of children, total number of other relatives and total number of other individuals living in the household. The most frequent household size was four member: husband, wife and two children. The number of persons in the household ranged from three to seven. Only one household reported a non-relative living within the household. No other relatives were reported living within the households in the sample (Table 10).

Table 8.--Highest Level of Education for Adults.

Highest Level of Education	<u>Husbands</u>		<u>Wives</u>	
	N	%	N	%
Less than 8 grades of elementary school	0	0	1	.9
8 grades of elementary school	1	.9	0	0
1-3 years of high school	6	5.6	9	8.4
Completed high school (high school diploma)	35	32.7	38	35.5
Less than 4 years of college	27	25.2	36	33.6
4 years of college	18	16.8	7	6.5
5 or more years of college	20	18.7	16	15.0
Total	107	100.0	107	100.0

Table 9. Family Employment Status.

Classification	Number of Families	%
Single-earner	56	52.3
Dual-earner	48	44.9
Both unemployed	3	2.8
Total	107	100.0

Table 10.--Number of Persons in Household.

Number of Persons in Household	Frequency	%
3	11	10.3
4	52	48.6
5	34	31.8
6	9	8.4
7	1	.9
Total	107	100.0

Reports of the income distribution for the sample are reported in Tables 11 and 12. The median family (household) income for the sample was \$26,861. The per capita income was found by dividing the total family income by the number of persons within the household dependent upon the income. The per capita income average was \$5,622. The 1980 estimated median household income for the four census tracts included in the three sample areas were: Urban- \$19,400 and \$14,800 (Census tracts 36.01 and 36.02, respectively); Small Town- \$18,400; and Rural- \$17,900.

The average number of children per household was 2.4. The number of children per household ranged from 1 to 5. The number of children per household in the sample varied from the average for the Lansing SMSA because families with no children were not included in the sample (Table 13).

The children in the sample were evenly distributed by age (Table 14). The age category with the largest number of children was 11 with 20.5% of the children. The age range of children living within the households in the sample is reported in Table 15.

Reports of the occupational distribution of husbands and wives are found in Table 16. Occupations reported were classified according to the 1970 United States Census

Table 11.--Reported Family Income Distribution (1979 Total Before Taxes).

Midpoint of Family Income Category in Dollars 1979 ^a	N	%
\$ 6,500	0	0
\$ 7,500	1	.9
\$ 9,000	1	.9
\$11,000	0	0
\$13,500	4	3.7
\$17,500	16	15.0
\$22,500	23	21.5
\$27,500	20	18.6
\$32,500	26	24.3
\$42,500	13	12.1
\$50,000 - over	4	3.7
Missing Data	1	.9
Total	107	100.0
Mean	\$26,752.01	
Median	\$25,518.56	
Mode	\$17,599.00	
Standard Deviation	\$ 9,430.26	

^a Combined Report - Husband's and Wife's Personal Income added together for Family Income.

Table 12.--Per Capita Income Distribution.

1979 Per Capita Income	N	%
\$ 2,500 & under	4	3.7
\$ 2,501 - 5,000	26	24.3
\$ 5,001 - 7,500	54	50.5
\$ 7,501 - 10,000	11	10.3
\$10,001 - 12,500	10	9.3
\$12,501 - 15,000	1	.9
\$15,001 & above	0	0
Missing	1	.9
Total	107	100.0

Table 13.--Number of Children Per Family as Reported by Wives.

Number of Children	Number of Families	%
1	11	10.3
2	52	48.6
3	35	32.7
4	8	7.5
5	1	.9
Total	107	100.0
Mean	2.402	
Median	2.317	
Mode	2.000	
Standard Deviation	.811	

Table 14.--Age Distribution of Oldest Child by Sex.

Age of Oldest Child in Years	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	N	%	N	%	N	%
6	4	6.3	10	23.3	14	13.1
7	8	12.5	4	9.3	12	11.2
8	13	20.3	3	7.0	16	15.0
9	9	14.1	7	16.3	16	15.0
10	8	12.5	6	14.0	14	13.1
11	13	20.3	9	20.9	22	20.6
12	9	14.1	4	9.3	13	12.1
Total	64	100.0	43	100.0	107	100.0

Table 15.--Frequency Distribution of Age of Oldest Child by Age of Youngest Child
in Household.

Age of Oldest Only Child	Age of Youngest Child								Total
	0 - 1	2 - 3	4 - 5	6 - 7	8 - 9	10 - 11			
6	1 (0.9%)	3 (2.8%)	5 (4.6%)	3 (2.8%)	1 (0.9%)	0	0	13 (12.1%)	
7	4 (3.7%)	3 (2.8%)	3 (2.8%)	3 (2.8%)	0	0	0	13 (12.1%)	
8	2 (1.9%)	0	5 (4.6%)	1 (0.9%)	8 (7.5%)	0	0	16 (14.9%)	
9	3 (2.8%)	1 (0.9%)	7 (6.5%)	0	4 (3.7%)	1 (0.9%)	0	16 (14.9%)	
10	0	1 (0.9%)	1 (0.9%)	2 (1.9%)	3 (2.8%)	6 (5.6%)	1 (0.9%)	14 (13.0%)	
11	1 (0.9%)	3 (2.8%)	1 (0.9%)	6 (5.6%)	1 (0.9%)	8 (7.5%)	2 (1.9%)	22 (20.6%)	
12	4 (3.7%)	0	3 (2.8%)	1 (0.9%)	3 (2.8%)	0	2 (1.9%)	13 (12.1%)	
Total	15 (14.0%)	11 (10.0%)	25 (23.4%)	16 (15.0%)	20 (18.7%)	15 (14.0%)	5 (4.6%)	107 (100.0%)	

Table 16.--Occupation of Husbands and Wives in Sample.

Occupation	<u>Husbands</u>		<u>Wives</u>	
	N	%	N	%
Professional- Technical	30	28.8	11	10.3
Managerial- Administrative	14	13.1	3	2.8
Sales	3	2.8	2	1.9
Clerical	7	6.5	20	18.7
Craftsman	23	21.5	0	0
Operative	0	0	1	.9
Transport	8	7.5	2	1.9
Laborer	13	12.1	0	0
Service	5	4.7	7	6.5
Private Household Workers	0	0	4	3.7
Farmer	2	1.9	1	.9
Housespouse Student	2	1.9	56	52.3
Total	107	100.0	107	100.0

Occupational Codes. Because of their diverse nature occupations were combined under larger headings for reporting purposes. Twenty-eight percent of the husbands and 10.3 % of the wives were professional-technical workers. More husbands than wives were managerial-administrative workers (13.1% of the husbands and 2.8% of the wives). A few family members were engaged in sales activities (2.8% of the husbands and 1.9% of the wives). Of the wives employed at the time of the study the largest percentage were clerical workers (18.7%). Six and one-half percent of the husbands were engaged in clerical work. The largest number of employed husbands at the time of the study were engaged in jobs categorized as blue collar work such as craftsman, transport worker, operative and laborer (41.1%). Comparatively, 2.8% of the wives were engaged in these activities. Husbands and wives who worked as service and private household workers comprised 4.7% and 10.2%, respectively, of the employed workers. Farmers made up 1.9% of the employed husbands and .9% of the wives. The majority of the wives classified themselves as housewives or students (52.3%) while 1.9% of the husbands reported themselves as being in this category.

In summary, these families represented a wide range of income levels (\$6,500 to over \$50,000) and many occupations. Some were professionals, some were craftsmen, some worked in

stores and factories and some were clerical workers. At the time of the survey 85% of the men were employed and 12% were laid off. Forty-seven percent of the wives worked outside the home. The average household consisted of husband, wife, and two children.

Instrument Development Procedures

A comprehensive questionnaire was developed to investigate household production. Some questions were developed by the Household Production Project members while others were procured from other researchers. All questions included in the questionnaire were designed to answer two basic research questions:

1. Are there different levels of involvement in household production activities that produce real income among rural, small town, and urban young families?
2. Are there different levels of intensity in household production activities between family types i.e., two parent single-wage earner and dual-wage earner.

Household production questionnaire items were developed or adapted by the project staff. The following steps were taken in developing the questionnaire:

1. Review of relevant literature including professional journals and books, research reports, theoretical papers, magazine, and newspapers.
2. Asking experts to review and add to a list of

household production activities.

3. Synthesizing the information gathered and developing a preliminary questionnaire.
4. Obtaining initial approval from the University Committee on Research Involving Human Subjects for pretesting the questionnaire.
5. Pretesting the questionnaire on a selected group of families.
6. Altering the questionnaire to include recommended changes in the final questionnaire.
7. Obtaining final approval from the University Committee on Research Involving Human Subjects before beginning interviews in the sample areas.

Examination of Literature

The literature examined for questionnaire development fell into four major categories: household production, quality of life, human capital development, and family demographics.

Sources used to develop questions on household production were: Berk & Shih, 1980; Buetler & Owen, 1979 ; Leonard-Barton & Rogers, 1980; Morgan et al., 1966; Walker, 1973; Walker and Woods, 1976.

The questions on quality of life were adapted from the work of Andrews and Withey (1976). Their terrible-delighted scale was used to assess overall perceived quality of life and quality of family life (Appendix C). In this study, responses to Andrews and Withey's (1976) seven-point terrible-delighted scale were treated as interval data.

Responses to the faces scale, used in the children's questionnaire, were also treated as interval data. Andrews and Withey state that "...there is a reasonably close correspondence between the seven categories on D-T (Delighted -Terrible) Scale and the Faces scale." (p. 227). Andrews and Withey note that their scale is similar to two other scales which have been used as interval measures. Most of the categories on the delighted-terrible scale seem to be separated by one-step intervals. The most positive categories of the scale may be separated by less than one step.

Questions on human capital development were generated by the research team. Demographic questions were taken from the Quality of Life Research Project sponsored by the Departments of Human Environment and Design, and Family and Child Ecology at Michigan State University and the Department of Clothing and Textiles, University of Minnesota.³

The initial questionnaire was constructed from questions derived from the literature review, project

³Michigan Agricultural Experiment Station Project Numbers: 1249 "Clothing Use and Quality of Life in Rural and Urban Communities." Dr. Ann Slocum, Director; 3151 "Families in Evolving Rural Communities." Dr. Margaret Bubolz, Director; Minnesota Agricultural Experiment Station Project Number: 53-086 "Clothing Use and Quality of Life in Rural and Urban Communities." Dr. Joanne B. Eicher and Dr. Gloria Williams, Directors.

conferences, and responses of those asked to review an initial list of household production tasks. Attempts were made to state all questions as simply and as clearly as possible. Project members responded informally to the questionnaire. This resulted in some modifications of the questions.

Pretesting

Pretesting of the questionnaire was conducted by members of the Household Production Project staff. Rural, small town, and urban families, not included in the sample areas, participated in the pretest. Minor modifications to the questionnaire resulted. Nine families were included in the pretest.

Description of Variables

For this study only parts of the questionnaires were used. Those sections of the questionnaire used in this study include: (1) the quality of life questions in both the adult's and children's questionnaire (pp. 2-3, 21, and 1, respectively)); (2) the responsibility questions from the adult's questionnaire (pp. 18-20); (3) children's work from the child's questionnaire (p. 4); and (4) the demographic questions from the adult's questionnaire (pp. 28-38). These sections are included in Appendix C.

Scoring

Perceived Household

Production Responsibilities

Household production responsibility scores were derived by using adult's questionnaire items 26.01 to 26.19, 27.01 to 27.19 and 28.01 to 28.16 (Appendix C, pp. 151-153). and child's questionnaire items 25 to 47 (Appendix C, p. 167). Adult questionnaire items were scored on a yes - no basis; Yes, I take responsibility; Yes, spouse takes responsibility; Yes, child takes responsibility; and No, I don't take responsibility; No, spouse doesn't take responsibility; No, child doesn't take responsibility. Child's questionnaire items were scored on a yes - no basis, Yes, I take responsibility and No, I do not take responsibility. Because some of responsibilities listed in the children's questionnaire were more specific than the adult questionnaire it became necessary to create a new set of variables for children's responsibilities for both adults and child's responses. The new variable was formed to equate adult and child responses. For example, children were asked four times about different aspects of laundry. If the child answered yes to any of these questions the new variable on laundry was scored as yes (Table 17). The

Table 17. --Creation of Children's Variables.

Variable ^a	Equivalent Variable	
	Child's Questionnaire	Adult's Questionnaire
_RCRES1-Care other children	27	28.1
_RCRES2-Yard work	30	28.2 and 28.12
_RCRES3-Help with meals	39	28.3
_RCRES4-Help with meal clean-up	40 and 41	28.4
_RCRES5-Water plants	42	28.5
_RCRES6-Clean house	34, 35, 36, 37, and 46	28.6
_RCRES7-Put away groceries	38	28.7
_RCRES8-Care for pets	29	28.8
_RCRES9-Sweep sidewalks	32	28.9
_RCRES10-Help with shopping	25	28.10
_RCRES11-Shovel snow	33	28.11
_RCRES12-Take out garbage	31	28.13
_RCRES13-Earn extra money	28	28.16
_RCRES14-Help with laundry	43, 44, 45, and 47	28.14

a. _-These variables are individually labeled for male (M),
 _ female (F), and child (C).

R-Recoded variable.

C-Child

RES-Responsibility

highest score that any individual family member could attain on responsibility for household production was one, indicating that the person perceived him/herself as taking responsibility for all household production items in the questionnaires.

Perceived Quality of Life

Quality of whole life scores were derived by using adult questionnaire items 1.01 and 29.02 (Appendix C, p. 148, 150). Child's quality of whole life score was derived by using child's questionnaire item number 7 (Appendix C, p. 166). Quality of family life scores were derived by using adults questionnaire items 1.08 and 29.01 (Appendix C, pp. 149, 150). Adult's quality of family life is the average of the two responses. Child's quality of family life score was derived by using child's questionnaire item 8 (See Appendix C, p. 166).

Andrews and Withey (1976) found that asking quality of life questions twice resulted in a more reliable and valid indicator than asking the question a single time. Adult respondents in this study were asked to respond twice to the quality of life questions, quality of whole life and quality of family life. The average of the two scores was the measure used in this study. The highest possible score any individual family member could attain on quality of life

questions was seven, indicating that the person perceived him/herself as delighted with his/her quality of life.

Congruence of Perceptions

A primary variable investigated in this study was congruence. Congruence is a measure of degree of agreement. In hypotheses 1-5 the degree of congruence of perceptions of household production responsibilities was investigated. In hypotheses 6, 7, and 8 congruence of perceptions of quality of life are measured.

Measures of Family Properties

Klein (1982) lists five models for measuring family properties by manipulating data from self-reports of individuals. The models are:

1. Compromise or Additive Model.
2. Dispersion or Discrepancy Score Model.
3. Discrete or Disjunctive Model.
4. Discriminative or Weighted Model.
5. Structural or Conjunctive Model.

For the purposes of this study three of the above models are used for measuring the family properties of household production responsibilities and quality of life. The three models will be discussed in turn.

Klein suggests pitting the models against each other in an effort to build theory using a matrix format as in Figure 2. That portion of the matrix explored in this study is contained in Cells 1-3, 6-8, and 11-13.

Compromise or Additive Model To achieve a measure of congruence this model either sums or averages the reports. If the number of reports per family is consistent, a simple sum of the individual reports is all that is necessary. If the number of reports per family varies, averaging the reports is required before comparisons can be made. This model assumes that the central tendency of the reports of perceptions is the reality. The model also assumes that extreme reports have equal and offsetting biases or errors (Klein, 1982).

Perceptions of Responsibility for Household Production

Perceptions of Quality of Life	Additive Family Property	Dispersive Family Property	Discrete Family Property	Weighted Family Property	Conjunctive Family Property
Additive Family Property	1	2	3	4	5
Dispersive Family Property	6	7	8	9	10
Discrete Family Property	11	12	13	14	15
Weighted Family Property	16	17	18	19	20
Conjunctive Family Property	21	22	23	24	25

Figure 2.--Matrix for Comparing Models of Family Properties.
Adapted from Klein, 1982.

Cells 1-3, 6-8 and 11-13 are included in this research.

The equation for the model is:

$$FP = \frac{(X_1 + X_2 + X_3 + \dots + X_n)}{n}$$

In this study the equation is:

$$FP = \frac{(X_1 + X_2 + X_3)}{n}$$

where

FP	=	Family Property
x_1	=	Husband's report
x_2	=	Wife's report;
x_3	=	Child's report;
n	=	number of questions to which all members of the triad responded.

Dispersion or Discrepancy Score Model This model treats the discrepancy between individual reports as the family property. This approach assumes that the reality of a family property lies in the distribution of reports. The second assumption of the model assumes that family types differ depending upon the degree of consensus or integration of perspectives about the family.

The equation for the model can take one of three forms:

$$FP = \sigma X ; \frac{\sum X_i - X_j}{n(n-1)/2} ; \frac{X_i}{X_j} .$$

The equation used for this research is:

$$FP = \frac{\sum X_i - X_j}{n(n-1)/2}$$

where x_i and x_j are different individual family member's reports and n is the number of questions to which all members of the triad responded. In the case of the triad, scores for each dyad within the triad were computed by the above formula. The three dyad scores were then summed to determine the triad's discrepancy score.

Discrete or Disjunctive Model The discrete or disjunctive model treats individual self-reports as discrete, unique and independently valid measures of family properties. This approach assumes that there are multiple realities within the family, each dependent on how the individual respondent defines the situation.

The equations for this model are:

$$FP_1 = X_1, \quad FP_2 = X_2, \dots, \quad FP_n = X_n.$$

The equations used in this research are:

$$FP_1 = X_1, \quad FP_2 = X_2, \quad FP_3 = X_3$$

where

$$\begin{aligned} x_1 &= \text{Husband's report,} \\ x_2 &= \text{Wife's report,} \\ x_3 &= \text{Child's report.} \end{aligned}$$

Statistical Methods and Assumptions

Descriptive Statistics

Descriptive statistics were used to characterize the sample. Mean, median, mode, standard deviation, symmetry and kurtosis were calculated where applicable.

Paired T-Test

The paired t-test allows the researcher to discover and evaluate differences between two sample means. The t-test assumes that the samples are normally distributed, have homogeneous variances, and are randomly drawn from the population. A difference score is calculated for each pair of cases. The statistic used to test the differences is:

$$t = \frac{\bar{d} - \delta}{s_{\bar{d}}}$$

where D is the observed difference, SD is the standard deviation of the difference of a pair of observations and $\bar{D}$ is the mean of D (Hull and Nie, 1982).

Oneway ANOVA

ANOVA is an inferential statistical method used to measure group differences. The SPSS program Oneway ANOVA can be used with one independent variable and any number of dependent variables. The basic assumption of oneway ANOVA is that observations are independently selected from normal populations with homogeneous variance. ANOVA assesses the effects of one categorical independent variable, measured at any level upon a continuous dependent variable (Nie, et al., 1975). ANOVA tests for the statistically significant differences between means of independent variable categories. The statistical significance of an F-test is used to determine whether a significant difference exists between the means of categories.

Repeated Measures Design

Analysis of Variance

The SPSS subprogram Reliability can perform a repeated measures design analysis of variance for internal consistency. "The computations performed by the subprogram are designed to be used in those situations where the goal is to assess how reliable a sum or weighed sum across

variables is as an estimate of a case's true score" (Hull & Nie, 1981, p. 248). The repeated measures design is a special case of a completely randomized block design of ANOVA where each unit is matched with itself and is the multivariate extension of the paired or correlated t-test (Hull & Nie, 1981, p. 251).

Reliability is often thought of as the degree to which two measures of the same thing are consistent. In most cases it is calculated by correlating the scores on two independent administrations of the same test, survey, or questionnaire. In some cases though it is inconvenient, if not impossible to repeat the administration of a measure. To overcome this problem, methods were developed to obtain reliability estimates from a single set of data. These methods are referred to as measures of internal consistency. Internal consistency estimates are indices of the degree to which items in a test, survey, or questionnaire correlate with the overall outcome. Cronbach's Coefficient Alpha is one such measure commonly employed (Cronbach, 1951). Developed as a derivative of the split-half and Kuder-Richardson models, Coefficient Alpha enables a researcher to determine a reliability estimate from data which has not been dichotomously scored. The formula for determining the internal consistency estimate of reliability (using Cronbach's Coefficient Alpha) is:

$$\text{Coefficient Alpha} = \frac{n}{n - 1} \left[1 - \frac{\sum S_i^2}{S_x^2} \right]$$

n = Number of items in the test, survey,
or questionnaire;

S_i^2 = Variance of a single item;

S_x^2 = Variance of the total test,
survey, or questionnaire.

Type I and Type II Errors

A necessary consideration in the analysis of data is the probability of error. A balance must be obtained between the chance of a Type I error (rejecting a null hypothesis when it is true) and a Type II error (failing to reject a null hypothesis when it is false). Before statistical analysis is done, an acceptable level of error must be established. It should be based upon sound scientific methodology as well as the nature of the research. In the present study the data were analyzed and reported at both the .05 and .10 probability of error levels. Because the research was exploratory in nature, the .10 level was employed to increase the probability of finding differences that may go undetected at smaller levels. This would greatly increase chances for making a Type I error, so a second analysis was conducted. Analysis

at the .05 level improved scientific credibility and provided balance between the probability of Type I and Type II errors.

Pearson Correlation

The Pearson correlation coefficient r measures the strength of relationship between two continuous variables. In a basic sense, it reflects how well one can estimate the value of a variable through knowledge of the value of a second variable. The strength of the relationship between the two variables indicates "goodness of fit" of a linear regression line to the data. The correlation coefficient r , provides the strength and direction of the linear relationship. If the value of r is:

1. zero or close to zero, little or no linear relationship between the variables is assumed.
2. $+1$ or -1 or approaches either, then it may be assumed there is a strong linear relationship (Nie, et al., 1975; Babbie, 1979).

If r is squared, the strength of the relationship also indicates the proportion of variance in one variable explained by the other. Variance is a measure of variability. The mathematical formula for computing r through an SPSS program is:

$$r = \frac{\sum_{i=1}^N X_i Y_i - \left(\sum_{i=1}^N X_i\right)\left(\sum_{i=1}^N Y_i\right)/N}{\left\{\left[\sum_{i=1}^N X_i^2 - \left(\sum_{i=1}^N X_i\right)^2/N\right]\left[\sum_{i=1}^N Y_i^2 - \left(\sum_{i=1}^N Y_i\right)^2/N\right]\right\}^{1/2}}$$

X_i = i observation of variable X;
 Y_j = j observation of variable Y; and
 N = number of observations.

Assumptions required when using the Pearson correlation are: linearity, random sampling, bivariate normal distributions and interval level data (Nie, et al., 1975, p. 280).

Summary of Statistical Procedures

Table 18 notes the hypotheses tested, congruence model employed, the data used for the test, and the statistic and computer program used. Listwise and pairwise deletion of missing data were used for all statistical procedures where appropriate. This procedure assures that all computations were carried out on the same data set. Nie et al., recommend the use of listwise or pairwise deletion whenever there is the possibility of a large amount of missing data. Serious problems can result in the interpretation of results if listwise or pairwise deletion is not used (Nie, et al., 1975, p. 353, 312, 273, 429).

Table 18.--Methods Used for Analyses of Data.

Purpose of Analysis	Method of Determining Family Property	Data Used in Analysis	Statistic and Computer Program
Test of Hypotheses 1, 2, 3, 4, 6, 7		Individual data on household production responsibilities and quality of life.	Paired T-Test. Statistical Package for the Social Sciences, Versions 7.0 - 9.0.
Test of Hypotheses 5, 8		Individual data on household production responsibilities and quality of life.	Repeated Measures ANOVA. Statistical Package for the Social Sciences, Versions 7.0 - 9.0.
Test of Hypotheses 9, 10, 11, 12, 13	Additive Dispersive Discrete	Individual and triad data on household production responsibilities, quality of life and contextual variables.	Pearson Product Moment Correlation Coefficients. Statistical Package for the Social Sciences, Versions 7.0 - 9.0.

Data Analysis Procedures

The Control Data Corporation Model 750 computer at Michigan State University was used to perform all the analyses. The programs used to develop the variables and compute the statistics are a part of version 7.0 and 9.0 of the Statistical Package for the Social Sciences (Nie, et al., 1975; Hull and Nie, 1981). All the computations were implemented at the Michigan State University Computer Laboratory.

CHAPTER V

RESULTS OF DATA ANALYSES

The results of data analyses are reported in three sections under the following headings: 1) descriptive data for major variables, 2) hypotheses testing, and 3) summary of results.

Descriptive Data for Major Variables

Perceived Household

Production Responsibilities

Mean total scores for individual family member's perceptions of household production responsibilities were found by summing the total number of "yes" or "no" responses and dividing by the total number of responses. Husband's perceived themselves and their spouses as responsible for 90% of the household production. On the other hand, wives perceived themselves as responsible for 94% of the household production, while they perceived their husbands as responsible for 86%. Husbands and wives perceived children responsible for 72% and 73% of the household production,

Table 19.--Descriptive Statistics for Household Production Responsibilities Variables.

Variable ^a	Descriptive Statistics					
	Central Tendency		Variability		Symmetry	
	Mean ^b	Median	V	SD	SE	Skewness Kurtosis
MOREST	.903	.950	.020	.142	.014	-2.097 4.987
MSREST	.950	.998	.005	.071	.007	-1.495 1.692
FOREST	.946	.999	.006	.076	.007	-1.687 2.643
FSREST	.863	.895	.016	.128	.012	- .666 - .434
MCREST	.720	.780	.040	.199	.019	- .834 .667
FCREST	.735	.771	.029	.172	.017	- .406 - .346
CCREST	.655	.644	.022	.150	.014	- .018 .118

a. M - Male
 F - Female
 C - Child
 O - Own or self perception
 S - Perception of spouse
 C - Perception of child

REST - Total Household Production Responsibility
 b. Highest possible score equals 1.000.

respectively. Children perceived themselves as responsible for 65% of the household production. The highest possible score was 1 or 100%, indicating the person perceived him/herself as taking responsibility for all household production items in the questionnaire. The descriptive statistics for individual and triadic household production responsibility variables are reported in Table 19 and 20.

Perceived Quality of Whole Life

On the whole, respondents within the study evaluated their quality of life as a whole positively. The mean scores for men is 5.3 (MDQFL1); 5.4 for women (FDQLF1). These findings are consistent with the results of Andrews and Withey, 1976; Campbell et al., 1976; and Rettig, 1980. Reliability of the variable quality of life is evaluated by generating a Pearson correlation coefficient between the two variables that were averaged to arrive at the new variable. The coefficient for males is .77; .65 for females. Andrews and Withey (1976) found similar results in four national surveys, with a reliability range of .61 to .71.

The mean score for child's quality of whole life is 6.3. Means and Pearson correlation coefficients for reliability are reported in Appendix F. Other descriptive

statistics for quality of whole life are reported in Table 21.

Perceived Quality
of Family Life

The mean score for men and women on quality of family life is 5.8 (MDQFL2, FDQFL2). These scores fall between the scores reported on national surveys by Andrews and Withey (1976) and Campbell et al., (1976), and an area survey by Rettig (1980). Andrews and Withey reported a mean of 5.7 for both men and women while Campbell et al., reported a mean of 5.9. Rettig reported a mean of 5.6 for women and 5.8 for men. The reliability of the variable was evaluated by Pearson correlation coefficient relating the two scores used to generate the variable. Correlation results indicated .85 for males and .70 for females. Rettig (1980) found correlations of .81 for women and .70 for men. Pearson correlation coefficients for quality of family life are reported in Appendix F. The child's mean quality of family life score was 6.49. Other descriptive statistics for quality of family life are reported in Table 21.

Table 21.--Descriptive Statistics for Quality of Life Variables.

Variable ^a	Descriptive Statistics					
	Central Tendency		Variability		Symmetry	
	Mean ^b	Median	V	SD	SE	Skewness Kurtosis
Quality of Whole Life						
MDQFL1	5.327	5.339	.736	.858	.083	-.827 1.597
FDQFL1	5.416	5.405	.568	.754	.073	-.263 .498
CQL1	6.308	6.677	1.178	1.085	.105	-1.998 5.081
Quality of Family Life						
MDQFL2	5.874	6.035	.906	.952	.092	-1.160 1.813
FDQFL2	5.846	5.952	.837	.915	.088	-.794 .971
CQL8	6.495	6.736	.818	.905	.087	-3.024 13.494

a. M - Male
F - Female
C - Child
D - Mean of Quality of Life questions asked twice
QFL - Quality of Life
1 - Quality of Whole Life
2 - Quality of Family Life
b. Highest possible score equals 7.000.

Hypotheses Testing

Congruence of Perceptions

Hypotheses 1 - 4, 6, and 7 are tested using paired t-tests to determine if there are differences between perceptions of dyads of family members, i.e., husband and wife, husband and child, and wife and child. Significance in the case of a t-test means "indication of" or "signifying" a true difference between groups. The significance level, set at .05, determines the probability that the null hypothesis will be accepted as reasonable or that errors made in the decision are due to chance (Nie, et al., 1975).

Hypotheses 5 and 8 are tested using repeated measures reliability analysis of variance to determine if there is congruence of family members' perceptions. This method of analysis allows one to test three variables at the same time, such as the perceptions of the triad, i.e., husband, wife, and child. The higher Cronbach's alpha level, the greater the agreement or congruence between the family members. The decision rule made for this research for repeated measures analyses is alpha must be equal to or greater than .66 for the hypothesis to be supported. Pearson correlation coefficients are used to test hypotheses 9 thru 13. In Appendix F (p. 176) are the results of

one-way ANOVAs in which congruence of perception for child measures are related to age of the child. No tests were conducted to include the effects of both age and sex since age and sex were found to be related in a chi-square test ($\chi^2 = .14$).

Responsibilities for Household Production

The individual's perceptions of his/her own and other's responsibilities for household production were used as variables in t-tests and repeated measures analysis of variance. The first four hypotheses used t-tests to determine congruence of perceptions between individual members of the family.

Ho 1: There is congruence between husband's report and wife's report of husband's household production responsibilities.

The magnitude of the t-statistic suggests that there is a difference between husband's and wife's perceptions of husband's household production responsibilities. Wives perceive their husbands as less responsible than husbands perceive themselves, therefore the hypothesis is rejected (Table 22).

Ho 2: There is congruence between wife's report and husband's report of wife's household production responsibilities.

There is no statistically significant difference between wife's perceptions and husband's perceptions of wife's responsibilities for household production. The hypothesis is supported (Table 22).

Ho 3: There is congruence between husband's and wife's reports of child's household production responsibilities.

Hypothesis 3 is supported. There is no statistical difference between husband's report and wife's reports as measured by a t-test (Table 22).

Ho 4: There is congruence between a husband's and child's or wife's and child's report of child's household production responsibilities.

The hypothesis is not supported by either dyad, husband and child or wife and child. There is a significant difference between the means of husband and child reports as noted in Table 22, at the .001 level. The means for wife's and child's reports of child's responsibilities for household production are significantly different and are reported in the same table.

Ho 5: There is congruence between husband's, wife's and child's reports of child's household production responsibilities.

Repeated measures analysis of variance using the SPSS subprogram Reliability is used to test hypothesis 5.

Table 22.--Paired T-Tests for Perceptions of Household Production Responsibilities.

Variable ^a	Mean	Standard Deviation	T Value	Two-tail Probability
Hypothesis 1				
MOREST	.9033	.142	2.95	.004**
FSREST	.8632	.128		
Hypothesis 2				
FOREST	.9461	.076	.53	.596
MSREST	.9498	.071		
Hypothesis 3				
MCREST	.7205	.199	.87	.389
FCREST	.7353	.172		
Hypothesis 4				
MCREST	.7205	.199	3.40	.001**
CCREST	.6555	.150		
FCREST	.7353	.172	4.87	.000**
CCREST	.6555	.150		
a. M - Male F - Female C - Child O - Own or self perception S - Perception of Spouse C - Perception of Child ** Significant level: $p < .05$.				
			REST- Total Household Production Responsibility	

Table 23.--Repeated Measures ANOVA for Determining the
Congruence of Perceptions Within a Triad
(Husband, Wife, and Child).

Variable ^a	Squared Multiple Correlation	Alpha
Hypothesis 5		
Household Production		
MCREST	.32846	.71718**
FCREST	.37204	
CCREST	.22925	
Hypothesis 8		
Quality of Whole Life		
MDQFL1	.14683	.37064
FDQFL1	.15316	
CQL1	.01376	
Quality of Family Life		
MDQFL2	.35588	.68314**
FDQFL2	.39549	
CQL8	.14550	

a. M - Male

F - Female

C - Child

CREST - Perception of Child's Household Production
Responsibility

D - Mean of Quality of Life questions asked twice

QFL - Quality of Life

QL - Quality of Life

1 - Quality of Whole Life

2,8 - Quality of Family Life

** Significant according to decision rule at any level
above .66.

Table 24.--Paired T-Tests for Perceptions of Quality of Life.

Variable ^a	Mean	Standard Deviation	T Value	Two-tail Probability
Quality of Whole Life				
Hypothesis 6				
MDQFL1	5.3271	.858	1.02	.310
FDQFL1	5.4159	.754		
Hypothesis 7				
MDQFL1	5.3271	.858	7.61	.000**
CQL1	6.3084	1.085		
FDQFL1	5.4159	.754	7.39	.000**
CQL1	6.3084	1.085		

a. M - Male
 F - Female
 C - Child
 D - Mean of Quality of Life questions asked twice
 QFL - Quality of Life
 - Quality of Whole Life
 - Quality of Family Life
 ** Significant at level: $p < .05$.

Table 24.--Continued.

Variable ^a	Mean	Standard Deviation	T Value	Two-tail Probability
Quality of Family Life				
Hypothesis 6				
MDQFL2	5.8738	.952	.34	.732
FDQFL2	5.8458	.915		
Hypothesis 7				
MDQFL2	5.8738	.952	5.80	.000**
CQL8	6.4953	.905		
FDQFL2	5.8458	.915	6.59	.000**
CQL8	6.4953	.905		

a. M - Male

F - Female

C - Child

D - Mean of Quality of Life questions asked twice

QFL - Quality of Life

1 - Quality of Whole Life

2 - Quality of Family Life

** Significant level: $p < .05$.

Cronbach's alpha is reported at the .71718 level for congruence between family member's reports of child's household production responsibilities. The closer alpha is to equaling one the more congruent are the perceptions of family members. Hypothesis 5 is supported (Table 23).

Quality of Life

Ho 6: There is congruence between husband's and wife's reports of perceived quality of life.

A paired t-test is the method used for testing this hypothesis. Two t-tests were computed:

a) Quality of Whole Life. There is no statistically significant difference between husbands and wives on quality of whole life. The hypothesis is supported (Table 24).

b) Quality of Family Life. The paired t-test results show there is no statistically significant difference between the means. The hypothesis is supported. Husband and wife paired reports of quality of family life are congruent (Table 24).

Ho 7: There is congruence between a husband's and child's or wife's and child's report of perceived quality of life.

Two paired t-tests were computed for each part of this hypothesis.

a) Quality of Whole Life. There is a statistical difference between husband's and child's and wife's and child's reports of quality of whole life. The two-tail probability in both instances equals .000. The hypothesis is not supported for either dyad: husband and child or wife and child (Table 24).

b) Quality of Family Life. There is a statistically significant difference between the means for husband's and child's and wife's and child's dyadic perceptions of quality of family life (Table 24). The hypothesis is rejected.

Ho 8: There is congruence between husband's, wife's and child's reports of perceived quality of life.

a) Quality of Whole Life. Crombach's alpha in a repeated measures design is used to measure the likeness of reports. An alpha of 1 would mean high congruence. The Crombach's alpha for quality of whole life is .37. This is a low measure of congruence. The decision rule made for this research for repeated measures is alpha must be equal to or greater than .66 for the hypothesis to be supported. Therefore the hypothesis is rejected for congruence of perceptions on quality of whole life for the triad (Table 23).

b) Quality of Family Life. The Crombach's alpha for triadic congruence on quality of family life is greater than

the congruence of perceptions on quality of whole life. Congruence is not perfect but it does surpass .66 of the decision rule (Table 23). Alpha equals .68. The hypothesis is supported.

Testing the Family Properties Model

Family properties, responsibility for household production and quality of life, are tested in hypothesis 9.

- Ho 9: a) There is a relationship between the family properties of total household production responsibilities and perceptions of quality of life. b) There is a relationship between the family properties of child's household production responsibilities and perceptions of quality of life.

The relationship between the triadic family properties perceptions of household production responsibilities and quality of life are noted in Table 25. The additive, dispersive and discrete models used in determining family properties are contained in the matrix. The models are pitted one against the other as suggested by Klein (1982). Significant relationships between the family properties are noted: total household production responsibility with perceptions of quality of life, and child's household production responsibilities with perceptions of quality of life.

Table 25.---Pearson Correlation Coefficients for the Triadic Family Properties -- Perceptions of Household Production Responsibilities and Perceptions of Quality of Life (Hypothesis 9).

Family Property-- Perceptions of Quality of Life	Perceptions of Household Production Responsibilities									
	Additive		Dispersive		Discrete		FOREST		MCREST	
	AFPCHT	AFPHT	DFPCHT	DFPHT	MOREST	FOREST	CCREST	MCREST	FCREST	
Additive Whole Life AFPQT1	r = .0406 p = .339	r = .1136 p = .122	r = -.1740 p = .037**	r = .1019 p = .148	r = .1476 p = .065*	r = .0668 p = .247	r = .0076 p = .469	r = .0613 p = .265	r = .0145 p = .441	
Family Life AFPQT2	r = -.0341 p = .364	r = .1462 p = .067*	r = .0326 p = .370	r = .1396 p = .076*	r = .1712 p = .039**	r = .1768 p = .034**	r = -.0190 p = .423	r = -.0610 p = .266	r = .0102 p = .458	
Dispersive Whole Life DFPQT1	r = -.0213 p = .414	r = -.1535 p = .057*	r = .0783 p = .211	r = .1710 p = .039**	r = -.1993 p = .020**	r = -.1753 p = .035**	r = .0331 p = .367	r = -.1782 p = .033**	r = -.2215 p = .011**	
Family Life DFPQT2	r = -.0264 p = .394	r = -.1201 p = .109	r = .0616 p = .264	r = -.1335 p = .085*	r = -.1188 p = .111	r = -.2744 p = .002**	r = .0607 p = .267	r = .1170 p = .115	r = -.1077 p = .135	
Discrete Whole Life MDQFL1	r = .1701 p = .040**	r = .1964 p = .021**	r = -.0442 p = .326	r = .1765 p = .034**	r = -.2526 p = .004**	r = .1261 p = .098*	r = .0102 p = .459	r = .1610 p = .049**	r = .1948 p = .022**	
FDQFL1	r = .0472 p = .315	r = .1356 p = .082*	r = -.1826 p = .030**	r = .0158 p = .436	r = .0721 p = .230	r = .1973 p = .021**	r = .0477 p = .313	r = .0614 p = .265	r = .0042 p = .483	
CQL1	r = -.0994 p = .154	r = -.0595 p = .271	r = .1261 p = .098*	r = .0198 p = .420	r = -.0029 p = .488	r = -.1250 p = .100*	r = -.0285 p = .385	r = -.0673 p = .245	r = -.1327 p = .086*	
Family Life MDQFL2	r = .0289 p = .384	r = .1076 p = .135	r = .0215 p = .413	r = .1851 p = .028**	r = .1685 p = .041**	r = .1821 p = .030**	r = .0806 p = .205	r = .0140 p = .443	r = .1170 p = .115	
FDQFL2	r = -.1136 p = .122	r = .1338 p = .085*	r = -.0316 p = .373	r = .1621 p = .048**	r = .1729 p = .037**	r = .1891 p = .026**	r = -.0466 p = .317	r = -.1786 p = .033**	r = -.0356 p = .358	
CQL8	r = .0028 p = .488	r = .1018 p = .148	r = -.0539 p = .337	r = -.0241 p = .403	r = .0583 p = .275	r = .0411 p = .337	r = .0865 p = .188	r = .0196 p = .421	r = -.0626 p = .261	

** Significant level: p < .05.

* Significant level: p < .10.

a) Total Household Production Responsibility and Perceived Quality of Life.

Additive Model The additive family property total responsibility for household production (AFPHT) is significantly related to one of the two additive triadic properties for quality of life, quality of family life (AFPQT2). The additive triadic property total household production responsibility is significantly related to only one dispersive property of quality of life, quality of whole life (DFPQT1). The additive triadic property total household production responsibility (AFPHT) is related to three of the six discrete properties, husband's quality of whole life (MDQFL1), wife's quality of whole life (FDQFL1), and wife's quality of family life (FDQFL2).

Dispersive Model The dispersive triadic family property total household production responsibility (DFPHT) is significantly related to one of the two additive properties for quality of life, quality of family life (AFPQT2). The dispersive triadic property total household production responsibility (DFPHT) is negatively related to both dispersive triadic properties for quality of life, quality of whole life (DFPQT1) and quality of family life (DFPQT2). The dispersive triadic property total household production responsibility is significantly related to three of the six

discrete properties: husband's quality of whole life (MDQFL1), husband's quality of family life (MDQFL2), and wife's quality of family life (FDQFL2).

Discrete Model The discrete model made up of individual's perceptions of their own total household production responsibilities is significantly related to the additive triadic property of quality of life. Husband's total household production responsibility (MOREST) is significantly related to the additive properties quality of whole life (AFPQT1) and quality of family life (AFPQT2). Wife's total household production responsibility is significantly related to the additive property quality of family life (AFPQT2) but not quality of whole life (AFPQT1). Child's individual total household production responsibility (CCREST) is not related to the additive family properties quality of life.

The discrete model made up of individual's total household production is significantly related to the dispersive model of quality of life. Husband's total responsibility for household production (MOREST) is significantly related to the dispersive triadic property quality of whole life (DFPQT1). Wife's total responsibility for household production is significantly related to both dispersive triadic quality of life properties, quality of whole life (DFPQT1) and quality of family life (DFPQT2).

Child's total responsibility for household production is not related to the dispersive properties for quality of life.

The discrete model for total household production is significantly related to the discrete model for quality of life. Husband's total household production responsibility (MOREST) is significantly related to husband's quality of whole life (MDQFL1), husband's quality of family life (MDQFL2), and wife's quality of family life (FDQFL2). Wife's total household production (FOREST) is significantly related to husband's, (MDQFL1), wife's (FDQFL1), and child's (CQL1) quality of whole life. Wife's total household production (FOREST) is also significantly related to husband's (MDQFL2) and wife's (FDQFL2) quality of family life, but not the child's. Child's total household production responsibility (CCREST) is not significantly related to any of the discrete properties of quality of life.

b) Child's Household Production Responsibilities and Perceived Quality of Life.

Additive Model The additive triadic family property child's responsibility for household production (AFPCHT) is not significantly related to the additive or dispersive family properties of quality of life. The additive triadic family property of child's household production responsibilities (AFPCHT) is significantly related to only

one discrete property, husband's quality of whole life (MDQFL1).

Dispersive Model The dispersive triadic family property of child's household production responsibilities (DFPCHT) is significantly related to one of the two additive triadic properties of quality of life, quality of family life (AFPQT2). The dispersive triadic family property of child's responsibility for household production (DFPCHT) is significantly related to both dispersive triadic properties for quality of life, quality of whole life (DFPQT1) and quality of family life (DFPQT2). The dispersive triadic family property of child's household production (DFPCHT) is significantly related to two of the discrete family properties for quality of life, wife's quality of whole life (FDQFL1) and child's quality of whole life (CQL1).

Discrete Model The discrete model made up of individual perceptions of child's responsibilities for household production is significantly related to few properties of quality of life. Husband's perceptions of child's household production responsibilities (MCREST) is not significantly related to the additive triadic properties for quality of life. Husband's perception of child's responsibilities (MCREST) is significantly related to the dispersive triadic property quality of whole life (DFPQT1) but not quality of family life. Husband's perception of child's responsibility

for household production is significantly related to only one discrete property for quality of life, husband's quality of whole life (MDQFL1). Wife's perceptions of child's household production responsibilities (FCREST) is not significantly related to the additive triadic properties of quality of life but is significantly related to the dispersive triadic property of whole life (DFPQT1). Wife's perception of child's household production responsibilities (FCREST) is significantly related to two discrete properties, husband's quality of whole life (MDQFL1) and child's quality of whole life (CQL1). Child's perception of child's household production responsibilities (CCREST) is not related to the additive, dispersive, or discrete models.

Hypothesis 9 is supported. There is a relationship between the family properties of total household production responsibilities and perceptions of quality of life. There is a relationship between the family properties of child's responsibility for household production and perceptions of quality of life.

Family Properties and Contextual Variables

In the following section, the family properties of household production responsibilities and quality of life are dependent variables with contextual variables serving as the independent variables. The contextual variables will be

considered in the same order for all hypotheses. Hypotheses 10 - 13 are included in this section. The contextual variables are: employment status of husband and wife, educational level of husband and wife, family income, total number of persons in the family, and the ages of husband, wife and child.

Hypotheses 10 - 13 are dealt with as a group. Hypotheses 10 and 11 related to individual reports of family properties are considered first. Hypotheses 12 and 13, relate triadic reports of family properties to the contextual variables. These are reported in Table 26.

Ho 10: Individual family member's reports of household production responsibilities will differ by contextual variables.

Ho 11: Individual family member's reports of perceived quality of life will differ by contextual variables.

Employment Status Hypotheses 10 and 11, individual reports of family properties have few relationships to the employment status of husbands and wives. Employment status has a positive relationship with the wife's perception of the child's household production responsibilities (FCREST). Increasing employment of parents is related to the wife's perception of the child having increasing responsibility. Employment status is negatively related to the wife's individual quality of whole life (FDQFL1). The greater the

Table 26.--Summary of Findings for Hypotheses 10-13 with Significance Level and Correlation Coefficient.

C O N T E X T U A L V A R I A B L E S																						
Focus of the Hypotheses	Employment Status			Educational Level			Family Income			Number Family Members			Husband			Wife			Child			
	p	a	b	p	r	s	p	r	s	p	r	s	p	r	s	p	r	s	p	r	s	
Individual Properties																						
Hypothesis 10																						
Household Production Responsibilities																						
MOREST	.11	.12		.43	.01		.27	.05		.31	.04		.13	.10		.28	.05		.44	.01		
MSREST	.23	.06		.35	.03		.40	.02	*	.09	.12	*	.17	.09		.39	.02		.35	.03		
FOREST	.49	.00		.02	.18	**	.10	.12		.06	.15	*	.34	.03		.35	.03		.21	.07		
FSREST	.13	.10		.21	.07		.14	.10		.46	.00		.20	.08		.32	.04		.41	.02		
MCREST	.40	.02		.29	.05		.08	.13	*	.00	.24	*	.10	.11		.03	.17	**	.00	.41	**	
FCREST	.02	.19	**	.46	.00		.14	.10		.15	.10	**	.23	.07		.03	.18	**	.00	.29	**	
CCREST	.49	.00		.29	.05		.25	.06		.09	.12	*	.28	.05		.02	.17	**	.22	.07		
Hypothesis 11																						
Quality of Whole Life																						
MDQFL1	.39	.02		.38	.02		.21	.07		.16	.09		.35	.03		.26	.06		.08	.13	*	
FDQFL1	.06	.14	*	.22	.07		.20	.07		.11	.11	*	.00	.24	**	.44	.01		.34	.03		
CQL1	.45	.01		.45	.01		.39	.02		.02	.19	**	.24	.06		.08	.13	*	.00	.37	**	
Quality of Family Life																						
MDQFL2	.21	.07		.32	.04		.36	.03		.47	.00		.17	.09		.49	.00		.43	.01		
FDQFL2	.24	.06		.24	.06		.42	.01		.48	.00		.03	.18	**	.31	.04		.12	.11		
CQL8	.40	.02		.43	.01		.20	.08		.14	.10		.42	.01		.17	.09		.14	.10		
Triadic Properties																						
Hypothesis 12																						
Household Production Responsibilities																						
AFPCHT	.15	.09		.25	.06		.09	.13	*	.00	.24	**	.13	.10		.01	.22	**	.00	.35	**	
DFPCHT	.02	.19	**	.30	.05		.18	.08		.14	.10		.27	.05		.37	.03		.36	.03		
AFPHIT	.23	.07		.14	.10		.08	.13	*	.00	.24	**	.43	.01		.18	.08		.20	.07		
DFPHIT	.18	.08		.38	.02		.47	.00		.04	.16	**	.10	.12		.03	.17	**	.31	.04		
Hypothesis 13																						
Quality of Whole Life																						
AFPQT1	.29	.05		.45	.01		.29	.05	*	.01	.20	**	.05	.15	*	.28	.05		.03	.17	**	
DRPQT1	.24	.06		.40	.02		.48	.00	**	.43	.01		.32	.04		.22	.07		.01	.22	**	
Quality of Family Life																						
AFPQT2	.44	.01		.28	.05		.39	.02	**	.31	.04		.13	.10		.42	.01		.16	.09		
DFPQT2	.15	.10		.29	.05		.38	.02	**	.43	.01		.22	.07		.47	.00		.47	.00		

a. Significance level
b. Pearson Product Moment Correlation Coefficient
c. Supported
** Significant level: $p < .05$
* Significant level: $p < .10$

husband's and wife's paid employment the less satisfied the wife is with her quality of whole life. Employment status is not shown to be significantly related to individual's quality of family life.

Educational Level Highest level of educational attainment is found to be related to three individual family properties for perceived household production responsibilities but is not related to quality of life. Educational level of husband and wife are both positively related to wife's household production responsibilities (FOREST). This suggests the greater the husband's and wife's educational attainment, the greater the responsibilities they individually perceive the wife takes for household production. Wife's educational level is also positively related to the husband's perceptions of the child's household production responsibilities (MCREST), suggesting the greater the wife's level of educational attainment, the greater the husband's perceptions of the child's responsibilities for household production.

Family Income Total family income before taxes is negatively correlated with husband's perception of wife's household production responsibilities (FSREST) and child's self perception (CCREST) of household production responsibilities. The greater the total family income, the

less responsibilities for household production the husband perceives his wife taking. It also suggests the greater the income, the less responsibilities the child perceives he/she has.

Total family income is related to all reporting family member's quality of whole life and family life except the child's quality of whole life. Total family income is positively related to husband's and wife's quality of whole life (MDQFL1, FDQFL1) and quality of family life (MDQFL2, FDQFL2). Total family income is positively related to the child's quality of family life. The suggested general relationship is the greater the total family income, the greater the individual family member's satisfaction with quality of life.

Total Number of Family Members The total number of persons living in the household includes all family members, relatives and non-relatives living in the household. There are no relatives and only one non-relative living within one household in the total sample. The single case is included in the analysis of data. The total number of family members is positively related to all individual perceptions of household production responsibilities and quality of life. The statistically significant relationships for household production responsibilities are: husband's perceptions of

wife (MSREST); wife's self perception (FOREST); husband's perception of child (MCREST); and child's self perception (CCREST). In general, the suggested relationship for the specified responsibility variables is the greater the number of total family members, the greater the responsibilities husband, wife and child perceive. The only significant relationship between total number of family members and individual's quality of life is child's perception of quality of whole life (CQL1).

Age of Family Members The individual family member's perceptions of household production responsibilities positively related to wife's age are husband's and wife's perceptions of child's and child's self perception of household production responsibilities (MCREST, FCREST, and CCREST). Wife's age is negatively related to the child's quality of life as a whole (CQL1). These findings suggest the older the wife the more responsibilities reporting family members perceive the child takes and the older the wife, the less satisfied the child's quality of whole life.

Husband's age is negatively related to wife's quality of whole life (FDQFL1) and quality of family life (FDQFL2). The relationship suggested by these findings is the older the husband, the more dissatisfied the wife is with her quality of whole life and family life. There are no other

significant relationships for husband's age.

The child's age is positively related to the husband's (MCREST) and wife's (FCREST) perceptions of child's household production responsibilities. This relationship suggests, the older the child, the more responsibility for household production the parents perceive he/she has. The child's age is positively related to husband's quality of life as a whole (MDQFL1). Child's age is negatively related to the child's quality of whole life (CQL1). These relationships suggest, the older the child, the more satisfied the father is with quality of whole life and the less satisfied the child is with his/her own quality of whole life.

Ho 12: Family properties of household production responsibilities will differ by contextual variables.

Ho 13: Family properties of perceived quality of life will differ by contextual variables.

Employment Status The additive (AFPCHT) and dispersive (DFPCHT) triadic properties total responsibility for household production are not significantly related to employment status of the husband and wife. The additive triadic family property child's household production responsibility is not significantly related to the employment status of the husband and wife (AFPCHT), whereas

the dispersive triadic property child's responsibilities for household production is positively related (DFPCHT). The additive and dispersive triadic properties quality of whole life and quality of family life are not significantly related to the employment status of husband and wife.

Educational Level The additive triadic property total household production responsibility (AFPHT) is significantly related to wife's educational level but not husband's. Husband's and wife's educational levels are not related to the dispersive triadic property total responsibility for household production (DFPHT). Wife's educational level is positively related to only one triadic property, the additive triadic property child's responsibility for household production (AFPCHT). Husband's educational level is significantly related to none of the additive or dispersive triadic properties.

Family Income Family income is significantly related to the dispersive triadic property total household production responsibilities (DFPHT). Family income is not significantly related to the additive triadic property total household production responsibilities (AFPHT). Family income is not related to either additive or dispersive triadic property for child's responsibility for household production. Family income is positively related to the

additive triadic properties quality of whole life (AFPQT1) and quality of family life (AFPQT2). Family income is negatively related to the dispersive family properties quality of whole life (DFPQT1) and quality of family life (DFPQT2).

Total Number of Family Members Total number of family members is significantly related to the additive (AFPHT) and dispersive (DFPHT) triadic properties of total household production responsibilities. Total number of family members is positively related to the additive triadic properties child's responsibility for household production (AFPCHT) and quality of whole life (AFPQT1), but not quality of family life. The total number of family members is not significantly related to any of the dispersive triadic properties.

Age of Family Members Child's age is negatively related to two triadic properties, the additive and dispersive triadic properties quality of whole life (AFPQT1, DFPQT1). Child's age is positively related to the additive triadic property child's responsibilities for household production (AFPCHT) but is not significantly related to the dispersive triadic property. Husband's age is negatively related to only the additive triadic property quality of whole life (AFPQT1).

Wife's age is significantly related to only two triadic properties. It is positively related to the additive triadic property child's responsibilities for household production (AFPCHT). Wife's age is negatively related to the dispersive triadic property total household production responsibilities (DFPHT).

Hypotheses 12 and 13 are supported. The contextual variables of family income and number of family members are related to half of the triadic properties. Family income is related to all four of the triadic quality of life properties plus one household production property. Total number of family members is significantly related to three of the four household production properties and one quality of life property. Age of family members, educational level of husband and wife, and employment status are not systematically related to any of the triadic properties.

Summary

The results of the analyses are summarized in order according to research objectives.

Research Objective 1: Determine if there is congruence of family member's perceptions about responsibility for household production.

Results of the analyses for research question one are summarized in Table 27. Hypotheses 1 through 5 are included

under this research question.

Husband's and wife's perceptions of husband's household production responsibilities are not congruent. Their perceptions of wife's and child's household production responsibilities are congruent. There is no congruence between husband's and child's and wife's and child's perceptions of child's household production responsibilities. There is congruence between the husband, wife and child on child's household production responsibilities when measured as a triad. The child's report of household production responsibilities differs the most from the other members of the triad.

Hypotheses 6 through 8 are included under research question two. Results of research objective two are summarized in Table 27, p. 122.

Research Objective 2: Determine if there is congruence of family member's perceptions about quality of life.

There is congruence between husband's and wife's perceptions of quality of whole life and quality of family life. There is no congruence between the dyads- husband and child and wife and child, for perceptions of quality of whole life and quality of family life. When measured as a triad, there is congruence between husband's, wife's and

Table 27.--Summary of Findings -- Hypotheses 1-8 with Significance or Alpha Level.

Focus of Hypothesis	Hypothesis	Probability ^a	Alpha ^b	Supported ^c
Congruence of:				
Household Production Responsibilities				
MOREST-FSREST	1	.004		X
FOREST-MSREST	2	.596		X
MCREST-FCREST	3	.389		
MCREST-CCREST	4	.001		
FCREST-CCREST	4	.000		
MCREST-FCREST-CCREST	5		.717	X
Quality of Whole Life				
MDQFL1-FDQLF1	6	.310		X
MDQFL1-CQL1	7	.000		
FDQFL1-CQL1	7	.000		
MDQFL1-FDQFL1-CQL1	8		.370	
Quality of Family Life				
MDQFL2-FDQFL2	6	.732		X
MDQFL2-CQL8	7	.000		
FDQFL2-CQL8	7	.000		
MDQFL2-FDQFL2-CQL8	8		.683	X

a. Significance level for Paired T-Test.

b. Alpha level for Repeated Measures ANOVA.

c. Supported according to the decision rules for this study.

child's perceptions of quality of family life. There is no congruence between the triad's perceptions of whole life.

Research Objective 3: Investigate the relationship between the family properties of household production responsibilities and perceived quality of life.

Hypothesis 9 is included under research question three. There is a relationship between the family properties of total household production responsibilities and quality of life. Each cell within that portion of the matrix investigated contains at least one significant relationship between the properties. There is a relationship between child's household production and quality of life. Hypothesis 9 is supported.

Research objectives 4 and 5 examine family properties of household production responsibilities and quality of life in relation to contextual variables. Results of research objectives 4 and 5 are reported in Table 26, p. 113.

Research Objective 4: Describe the relationship of individual family member's reports of household production responsibilities and perceived quality of life to contextual variables.

Research Objective 5: Describe the relationship of family members' reports of household production responsibilities and perceived quality of life to contextual variables.

Employment Status Employment status is not consistently related to individual or triadic additive or dispersive measures of responsibility for household production or quality of life.

Educational Level Educational level is not consistently related to individual or triadic additive or dispersive measures of responsibility for household production or quality of life.

Family Income Family income is not consistently related to individual or triadic additive or dispersive measures of responsibility for household production. Family income is consistently related to the individual and triadic additive and dispersive measures of quality of life.

Total Number of Family Members Total number of family members is significantly related to seven of the eleven individual and additive and dispersive triadic measure of responsibility for household production. Total number of family members is not consistently related to the quality of life measures.

Ages of Family Members Individuals' perceptions of child's responsibility for household production are consistently related to wife's and child's age but not husband's. Child's age is related to husband's, wife's and child's individual measures of quality of whole life and the triadic additive and dispersive measures of quality of whole life. Husband's age is related to wife's individual quality of whole life and family life. Wife's and husband's age are not consistently related to individual or triadic measures of quality of life.

CHAPTER VI

LIMITATIONS, CONCLUSIONS, AND IMPLICATIONS

This chapter includes: overview of the study, discussion of findings, major conclusions, limitations and implications. Findings are discussed, limitations are stated and conclusions are drawn in relationship to related studies and theory. Implications for research and practical use are identified.

Overview of the Study

Perception of participation in household production has been viewed in the literature as a desirable participative family management behavior for it is beleived to contribute to greater involvement and hence greater satisfaction. The major purpose of the study was to examine the family properties of family members' perceptions regarding responsibility for household production and quality of life. A comparison of three models for determining family

properties from self reports of family members, husband, wife, and oldest child between six and twelve, was made. Contextual variables were studied with respect to family properties.

Data collected for the Michigan Agricultural Experiment Station Project 1363H, "Contributions of Household Production to Family Income", were used to study family members perceptions of household production in relation to quality of life. The total sample of 107 families from the larger project were used in this research. Klein's (1982) model was used to develop family properties or family scores for use in data analyses. The family property was computed by three methods: 1) Additive model- addition of family members scores across items as a family property; 2) Dispersive Model- sum of discrepancy between family members scores across items as a family property; and 3) Discrete Model- individual reports as discrete, unique, and independently valid family properties.

Congruence of family members on household production responsibilities and quality of life was investigated to determine if there was sufficient evidence to proceed with the comparison of three models in Klein's matrix. After determining the congruence of family members' perceptions, Klein's family property matrix was used to determine the relationship between the family properties: perceptions of

responsibility for household production and perceptions of quality of life. Family properties were also related to selected contextual variables. The contextual variables included employment status, educational level, family income, total number of family members, and ages of family members.

Reliability was established for quality of life measures. The coefficients ranged from .65 to .77 for quality of whole life and .70 to .85 for quality of family life. Reliability has not been established for household production measures.

Major Conclusions

The major conclusions of this study are:

1. Husband's and wife's perceptions of wife's and child's household production responsibilities are congruent.
2. Husband's and wife's perceptions of husband's household production responsibilities are not found to be congruent.
3. Husband's and child's and wife's and child's dyadic perceptions of child's household production responsibilities are not congruent.
4. Parents' and child's triadic perceptions of child's household production are congruent.
5. Husband's and wife's perceptions of quality of whole life and quality of family life are congruent.
6. Husband's and child's and wife's and child's dyadic

perceptions of quality of whole life and quality of family life are not congruent.

7. Husband's, wife's and child's triadic perceptions of quality of family life are congruent.
8. Husband's, wife's and child's triadic perceptions of quality of whole life are not congruent.
9. There is a relationship between perceptions of total household production responsibilities and perceptions of quality of life as measured by the additive, dispersive, and discrete models for determining family properties.
10. There is a relationship between perceptions of child's household production responsibilities and perceptions of quality of life as measured by the additive, dispersive, and discrete models for determining family properties.
11. Family income, number of family members and child's age are each related to five or more of the thirteen individual properties of perceptions on household production and quality of life.
12. Family income and number of family members are each related to four or more of the eight triadic properties of perceptions on household production responsibilities and quality of life.

Discussion of Findings

Discussion of the results of data analysis is organized around five research objectives.

Research Objective 1: Determine if there is congruence of family members' perceptions about responsibilities for household production.

The results of the analyses indicated that there is congruence of perceptions among husband and wife dyads for wife's and child's household production responsibilities but

not for husband's. There is no congruence between husband and child or wife and child dyads on child's household production. There is congruence of perception within the husband, wife and child triad on child's household production responsibilities but the child's perception is clearly different from that of the parents. An analysis of child's household production responsibilities found that children in different age groupings do not perceive taking responsibility for the same mean number of responsibilities. The basic incongruence between parent's and child's perceptions of household production responsibilities may be in part due to the child's age level. This view is supported by Larson (1974).

It may be as children grow older and are part of the same family system their perceptions become more congruent. Children's questions regarding responsibility were not exactly the same as those posed to parents. The modification to make the responsibility questions equivalent may have distorted the findings. An understanding of the lack of congruence between husband and wife on husband's household production responsibilities may be due in part to the wording of the questions. Husband's might view the question in the following manner: "Do I take responsibility for x? "Yes, I have done so." Where as wife would think "I do this 99.5 percent of the time. My husband takes no

responsibility." Another possible explanation for the discrepancy could be "conventionality". This explanation is posited by many researchers (Berk and Shih, 1980; Larson, 1974; Turk and Bell, 1972). The husband and wife would, according to this explanation of discrepancy, think the husband took on female stereotypic responsibilities but the image reported would be strictly male.

Research Objective 2: Determine if there is congruence of family members' perceptions about quality of life.

There is congruence between husband's and wife's dyadic perceptions of quality of whole life and quality of family life but congruence was not found between husband's and child's and wife's and child's dyadic perceptions of quality of life. The child's age may have an effect on his/her perceptions of quality of life. The child perceptions are closer to those of his/her parents on measures of quality of family life than quality of whole life when the triad is measured. The child between 6 and 12 years of age, may not yet comprehend whole life as well as he/she does family life. Whole life may constitute an obtuse concept to the child whereas family life may be a specific known entity. This could be the reason that the triad's perceptions of quality of family life are congruent while perceptions of whole life are not. If this author were to rank the data in

terms of hardest to softest, responsibilities for household production would rank hardest, quality of whole life softest, and quality of family life in the middle. If in fact the ranking is correct, the works of Ballweg (1969), Safilios-Rothschild (1969) and White and Brinkerhoff (1978) would add support to these findings.

Research Objective 3: Investigate the relationship between the family properties of household production responsibility and perceived quality of life.

Each of the nine cells in the matrix investigated in this research contains at least one significant relationship between the family properties of total household production responsibility and quality of life. These relationships suggest: 1) the greater the level of total responsibility, the greater the level of quality of family life and the less dispersion among family member's perceptions on family life, 2) the greater the dispersion among family members on total household production responsibilities the less dispersion there is between family members' perceived quality of life, and 3) for the most part, the greater the individual's level of responsibility, the greater the individual's perceived quality of life.

There is only one significant relationship between the triadic properties of child's responsibilities for household production and the triadic properties of quality of life.

The additive triadic property child's responsibility for household production is negatively related to the dispersive triadic property quality of whole life. This relationship suggests the greater the family's perceptions of child's responsibility for household production the smaller the discrepancy between family reports of quality of whole life. This relationship may in part be due to the child's age. Child's age is significantly related to both the dispersive triadic family property quality of whole life and the additive family property child's responsibility for household production. As in other studies that have included children, reports have differed by child's age (Hess and Torney, 1965; Larson, 1974).

Another possible explanation for the lack of significant relationships between triadic measures of household production and quality of life is the unknown reliability of the household production questions. The quality of life questions have a reliability coefficient consistent with that of other studies (Andrews and Withey, 1976; Campbell et al., 1976; Rettig, 1980). Questions on household production responsibilities have never been used before.

Research Objective 4: Describe the relationship of individual family member's reports of household production responsibilities and perceived quality of life to contextual variable.

Research Objective 5: Describe the relationship of family members' reports of household production responsibilities and perceived quality of life to contextual variables.

Most of the contextual variables are not systematically related to individual or triadic perceptions of household production or quality of life. Family income, total number of family members, and child's age were found to be significantly related to individual and triadic perceptions of household production and quality of life. When compared to the findings of other researchers these findings were to be expected. Andrews and Withey (1976) found that little variation in why people were satisfied with their lives was explained by age, sex, race, income, or education. Studies of congruence have also found little relationship between congruence and socioeconomic factors (Jaco and Shepard, 1975; Safilios-Rothschild, 1969; Van Es and Shingi, 1972).

On the whole, it was found that husband and wife perceptions are more congruent than parent and child perceptions. Children's perceptions differ by age.

There was no systematic relationship between individual or triadic, additive or dispersive measures of household production and quality of life with the contextual variables, employment status, educational level of husband and wife, or age of husband. Family income is

systematically related to more than half of all the individual and triadic additive and dispersive family properties of household production responsibilities and quality of life. Child's age was systematically related to the individual and triadic properties of quality of whole life. Number of family members was related to individual and additive triadic properties.

There was support for the relationship between family properties perceptions on household production responsibilities and quality of life. Use of Klein's (1982) matrix, pitting models for determining family properties against each other, provides support for the hypothesized relationship between family properties, perceptions of household production responsibilities and quality of life. Three of the five models for determining family properties, additive, dispersive, and discrete, were used in this research.

Limitations of the Study

Limitations of the study are:

1. The sample used in this study is not representative of other family forms, i.e., single parent families, older families, families with no children. Therefore, generalizations pertaining to families other than families like those in the sample are not proper.

2. Respondents' evaluations of self or other persons in the family may have little to do with the actual carrying out of household production responsibilities.
3. Reliability of the questions on responsibility for household production are unknown.
4. Data for child's perceptions of adult household production responsibilities was not gathered.

Implications of the Study

Implications of the study for practical use and further research are discussed in this section.

Research

Further development of measures of family properties would assist researchers and theorists in building a more comprehensive model of the many perceptions or realities which exist within the family. The exploration of the remainder of Klein's model is called for when data from two or more family members is available. There is still a need to move beyond the dyad and triad to include all family members' perceptions as opposed to researchers discussing families from only one or two perspectives, as they have in the past. The matrix is useful in determining which model is most productive for various kinds of data.

Further research into individual items of household production responsibilities should be investigated using

each of Klein's models to determine if there are "push" - "pull" effects with stereotypic division of responsibilities. Further research into congruence among siblings on household production and quality of life is needed. There is a scarcity of such information at the present time. The information would extend the knowledge base beyond the individual into a true family measure.

Further research into perceptions of congruence and actual measurement of congruence are called for by Booth and Welch (1978). This research would add multidimensionality to the study of congruence of family members' perceptions.

The effect of congruence on perceptions of household production responsibilities and quality of life need further study in terms of behavioral outcomes within the family. How are families with incongruent perceptions different from and like families with congruent perceptions? A larger sample including different family sizes and types, having all family members participate would be helpful in expanding the knowledge base.

In all further research there is a need to clearly identify and define the methods for developing family properties. The unit of analysis should be made clear so that studies can be compared or repeated. Researchers need to incorporate procedures for obtaining more than one measure of family properties so that methods can be pitted

one against the other to increase knowledge of their outcomes. Further research studies need to take note of all of the methods used to describe and explain discrepancy and error.

Families are not just individuals and marital dyads as we so often describe them. As Sprey (1979) states they "are characterized by a distinct asymmetry in member resources and authority" (p. 153). This is especially true of the children whom we so often forget are included in the family. Participation with other family members in family activities helps to build human capital. How much are children actually participating in household production activities? Are children participating in household production activities as much as they say they are? Are children learning participatory management skills from their parents that will be useful in facets of their lives? The family process as seen by Sprey (1979) is a continuous confrontation between family members with conflicting interests. If, as Larson (1974) alleges, we assume equilibrium or congruence on family reality we will miss much of the discrepancy in perceptions and behavior that is found in the family and continue with our one dimensional view. Continued research on family properties will lead to a multidimensional view of the family.

Practical Use

There is some evidence of a relationship between equitable dispersion of responsibility or involvement of all family members in household production with quality of life. Within the literature participative management is viewed as leading to satisfaction with life. Conventional wisdom posits that participative management leads to satisfaction with life. The research indicates there is considerable evidence of perception of involvement in household production but limited evidence of actual practice, hence the need to question conventional wisdom.

The implications of this study suggest that formal and non-formal educational programs that focus on developing skills in household production may be appropriate. All family members perceive themselves as taking some responsibility for household production. Education programs for skill development need to be directed to both males and females, children and adults. Programs for children, since children take some responsibility and responsibility differs by age, should be a part of formal and non-formal programs. With increased competence, perceptions of responsibility may be carried out into actual practice and lead to increased satisfaction with life.

APPENDICES

APPENDIX A

INTERVIEW INSTRUCTIONS

Training Meeting
1 May 1980

1. Introduction (hand out plastic I.D.'s)
2. Explanation of study (use proposal); police have been notified
3. Locating families:
 - a. blocks have been randomly selected (apt. building was considered a block)
 - b. starting points in each area (K. Rettig)
 - c. use skip pattern
4. Initial contact, screening:
 - a. knock on door
 - b. introduce self: who you are working for--MSU-- College of Human Ecology
 - c. doing study of 2 spouse families with elementary age children about stretching dollars to help beat inflation. Do you and your spouse have a child between 6 - 12 years of age.
 - d. fill in household composition form.
 - e. if household meets criteria explain study, indicate there will be a small token of appreciation (\$5) if all 3 questionnaires are filled out.
 - f. are you willing to participate?
 - g. if yes - ask open end question.
Give them envelope; go over format of 2 types of questions (interviewers fill in; time).
 - h. leave envelopes; arrange for pickup--have them sign form--explain they can help kids; point out phone no.
 - i. tell family they will be mailed check after insert form and questionnaires have been checked for completeness.

MICHIGAN STATE UNIVERSITY

COLLEGE OF HUMAN ECOLOGY • DEPARTMENT OF FAMILY ECOLOGY

EAST LANSING • MICHIGAN • 48824

Spring 1980

This is to introduce our interviewer from

This interviewer is asking your participation in a study of household production by Michigan families. The research project and questionnaire have been developed by the Department of Family Ecology and the Family Living Education, Cooperative Extension Service, College of Human Ecology at Michigan State University. The project has been funded by the Michigan Agricultural Experiment Station.

The cooperation of your family in granting a short interview and in completing the self-administered questionnaires will be sincerely appreciated. Your names will in no way be linked to your responses.

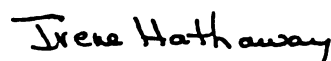
Sincerely,



Beatrice Paolucci,
Professor
Family Ecology



Mary Andrews,
Evaluation Specialist
Family Living Education



Irene Hathaway,
Instructor
Family Ecology and
Resource Management
Specialist

MICHIGAN STATE UNIVERSITY

College of Human Ecology
May, 1980

East Lansing, Michigan

CONSENT FORM

We, the undersigned, freely consent to participate in a scientific and educational study conducted by the College of Human Ecology and The Cooperative Extension Service of Michigan State University under the supervision of Beatrice Paolucci, Irene Hathaway, and Mary Andrews.

The purposes of the project have been explained to us and we understand the explanation that has been given as well as what our participation will involve.

We understand that we are free to discontinue participation in the study at any time without penalty, or that we may withdraw the participation of our child.

We understand that the results of the study will be treated in strict confidence and that we will remain anonymous. Final results of the study will be made available to us at our request.

We understand that we may have an opportunity to participate in an educational program to increase our income-producing skills if we so desire. It is hoped that participation in these educational activities will be beneficial to us; however, we understand there is no guarantee of beneficial results.

We desire to participate in this research and consent and agree. We, as legal parents/guardians of the below named child, give our permission for the child to participate in the study to the degree to which the child desires.

Please sign your first and last names.

Adult Female Signature

Date

Adult Male Signature

Date

Child's Signature

Date

Address

City, Town, State

Zip

Telephone

APPENDIX B

SAMPLING PROCEDURES

Table B-1.--Demographic Characteristics of Areas in Which
Sampling Occured.

Demographics (Census Tract)	Urban Lansing 36.01	36.02	Small Town Mason 63	Rural Wheatfield 57
Total Population ^a	4695	4344	6678	4279
Race ^a				
White	2992	3032	6446	4200
Black	1436	1041	104	21
Amer-Indian	28	39	22	5
Asian	40	16	57	33
Other	197	216	49	20
Persons of Spanish origin included above	312	307	99	19
Number of Families ^a	1214	1123	1529	400
Number of Children ^a (within specific age range)				
6	87	8	98	24
7 - 9	312	284	291	90
10 - 13	437	346	394	120
Income ^b				
Median Income	19,400	14,800	18,400	17,900
Percent Unemployment ^c	12.5%		12.6%	12.6%

a. 1980 U. S. Census Data, Ingham County Michigan.

b. 1980 Estimated Median Household Income. Tri-County
Planning Commission, October, 1981.

c. Michigan Employment Security Commission, May 1980, revised.

Table B-2.--Classification of Attempted Placement of
Questionnaire by Location.

Location	Number	%
Urban Area	309	44.1
Small Town	192	27.4
Rural Area	200	28.5
Total	701	100.0

Table B-3.--Classification of Attempted Placement of
Questionnaires by Time of Day.

Time	Number	%
9 AM - 1 PM	147	21.0
1 PM - 5 PM	487	69.5
5 PM - 10 PM	43	6.1
Missing data	24	3.4
Total	701	100.0

Table B-5.--Classification of Attempted Placement of
Questionnaires by Initial Contact with
Family Member.

Family Member	Number	%
Male	92	13.1
Female	321	45.8
Child	17	2.4
Not Apply	189	27.0
Missing data	82	11.7
Total	701	100.0

Table B-4.--Classification of Attempted Placement of
Questionnaires by Eligibility of Family.

Eligibility	Number	%
Eligible & Placement	139	19.8
Eligible & Refused	18	2.6
Not Eligible	268	38.2
Single Parent	22	3.1
Refused before eligibility determined	5	.7
Other	22	3.1
No Answer	198	28.2
Missing data	29	4.1
Total	701	100.0

APPENDIX C

PORTIONS OF HOUSEHOLD PRODUCTION QUESTIONNAIRE
USED IN THIS STUDY

MICHIGAN STATE UNIVERSITY

COLLEGE OF HUMAN ECOLOGY • DEPARTMENT OF FAMILY ECOLOGY

EAST LANSING • MICHIGAN • 48824

1 May 1980

Dear Friend,

In all discussions connected with inflation and energy shortages, there have been few opportunities for families to share what they are doing to ease the situation. We, at Michigan State University thought you would be willing to tell us what your family is doing to stretch dollars, that is, what you are doing yourself rather than purchasing, how you are getting the most out of the things you have. This information will help us plan educational programs that will be helpful to other families - and to our economy.

All information given will be kept confidential. Your family will not be identified in any reports or publications. The information will be given a number and names will not be released at any time.

We would like for you, your spouse and your oldest child to answer the questions in these booklets. Your child may need some help from you. Please feel free to help him or her.

We appreciate your willingness to help us to learn how families are managing these days. If you have any questions about the study, please call 353-0668 or 355-7732.

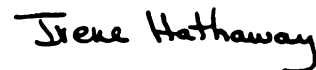
Sincerely,



Beatrice Paolucci,
Professor
Family Ecology



Mary Andrews,
Evaluation Specialist
Family Living Education



Irene Hathaway,
Instructor
Family Ecology and
Resource Management
Specialist



Kathryn Rettig
Research Associate



Margaret Ezell
Graduate Assistant

GENERAL DIRECTIONS

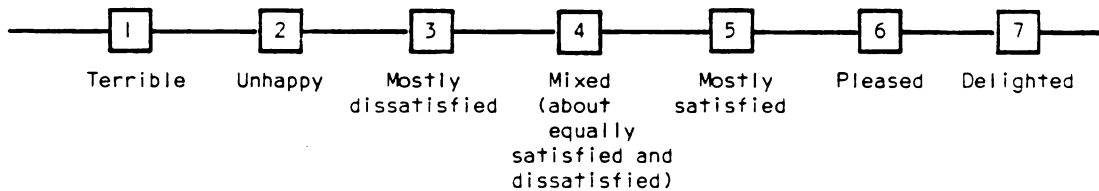
Please read the directions at the beginning of each section before answering the questions. It is very important that you answer each question as carefully and as accurately as you can. Be sure to respond to all the questions on both front and back of each page. You, your spouse and your oldest child are asked to complete separate questionnaires. Please do not discuss your answers before all of you have finished the entire questionnaire. When you have completed the questionnaire, return it to the manila envelope provided.

YOUR FEELINGS ABOUT LIFE CONCERNS

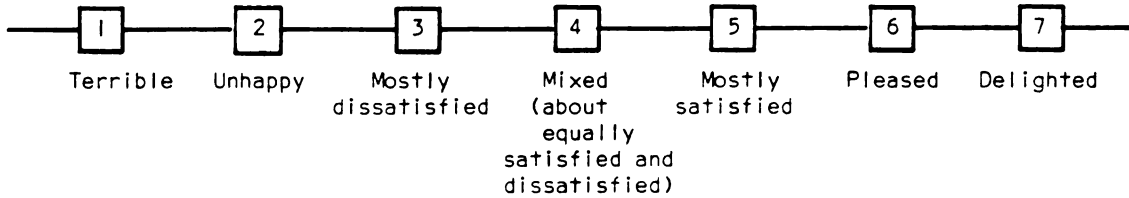
In this section of the questionnaire, we want to find out how you feel about various parts of your life. Please include the feelings you have now--taking into account what has happened in the last year and what you expect in the near future.

All of the items can be answered by simply writing on the line to the left of each question one of the following numbers to indicate how you feel. For example write in "1" for terrible, "4" if you have mixed feelings about some question (that is, you are about equally satisfied and dissatisfied with some part of your life), and so forth on to "7" if you feel delighted about it.

I feel:



- _____ 1.1 How do you feel about your life as a whole?
- _____ 1.2 How do you feel about the way you spend your spare time, your non-working activities?
- _____ 1.3 How do you feel about changes in your family's lifestyle that you have made or may need to make in order to conserve energy?

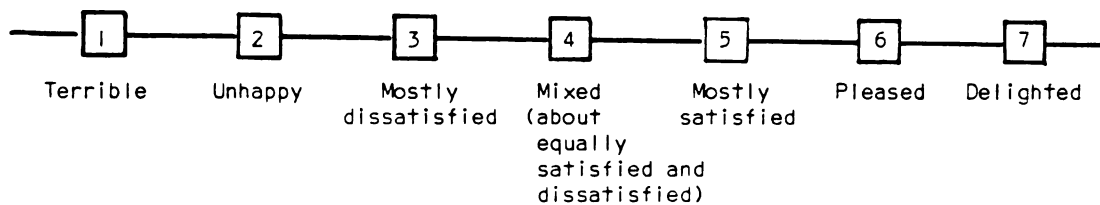


- _____ 1.4 How do you feel about how secure you are financially?
- _____ 1.5 How do you feel about the extent to which your physical needs (for example, food, sleep, shelter and clothing) are met?
- _____ 1.6 How do you feel about your total family income, the way it enables you and your family to live as comfortably as you would like?
- _____ 1.7 How do you feel about the opportunities that are available in your community to learn new things or be exposed to new ideas?
- _____ 1.8 How do you feel about your own family life--your husband or wife, your marriage and your children?
- _____ 1.9 How do you feel about your standard of living--the things you have like housing, car, furniture, recreation, and the like?
- _____ 1.10 How do you feel about your primary job (paid or unpaid)?

Any comments?

29. Now that you have done some thinking about the things you do, your family life and your life in general, we would like to ask you how you feel about them. Please write on the line to the left of each question one of the following numbers to indicate how you feel. For example, if you feel terrible about it write in "1", if you have mixed feelings about it (that is, you are about equally satisfied and dissatisfied) write in "4", and if you feel delighted about it write in "7".

I feel:



- ____ 29.1 How do you feel about your own family life--your husband or wife, your marriage, and your children?
- ____ 29.2 How do you feel about your life as a whole?

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TAKING RESPONSIBILITY IN THE FAMILY

There are many jobs to be done as part of family life. We are interested in knowing who takes responsibility in your family.

	To the greatest extent	To some extent	To a little extent	Not at all
26. Between you and your spouse to what extent does <u>your spouse</u> take responsibility for:				
26.1 Caring for children's physical needs?	1	2	3	4
26.2 Caring for children's social and educational needs?	1	2	3	4
26.3 Disciplining children?	1	2	3	4
26.4 Cleaning the house?	1	2	3	4
26.5 Maintenance and repair of the house?	1	2	3	4
26.6 Preparing meals?	1	2	3	4
26.7 Shopping?	1	2	3	4
26.8 Seeking information for purchases?	1	2	3	4
26.9 Gardening?	1	2	3	4
26.10 Laundry?	1	2	3	4
26.11 Yard work?	1	2	3	4
26.12 Care of car(s)?	1	2	3	4
26.13 Paying bills?	1	2	3	4
26.14 Keeping records, doing taxes, etc.?	1	2	3	4
26.15 Attending school meetings?	1	2	3	4
26.16 Supervising children's activities?	1	2	3	4
26.17 Communicating with relatives and friends (letters, cards, phone calls)?	1	2	3	4
26.18 Transporting children?	1	2	3	4
26.19 Planning leisure activities including vacations?	1	2	3	4
26.20 Other, please list _____	1	2	3	4

	To the greatest extent	To some extent	To a little extent	Not at all
27. Between you and your spouse to what extent do <u>you</u> take responsibility for:				
27.1 Caring for children's physical needs?	1	2	3	4
27.2 Care for children's social and educational needs?	1	2	3	4
27.3 Disciplining children?	1	2	3	4
27.4 Cleaning the house?	1	2	3	4
27.5 Maintenance and repair of the house?	1	2	3	4
27.6 Preparing the meals?	1	2	3	4
27.7 Shopping?	1	2	3	4
27.8 Seeking information for purchases?	1	2	3	4
27.9 Gardening?	1	2	3	4
27.10 Laundry?	1	2	3	4
27.11 Yard work?	1	2	3	4
27.12 Care of car(s)?	1	2	3	4
27.13 Paying bills?	1	2	3	4
27.14 Keeping records, doing taxes, etc.?	1	2	3	4
27.15 Attending school meetings?	1	2	3	4
27.16 Supervising children's activities?	1	2	3	4
27.17 Communicating with relatives and friends (letters, cards, phone calls)?	1	2	3	4
27.18 Transporting children?	1	2	3	4
27.19 Planning leisure activities including vacations?	1	2	3	4
27.20 Other, please list _____	1	2	3	4

28. To what extent does <u>your oldest child</u> do the following:	To a great extent	To some extent	To a little extent	Not at all	Not expected to
28.1 Care for other children?	1	2	3	4	5
28.2 Yard work (mow grass, weed, rake leaves)?	1	2	3	4	5
28.3 Help with meals?	1	2	3	4	5
28.4 Help with meal clean-up (clearing the table, washing and drying dishes)?	1	2	3	4	5
28.5 Water plants?	1	2	3	4	5
28.6 Clean house or room?	1	2	3	4	5
28.7 Put away groceries?	1	2	3	4	5
28.8 Care for pets and animals?	1	2	3	4	5
28.9 Sweep sidewalks?	1	2	3	4	5
28.10 Help with shopping or going to the store for extras?	1	2	3	4	5
28.11 Shovel snow?	1	2	3	4	5
28.12 Help with gardening?	1	2	3	4	5
28.13 Take out garbage?	1	2	3	4	5
28.14 Help with laundry?	1	2	3	4	5
28.15 Suggest fun activities?	1	2	3	4	5
28.16 Earn extra money (newspaper route, babysitting)?	1	2	3	4	5
28.17 Other, please list _____	1	2	3	4	5

YOUR FAMILY SITUATION

This study is about how family members can increase their income. We are interested in knowing some things about you and your family.

FOR EACH QUESTION, PLACE A CHECK MARK IN THE BRACKETS () OR WRITE THE ANSWER ON THE LINE PROVIDED.

42.1 What is your sex?

() Male

() Female

42.2a How old were you on your last birthday?

_____ Age at last birthday

42.2b What is the month, day, and year of your birth?

_____ Month _____ Day _____ Year of Birth

42.3 What is your religion, if any?

() Protestant: _____
Please specify

() Catholic

() Jewish

() None

() Other: _____
Please specify

42.4 What is your race?

() White

() Black/Negro/Afro-American

() Spanish origin

() Other _____
Please specify

42.5 What is the highest level of formal schooling that you have completed?
Check one:

- ☐ Less than 8 grades of elementary school
- ☐ 8 grades of elementary school
- ☐ 1-3 years of high school
- ☐ Completed 4 years of high school or passed high school equivalency exam
- ☐ Less than 4 years of college
- ☐ 4 years of college
- ☐ 5 or more years of college

42.5a Have you been enrolled in any type of educational program other than high school or college such as vocational training?

- ☐ YES → 42.5b If YES, please specify your field of training
(such as business, office work, practical nursing, beautician, mechanic, electrician).
Field of training _____
- ☐ NO

42.5c Did you complete the training program?

- ☐ YES
- ☐ NO
- ☐ DOES NOT APPLY

42.5d Have you been enrolled in any type of educational program other than high school or college in the last year, such as craft classes, religion classes, cooperative extension classes, adult education?

- ☐ YES → 42.5e If YES, what type of educational program is it?
Field of training or type of program _____
- ☐ NO

42.6a Are you presently employed, unemployed, retired, or what?
CHECK AS MANY AS APPLY TO YOU.

() Housewife or househusband

() Student

() Permanently disabled

() Retired

() Unemployed (that is,
previously employed for
pay and/OR presently
looking for a job)

() Temporarily laid off
OR on strike
OR on sick leave

() Working now

GO TO QUESTION 41.7a ON PAGE 32
unless you also check one of
the categories below in which
case go to 42.6b below.

GO TO QUESTION 42.6b

42.6b If you are working now OR are temporarily laid off OR on strike OR on sick leave, what kind of work do you do? What is your main occupation called? (If you have two jobs, your main occupation is the job on which you spend the most time. If you spend an equal amount of time on two jobs, it is the one which provides the most income.)

Main occupation _____

42.6c What do you actually do in that job? What are some of your main duties?

Duties _____

42.6d What kind of business, industry or organization is your job in? What do they do or make at the place where you work?

Kind of business, industry or organization _____

What do they make or do _____

42.6e About how many hours a week do you do this work? CHECK ONE.

- ☐ Less than 20 hours per week
- ☐ 21-39 hours per week
- ☐ 40 hours per week
- ☐ More than 40 hours per week

42.6f Are you an hourly wage worker, salaried, on commission, self-employed, or what? CHECK ONE.

- ☐ Hourly wage worker
- ☐ Salaried
- ☐ Work on commission, tips
- ☐ Self-employed in own business, professional practice, or farm
- ☐ Work without pay in family business or farm

42.6g Are you currently employed in a second job?

- ☐ YES
- ☐ NO

42.6h If YES, about how many hours a week do you do this work?

- ☐ Less than 20 hours per week
- ☐ 21-39 hours per week
- ☐ 40 hours per week

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- 42.7a What do you estimate your total family income before taxes was in 1979?
Please include income from all sources before taxes, including income from wages, property, stocks, interest, welfare, Aid to Families with Dependent Children, child support from a previous marriage, and any other money income received by you and all family members who live with you.

ESTIMATED TOTAL FAMILY YEARLY INCOME, 1979

- | | |
|--|--|
| ☐ Under \$3,000 | ☐ \$12,000 - \$14,999 |
| ☐ \$3,000 - \$3,999 | ☐ \$15,000 - \$19,999 |
| ☐ \$4,000 - \$4,999 | ☐ \$20,000 - \$24,999 |
| ☐ \$5,000 - \$5,999 | ☐ \$25,000 - \$29,999 |
| ☐ \$6,000 - \$6,999 | ☐ \$30,000 - \$34,999 |
| ☐ \$7,000 - \$7,999 | ☐ \$35,000 - \$49,000 |
| ☐ \$8,000 - \$9,999 | ☐ \$50,000 and over |
| ☐ \$10,000 - \$11,999 | |

- 42.7b About how much of this total family yearly income before taxes did you earn in 1979?

ESTIMATED PORTION OF TOTAL FAMILY INCOME, 1979, EARNED BY YOURSELF

- | | |
|---|--|
| ☐ Does not apply, not employed in 1979 | |
| ☐ Under \$3,000 | ☐ \$12,000 - \$14,999 |
| ☐ \$3,000 - \$3,999 | ☐ \$15,000 - \$19,999 |
| ☐ \$4,000 - \$4,999 | ☐ \$20,000 - \$24,999 |
| ☐ \$5,000 - \$5,999 | ☐ \$25,000 - \$29,000 |
| ☐ \$6,000 - \$6,999 | ☐ \$30,000 and over |
| ☐ \$7,000 - \$7,999 | |
| ☐ \$8,000 - \$9,999 | |
| ☐ \$10,000 - \$11,999 | |

42.7c What are the sources of your family income?

CHECK as many categories as you need to describe your own situation.

INCOME SOURCE

- ☐ Wages
- ☐ Salary
- ☐ Child support
- ☐ Aid to Dependent Children
- ☐ Alimony
- ☐ Caring for children in your home (day care, foster care)
- ☐ Interest
- ☐ Commissions
- ☐ Dividends
- ☐ Bonuses
- ☐ Overtime
- ☐ Social Security
- ☐ Unemployment compensation
- ☐ Trust funds
- ☐ Royalties
- ☐ Inheritance
- ☐ Rent
- ☐ Help from relatives
- ☐ Roomers or boarders
- ☐ Selling farm produce or crafts
- ☐ Other, please list _____

42.7d In the coming year, would you say your financial situation will get worse, stay about the same, or get better? CHECK ONE.

- ☐ Get worse
- ☐ Stay about the same
- ☐ Get better

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43.1 Do you (or does a member of your family who lives with you) own your home, do you rent?

- () Own or buying
 () Renting
 () Other _____

Please specify

43.2 How long have you lived in this house or apartment?

- () Less than 1 year
 () 2 - 3 years
 () 4 - 6 years
 () 7 - 9 years
 () 10 - 12 years
 () 13 - 15 years
 () 16 - 18 years
 () 19 - 21 years
 () 22 - 24 years
 () 25 years or more

43.3 How many rooms do you have in your dwelling, not counting bathrooms?

43.3a _____
 Number of rooms

43.3b _____
 Number of bathrooms

43.4 How much does housing cost for your family? Please indicate the amount you pay each month for rent or mortgage, including property taxes and insurance.

- () Less than \$100 per month
 () \$101 - \$150 per month
 () \$151 - \$200 per month
 () \$201 - \$250 per month
 () \$251 - \$300 per month
 () \$301 - \$350 per month
 () \$351 - \$400 per month
 () \$401 - \$450 per month
 () \$451 - \$500 per month
 () \$501 - \$550 per month
 () \$551 - \$600 per month
 () \$601 - \$650 per month
 () More than \$650 per month _____

Please specify

We are interested in knowing which of the following types of equipment you own.

44. Do you own:	YES	NO	DON'T KNOW
44.1 Washer?	1	2	3
44.2 Dryer?	1	2	3
44.3 Refrigerator/with freezer?	1	2	3
44.4 Freezer?	1	2	3
44.5 Food processor or blender?	1	2	3
44.6 Food dryer?	1	2	3
44.7 Microwave oven?	1	2	3
44.8 Pressure canner?	1	2	3
44.9 Hot water bath canner?	1	2	3
44.10 Sewing machine?	1	2	3
44.11 Steam iron/iron?	1	2	3
44.12 Rug shampooer?	1	2	3
44.13 Floor polisher?	1	2	3
44.14 Power drill?	1	2	3
44.15 Power saw?	1	2	3
44.16 Router?	1	2	3
44.17 Electric sander?	1	2	3
44.18 Lawn mower?	1	2	3
44.19 Rototiller?	1	2	3
44.20 Farm or garden tractor?	1	2	3
44.21 Snow blower?	1	2	3
44.22 Painting equipment (brushes, roller, trays, edgers, etc.)	1	2	3
44.23 Wallpapering equipment?	1	2	3
44.24 Other, please list _____	1	2	3

45.1a Is this your first marriage?

() YES →

What was the date and year of your marriage?

() NO →

45.1b In what year and month did your present marriage begin? _____

45.1c How did your last marriage end and in what year?

() Death _____ Year of death _____

() Divorce _____ Year of divorce _____

() Annulment _____ Year of annulment _____

() Separation _____ Year of separation _____

45.1d Please specify the beginning and ending dates of any marriages existing prior to the one described in 44.1c.

- 45.1e We would like to know something about the people who live in your family. Please list in the chart below your children and other household members—their birth date, age at last birthday, sex, and indicate by using a check mark if you are financially responsible for the support of the person.

		Date of birth. no./day/yr.	Age at last birthday	Sex (circle M or F)	Financial Support
SPOUSE				M F	
CHILDREN BORN TO THIS MARRIAGE	1.			M F	
	2.			M F	
Please list in order from oldest to youngest	3.			M F	
	4.			M F	
	5.			M F	
	6.			M F	
	7.			M F	
	8.			M F	
	9.			M F	
CHILDREN BORN TO WIFE PRIOR TO THIS MARRIAGE	1.			M F	
	2.			M F	
Please list in order from oldest to youngest	3.			M F	
	4.			M F	
	5.			M F	
CHILDREN BORN TO HUSBAND PRIOR TO THIS MARRIAGE	1.			M F	
	2.			M F	
Please list in order from oldest to youngest	3.			M F	
	4.			M F	
	5.			M F	
ADOPTED CHILDREN NOT BORN TO EITHER SPOUSE	1.			M F	
	2.			M F	
Please list in order from oldest to youngest	3.			M F	
	4.			M F	
	5.			M F	

CONTINUED ON NEXT PAGE.

NOTE: If there are not enough spaces, please finish the list on the last page.

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		Date of birth mo./day/yr.	Age at last birthday	Sex	Marital status	Relation to you	Financial Support
OTHER RELATIVES LIVING IN THIS HOUSEHOLD (such as niece, nephew, grandchild, parent, sister, uncle, brother, brother-in-law, mother-in-law, husband's uncle)	1.			M F			
	2.			M F			
	3.			M F			
	4.			M F			
	5.			M F			
	6.			M F			
	7.			M F			
	8.			M F			
OTHER PERSONS LIVING IN THIS HOUSEHOLD (such as foster child, friend, household help, boarders)	1.			M F			
	2.			M F			
	3.			M F			
	4.			M F			
	5.			M F			
	6.			M F			
	7.			M F			

NOTE: If there are not enough spaces, please finish the list on the last page.

46. Counting yourself, how many people now live in your household?

_____ People

1. How old are you today? _____

2. When is your birthday? _____
month day

3. Are you a girl or a boy? _____

4. What are the things you like to do for fun?

5. What kinds of things does your family do to save money?

6. What could you do to help your family save money?

7. What are the things you like best about living in your family?

HERE ARE SOME FACES SHOWING FEELINGS. Under each face is a letter.



A



B



C



D



E



F



G

8. _____ Which face shows how you feel about your life (your whole life)?
(Write the letter on the line.)

9. _____ Which face shows how you feel about your own family?

10. _____ Which face shows the way you feel about yourself?

11. _____ Which face shows the way you feel about the amount of work you do at home for the family?

12. _____ Which face shows the way you feel about the amount of money your family has?

13. _____ Which face shows the way you feel about the chances you have to learn new things?

14. _____ How do you feel about the way you spend your free time at home?

15. _____ Which face shows the way you feel about the house you have, the food you eat, and the clothes you wear?

16. _____ Which face shows the way you feel about the things your family has - your car, furniture, toys, games, and playthings.

17. _____ Which face shows the way you feel about the changes your family may need to make to save energy like keeping the house cooler, fewer trips in the car, and using less electrical energy?

HERE IS A LIST OF JOBS children often do at home for the family. Make a check mark beside each job that you do.

- 25. _____ Do some shopping or go to the store for extras.
- 26. _____ Write a letter.
- 27. _____ Take care of other children in the family.
- 28. _____ Earn money.
- 29. _____ Take care of pets or animals (feed them, get fresh water, take them outside).
- 30. _____ Do yard work (mow the grass, weed the garden, rake leaves).
- 31. _____ Take out garbage or trash.
- 32. _____ Sweep sidewalks, porches or patio, floors.
- 33. _____ Shovel snow.
- 34. _____ Dust furniture.
- 35. _____ Vacuum rugs, carpets, floors.
- 36. _____ Clean sinks, bathtubs, toilets.
- 37. _____ Wash floors.
- 38. _____ Put away groceries.
- 39. _____ Prepare and cook meals.
- 40. _____ Set and clear the table, wash the table.
- 41. _____ Wash and dry dishes.
- 42. _____ Water the plants.
- 43. _____ Collect dirty clothes for the laundry.
- 44. _____ Wash and dry the clothes.
- 45. _____ Put away the clean clothes.
- 46. _____ Put away toys, clean my room.
- 47. _____ Take sheets off the bed or put clean sheets on the bed.
- 48. What other jobs do you do? _____

APPENDIX D

DESCRIPTIVE STATISTICS

Table D-1.--Descriptive Statistics for Husband's Self Perception of Responsibilities
for Household Production.

Variable	Descriptive Statistics						
	Central Tendency			Variability		Symmetry	
	Mean	Median	V	SD	SE	Skewness	Kurtosis
MORES 1 Children's Physical Needs	.991	.995	.009	.097	.009	-10.344	107.000
MORES 2 Children's Social Needs	.991	.995	.009	.097	.009	-10.344	107.000
MORES 3 Disciplining Children	1.00	1.00	0	0	0	0	0
MORES 4 Cleaning House	.868	.924	.116	.340	.033	- 2.205	2.915
MORES 5 Maintain & Repair House	.981	.990	.019	.136	.013	- 7.209	50.923
MORES 6 Prepare Meals	.813	.885	.153	.392	.038	- 1.629	.666
MORES 7 Shopping	.813	.885	.153	.392	.038	- 1.629	.666
MORES 8 Information for Purchase	.925	.960	.070	.264	.026	- 3.280	8.923
MORES 9 Gardening	.850	.912	.128	.358	.035	- 1.994	2.012
MORES 10 Laundry	.561	.608	.249	.499	.048	- .248	-1.976
MORES 11 Yard Work	.972	.986	.028	.166	.016	- 5.800	32.238
MORES 12 Car Care	.981	.990	.019	.136	.013	- 7.209	50.923
MORES 13 Paying Bills	.896	.942	.094	.306	.030	- 2.636	5.043
MORES 14 Keeping Records	.907	.948	.086	.292	.028	- 2.833	-6.142
MORES 15 Attending School Meetings	.832	.899	.141	.376	.036	- 1.799	1.260
MORES 16 Supervising Child's Activities	.953	.975	.045	.212	.020	- 4.357	17.303
MORES 17 Communicating with Relatives	.916	.954	.078	.279	.027	- 3.040	7.376
MORES 18 Transporting Children	.925	.960	.070	.264	.026	- 3.280	8.923
MORES 19 Planning Leisure Activities	.991	.995	.009	.097	.009	-10.344	107.000

Table D-2.--Descriptive Statistics for Husband's Perceptions of Wife's Responsibilities
for Household Production.

Variable	Descriptive Statistics						
	Central Tendency			Variability		Symmetry	
	Mean	Median	V	SD	SE	Skewness	Kurtosis
MSRES 1 Children's Physical Needs	1.00	1.00	0	0	0	0	0
MSRES 2 Children's Social Needs	1.00	1.00	0	0	0	0	0
MSRES 3 Discipling Children	1.00	1.00	0	0	0	0	0
MSRES 4 Cleaning House	1.00	1.00	0	0	0	0	0
MSRES 5 Maintenance-Repair House	1.00	1.00	0	0	0	0	0
MSRES 6 Prepare Meals	1.00	1.00	0	0	0	0	0
MSRES 7 Shopping	1.00	1.00	0	0	0	0	0
MSRES 8 Information for purchases	1.00	1.00	0	0	0	0	0
MSRES 9 Gardening	.879	.931	.108	.328	.032	-2.350	3.590
MSRES 10 Laundry	.981	.990	.019	.136	.013	-7.209	50.923
MSRES 11 Yard Work	.935	.965	.062	.248	.024	-3.565	10.915
MSRES 12 Car Care	.692	.777	.215	.464	.045	-.842	-1.317
MSRES 13 Paying Bills	.907	.948	.086	.292	.028	-2.833	6.142
MSRES 14 Keeping Records	.822	.892	.147	.384	.037	-1.712	.947
MSRES 15 Attending School Meetings	.972	.986	.028	.166	.016	-5.800	32.238
MSRES 16 Supervising Child's Activities	1.00	1.00	0	0	0	0	0
MSRES 17 Communicating with Relatives	1.00	1.00	0	0	0	0	0
MSRES 18 Transporting Children	.944	.970	.053	.231	.022	-3.914	13.574
MSRES 19 Planning Leisure Activities	1.00	1.00	0	0	0	0	0

Table D-3.--Descriptive Statistics for Wife's Self Perceptions of Responsibilities for Household Production.

Variable	Descriptive Statistics						
	Central Tendency			Variability		Symmetry	
	Mean	Median	V	SD	SE	Skewness	Kurtosis
FORES 1 Children's Physical Needs	1.00	1.00	0	0	0	0	0
FORES 2 Children's Social Needs	1.00	1.00	0	0	0	0	0
FORES 3 Discipling Children	1.00	1.00	0	0	0	0	0
FORES 4 Cleaning House	1.00	1.00	0	0	0	0	0
FORES 5 Maintenance-Repair House	.879	.931	.108	.328	.032	-2.350	3.590
FORES 6 Prepare Meals	1.00	1.00	0	0	0	0	0
FORES 7 Shopping	1.00	1.00	0	0	0	0	0
FORES 8 Information for Purchases	.981	.990	.019	.136	.013	-7.209	50.923
FORES 9 Gardening	.850	.912	.128	.358	.035	-1.994	2.012
FORES 10 Laundry	.991	.995	.009	.097	.009	-10.344	107.000
FORES 11 Yard Work	.925	.960	.070	.264	.026	-3.280	8.923
FORES 12 Car Care	.766	.848	.181	.425	.041	-1.277	-.377
FORES 13 Paying Bills	.887	.936	.101	.318	.031	-2.477	4.213
FORES 14 Keeping Records	.822	.892	.147	.384	.037	-1.712	.947
FORES 15 Attending School Meetings	.963	.981	.036	.191	.018	-4.947	22.901
FORES 16 Supervising Child's Activities	.991	.995	.009	.097	.009	-10.344	107.000
FORES 17 Communicating with Relatives	1.00	1.00	0	0	0	0	0
FORES 18 Transporting Children	.953	.975	.045	.213	.021	-4.334	17.102
FORES 19 Planning Leisure Activities	.972	.986	.028	.166	.016	-5.800	32.238

Table D-4.--Descriptive Statistics for Wife's Perceptions of Husband's Responsibilities for Household Production.

Variable	Descriptive Statistics						
	Central Tendency			Variability		Symmetry	
	Mean	Median	V	SD	SE	Skewness	Kurtosis
FSRES 1 Children's Physical Needs	.991	.995	.009	.097	.009	-10.344	107.000
FSRES 2 Children's Social Needs	.981	.990	.019	.137	.013	- 7.174	50.423
FSRES 3 Discipling Children	1.00	1.00	0	0	0	0	0
FSRES 4 Cleaning House	.841	.906	.135	.367	.036	- 1.893	1.613
FSRES 5 Maintenance-Repair House	.972	.986	.028	.166	.016	- 5.800	32.238
FSRES 6 Prepare Meals	.794	.871	.165	.406	.039	- 1.478	.187
FSRES 7 Shopping	.729	.814	.199	.477	.043	- 1.045	-.926
FSRES 8 Information for Purchases	.888	.937	.101	.317	.031	- 2.493	4.297
FSRES 9 Gardening	.832	.899	.141	.376	.036	- 1.799	1.260
FSRES 10 Laundry	.477	.455	.252	.502	.049	.095	- 2.029
FSRES 11 Yard Work	.953	.975	.045	.212	.020	- 4.357	17.303
FSRES 12 Car Care	.991	.995	.009	.097	.009	-10.344	107.000
FSRES 13 Paying Bills	.811	.884	.155	.393	.038	- 1.614	.617
FSRES 14 Keeping Records	.802	.876	.160	.400	.039	- 1.537	.368
FSRES 15 Attending School Meetings	.766	.848	.181	.425	.041	- 1.277	-.377
FSRES 16 Supervising Child's Activities	.916	.954	.078	.279	.027	- 3.040	7.376
FSRES 17 Communicating with Relatives	.869	.925	.115	.339	.033	- 2.221	2.987
FSRES 18 Transporting Children	.868	.924	.116	.340	.033	- 2.205	2.915
FSRES 19 Planning Leisure Activities	.925	.959	.070	.265	.026	- 3.261	8.797

Table D-5.--Descriptive Statistics for Husband's Perceptions of Child's Responsibilities
for Household Production.

Variable	Descriptive Statistics						
	Central Tendency			Variability		Symmetry	
	Mean	Median	V	SD	SE	Skewness	Kurtosis
MCRES 1 Care of Other Children	.813	.885	.153	.392	.038	- 1.629	.666
MCRES 2 Yard Work	1.00	1.00	0	0	0	0	0
MCRES 3 Help with Meals	.822	.892	.147	.384	.037	- 1.712	.947
MCRES 4 Help with Meal Clean-up	.907	.948	.086	.292	.028	- 2.833	6.142
MCRES 5 Water Plants	.626	.701	.236	.486	.047	- .529	- 1.753
MCRES 6 Clean House	.981	.990	.019	.136	.013	- 7.209	50.923
MCRES 7 Put Away Groceries	.822	.892	.147	.384	.037	- 1.712	.947
MCRES 8 Care of Pets	.698	.784	.213	.461	.045	- .876	- 1.258
MCRES 9 Sweep Side Walk	.604	.672	.242	.491	.048	- .430	- 1.850
MCRES 10 Help with Shopping	.570	.623	.247	.497	.048	- .287	- 1.954
MCRES 11 Shovel Snow	.748	.831	.190	.436	.042	- 1.157	- .675
MCRES 12 Take out Garbage	.645	.725	.231	.481	.046	- .614	- 1.654
MCRES 13 Earn Extra Money	.374	.299	.236	.486	.047	.529	- 1.753
MCRES 14 Help with Laundry	.486	.473	.252	.502	.049	.057	- 2.035

Table D-6.--Descriptive Statistics for Wife's Perceptions of Child's Responsibilities
for Household Production.

Variable	Descriptive Statistics						
	Central Tendency		Variability		Symmetry		
	Mean	Median	V	SD	SE	Skewness	Kurtosis
FCRES 1 Care of Other Children	.785	.863	.170	.413	.040	-1.408	-.019
FCRES 2 Yard Work	1.00	1.00	0	0	0	0	0
FCRES 3 Help with Meals	.850	.912	.128	.358	.035	-1.994	2.012
FCRES 4 Help with Meal Clean-up	.888	.937	.101	.317	.031	-2.493	4.297
FCRES 5 Water Plants	.561	.608	.249	.499	.048	-.248	-1.976
FCRES 6 Clean House	1.00	1.00	0	0	0	0	0
FCRES 7 Put Away Groceries	.860	.918	.122	.349	.034	-2.102	2.466
FCRES 8 Care for Pets	.733	.818	.197	.444	.043	-1.071	-.871
FCRES 9 Sweep Side Walks	.594	.659	.243	.493	.048	-.390	-1.884
FCRES 10 Help with Shopping	.589	.651	.244	.494	.048	-.366	-1.902
FCRES 11 Shovel Snow	.785	.863	.170	.413	.040	-1.408	-.019
FCRES 12 Take Out Garbage	.701	.787	.212	.460	.044	-.890	-1.231
FCRES 13 Earn Extra Money	.343	.047	.261	.227	.477	.672	-1.579
FCRES 14 Help with Laundry	.604	.672	.242	.491	.048	-.430	-1.850

Table D-7.--Descriptive Statistics for Child's Perceptions of Child's Responsibilities
for Household Production.

Variable	Descriptive Statistics						
	Central Tendency			Variability		Symmetry	
	Mean	Median	V	SD	SE	Skewness	Kurtosis
CCRES 1 Care of Other Children	.645	.725	.231	.481	.046	-.614	-1.654
CCRES 2 Yard Work	.822	.892	.147	.384	.037	-1.712	.947
CCRES 3 Help with Meals	.308	.223	.215	.464	.045	.842	-1.317
CCRES 4 Help with Meal Clean-up	1.00	1.00	0	0	0	0	0
CCRES 5 Water Plants	.346	.264	.228	.478	.046	.658	-1.598
CCRES 6 Clean House	1.00	1.00	0	0	0	0	0
CCRES 7 Put Away Groceries	.682	.767	.219	.468	.045	-.794	-1.396
CCRES 8 Care for Pets	.645	.725	.231	.481	.046	-.614	-1.654
CCRES 9 Sweep Side Walks	.477	.455	.252	.502	.049	-.095	-2.029
CCRES 10 Help with Shopping	.383	.311	.239	.488	.047	.487	-1.796
CCRES 11 Shovel Snow	.682	.767	.219	.468	.045	-.794	-1.396
CCRES 12 Take Out Garbage	.551	.593	.250	.500	.048	-.210	-1.994
CCRES 13 Earn Extra Money	.617	.689	.239	.488	.047	-.487	-1.796
CCRES 14 Help with Laundry	1.00	1.00	0	0	0	0	0

APPENDIX E

RELIABILITY ANALYSIS FOR QUALITY OF LIFE QUESTIONS

Table E-1.--Reliability of Quality of Life Questions.

Variable	r	p
Quality of Whole Life		
MDQFL1	.7708	.001
FDQFL1	.6530	.001
Quality of Family Life		
MDQFL2	.8523	.001
FDQFL2	.7074	.001

APPENDIX F

SUPPLEMENTARY FINDINGS

APPENDIX F
SUPPLEMENTARY FINDINGS

Child's Age

Selected one-way analysis of variance tests are reported for individual and triadic properties to test for suspected differences in child's self-report and parent's reports of child due to child's age. One-way ANOVA is used for testing the assumption that several population means are equal. The effect of a single factor is tested by calculating an F-statistic from within and between group means. If the probability of the F-statistic is small, the assumption that all population means are equal is rejected. (Norusis, 1982). Each of the individual dyadic and triadic properties on child's household production responsibilities are entered separately in a one-way analysis of variance with child's age group. Children are grouped into three categories: 1) 6 to 8 years; 2) 9 to 10 years; and 3) 11 to 12 years. Groupings are based on an expert's opinion (Earhart, 1981).

Individual reports of child's household production responsibilities are entered separately as factors in a

one-way ANOVA. Husband's and wife's perceptions of child's total responsibility (MRCREST; FRCREST) are significant at the .000 and .006 levels, respectively. Thus it appears unlikely that the children within each age grouping are responsible for the same mean number of household production responsibilities. The probability of the F-statistic is large enough in the case of child's self-report of household production responsibilities to fail to reject the assumption that the age group means are equal (CRCREST; $p = .574$).

For the additive triadic property (AFPHTT; $p = .000$) it appears unlikely that the children in each age grouping have the same mean number of household production responsibilities.

The probability of the F-Statistic is large enough in the case of dispersive triadic measures of child's household production responsibilities (DFPHTT; $p = .888$) to fail to reject the assumption that the age group means are equal.

The probability of the F-statistic is small enough in the case of the child's individual perception of quality of whole life to reject the assumption that age group means are equal. There is a difference in the perceptions of children on quality of whole life by age grouping. In the case of quality of family life the assumption cannot be rejected because of the magnitude of the F-statistic. Children within the three age groupings may have similar mean

perceptions of quality of family life.

As noted in Table , there is no clear consistent pattern of significant F-statistics for additive and dispersive triadic perceptions of quality of whole life. The triadic property quality of whole life is significant at the .037 level.

There are no significant F-statistics for the additive and dispersive, triadic properties- perceptions of quality of family life thus we fail to reject the assumption that the age group population means are equal.

Table F-1.--Oneway ANOVA Tests for Differences in Triadic Perceptions by Child's Age.

Perceptions	Oneway ANOVA Tests ^a		
	Between Group Mean Squares	Within Group Mean Squares	F-Statistic (Probability)
Household Production			
AFPCHT	1.4312	.1574	9.093(.000)**
DFPCHT	1.9865	16.7539	.119(.888)
Quality of Whole Life			
AFPQT1	5.5479	3.2536	1.705(.186)
DFPQT1	11.4652	3.3676	3.405(.037)**
Quality of Family Life			
AFPQT2	2.6352	4.7431	.556(.575)
DFPQT2	.0088	3.0775	.003(.997)

a. 2 and 104 df

** Significant level: $p < .05$

Table F-2.--Oneway ANOVA Tests for Differences in Individual Perceptions of Child's Household Production Responsibilities by Child's Age.

Perceptions of Child's Household Production Responsibilities	Oneway ANOVA Test ^a		
	Between Group Mean Squares	Within Group Mean Squares	F-Statistic (Probability)
MCREST	.4789	.0311	15.389(.000)**
FCREST	.1444	.0273	5.295(.006)**
CCREST	.0126	.0226	.557(.574)

a. 2 and 104 df

** Significant level: p .05.

Table F-3.--Oneway ANOVA Tests for Differences in Child's Perception of Quality of Life by Child's Age.

Child's Perception of Quality of Life	Oneway ANOVA Test ^a		
	Between Group Mean Squares	Within Group Mean Squares	F-Statistic (Probability)
Quality of Whole Life CQL1	8.8684	1.0297	8.613(.000)**
Quality of Family Life CQL8	.5381	.8238	.653(.522)**

a. 2 and 104 df

** Significant level: p < .05.

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